The development of a guidance program for the Elgin North Dakota high school

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The University of Montana
THE DEVELOPMENT OF A GUIDANCE PROGRAM FOR THE ELGIN, NORTH DAKOTA, HIGH SCHOOL

by

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CHAPTER I

THE PROBLEM AND ITS SETTING

The faculty and administration of the Elgin High School in compliance with requirements of the State Department of Public Instruction, Bismarck, North Dakota, and the need for guidance to assure a worthwhile education for all high school students deemed it worthy to take necessary steps in setting up a guidance program. The faculty members realized the administration and teachers should not be expected to perform the guidance duties individually. Therefore, a guidance organization was needed in which the roles of teacher, principal and administrator would be duly recognized and the efforts of all would be closely coordinated. Thus, the Elgin High School faculty began careful planning so that students might gain maximum benefits from a guidance program.

THE PROBLEM

Statement of the problem. The purpose of this study was to evolve a suitable and workable program of guidance for the Elgin, North Dakota, High School. In constructing the program, the community had to bear in mind that the school district was spending up to its limit for normal operation of the school and could not afford to hire a trained counselor. Hence, all guidance program planning became the work of the high school staff.

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Importance of the problem. Educators have become aware of the fact that formal education places emphasis on subject matter with little regard for the individual, and education has been accused of failing to fulfill its purpose of producing an individual to the fullest extent of his capacities. Armed with this knowledge, educators are accepting the belief of Dunsmoor for he says, "There is a vital need for a sound and comprehensive guidance service for every pupil in every school."\(^1\) The realization that students were leaving high school at an early age not fully prepared to meet problems that could face them, induced the administration to take a lead in formulating and organizing a plan whereby someone would be responsible for the guidance of every child.

Delimitation of the problem. The problem was restricted to the three main phases of guidance in so far as they related to grades nine through twelve in the Elgin High School, Elgin, North Dakota. No attempt was made in the guidance program to offer exploratory courses or distributive education due to the limited facilities of the school. All testing was restricted to group work only, since no one on the staff was qualified to do individual test work. Guidance was offered in connection with subjects taught, extra curricular activities, assemblies, and

teacher-student conferences.

1. **Educational guidance.** The assistance given the students in obtaining suitable and ample information about courses, curricula, requirements for graduation, and entrance to institutions which offer advance preparation in helping with the needs, abilities, and interests of the student.²

2. **Vocational guidance.** The assistance rendered to students by school personnel in helping students discover their vocational interests and abilities and to formulate suitable vocational plans.³

3. **Civic-ethical-social guidance.** The assistance given the students in the development of accepted and desirable standards of personal conduct and attitudes, as these standards relate to the common good.⁴

**DEFINITION OF TERMS USED**

**Follow-up.** A check on the after effects of individual counseling, and the securing of information about graduates and school drop-outs.

**Placement.** The aid rendered students in securing positions during their high school years and upon graduation.

**Teacher-counselor.** The teachers not ordinarily qualified for specialized guidance services but who perform the guidance functions in this program.

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³ Ibid., p. 219.

⁴ Ibid., p. 195.
SETTING OF THE PROBLEM

The community background. The community of Elgin, situated in west central Grant County, is agricultural with inhabitants largely people of German-Russian extraction. Almost all of the land has been taken up by relatively large farms and ranches. There is a tendency for the large farms and ranches to become larger making it more difficult for youth to get a start in agriculture. Due to this condition, farm parents are beginning to show a greater interest in education and are supporting vocational agricultural training to a high degree, feeling this may bring improvement to the home farm and hold the interest of their sons in the field of agriculture.

The city of Elgin has a population of 1000 persons who are much interested in its future growth. There are no industries in the city and little opportunity for youth to find work locally which causes a majority of the high school graduates to leave the community after graduation to find employment.

The Dietz School District No. 16 is an average school district in North Dakota, consisting of thirty-six sections of agricultural land. Reorganization has been considered with hopes of enlarging the district, thereby increasing the taxable valuation and supplying more finance to be used in improving school facilities and instruction. Reorganization is on a permissive basis in North Dakota.
Hence, the home school district and the district to be joined must approve the reorganization by separate vote. There are several things that hinder the progress of a reorganization plan in Grant County. (1) There are three other high schools in the county all situated along State Highway 21 which crosses the center of the county. All schools fall within a radius of twenty miles and reorganization enlarging this school district would force one or more of these schools to close. The local pride of each surrounding school district has not allowed the school to close and has discouraged reorganization. (2) There are two railroads crossing Grant County in the same manner as does State Highway 21 which furnish a sizeable amount of revenue for the school districts. Reorganization in any school district would mean a division of railroad property which has brought resentment to such an extent that all reorganization plans have been dropped.

The organization of the school. The school district is headed by a three member board of education and the superintendent of schools. Each member of the board of education is elected for a period of three years with one member changing yearly, thus, assuring at least two experienced members on the board. The school treasurer is elected by the voters at the annual election on even numbered years and holds office for a period of two years. The clerk for the board of education is appointed by the board members and holds office until such time as they may
direct. Board members organize at their first meeting of the fiscal year at which time the board members elect a chairman and vice chairman. Regular meetings are held on suggested schedule by the state department and special meetings are called when the situation demands.

The school system is typical of North Dakota schools and follows the eight-four plan. The personnel consists of a principal, who handles part English and biology, vocational agriculture instructor, home economics and science instructor, mathematics and coaching instructor, social science and music instructor, and a commercial instructor. Custodial duties are handled by a man termed "janitor" and he is hired on a twelve-months basis.

In an effort to meet the needs and desires of students attending the Elgin High School, in accordance with the state requirements; a school program is planned by the faculty, student body, board of education, parent-teachers association, and the advisory committee. This advisory committee consists of twelve persons from the school area selected by the board of education and the superintendent to aid in plans concerning vocational programs.

The high school enrollment averages 145 students with about fifty-two per cent of the pupils coming from outside the local school district. Part of the fifty-two per cent ride on buses daily and the remaining number stay in private homes in the community during the school week and return to their homes for the week end. Thirty-one per cent of the number that graduate from high school, go on for further education.
CHAPTER II

REVIEW OF RELATED LITERATURE

Much has been written within recent years in the field of guidance. Early writings centered around group vocational guidance in an effort to relate school work to life's work. More recent emphasis in this field tends to include educational guidance and social adjustment as a part of guidance to meet the needs of the whole child. Only a brief summary of related work that closely touches on the subject are given here.

**Theses on surveys of guidance.** In a survey prepared by N. E. Erickson¹ on a series of schools in Wisconsin, he points out a greater need for guidance because of a more highly specialized economic system which demands trained workers in many fields. The ultimate end of education must aim to prepare the individual so that he may happily and efficiently take up his tasks in the world's work when the moment arrives. The writer points out that high school people are not the select group of a few years ago as the United States now has a larger proportion of people attending schools than ever before in history.

The original survey indicated girls to have a greater

number of interests; however, there appeared to be a greater amount of maladjustment among girls than boys. Seventy-three per cent of the girls chose professional services, thirteen per cent clerical work, and eight per cent were scattered among other occupations. A tendency was noted for students to swing from non-professional to professional work as they moved from their freshman to senior year in school. English was liked more by girls than by boys and generally students liked vocational subjects. Fifty-seven per cent of the boys and forty-eight per cent of the girls showed a definite relationship between the subject liked and choice of vocation. Fifty per cent of the boys and seventy-six per cent of the girls were not found in the work selected in high school when checked following graduation, but had gravitated to lower occupational levels.

Children attending high school have shown little consistency in their planning as a result of guidance work, in that only a very small percentage tend to follow plans made while in school. There are many factors responsible for this poor showing, and one frequently mentioned was that students aim too high, or for professional jobs for which they are not necessarily suited.

The work of H. C. Olson\(^2\) in his 1935 survey showed the guidance services being used to meet the needs of high school boys and girls in Montana at that time. This study attempted

to cover all of the Montana schools with about eighty-five per cent responding. The questionnaire, the interview, and experimental methods were used in carrying out the study.

The survey revealed that two-thirds of the first class schools, seventy-three per cent of the second class schools, and seventy-four per cent of the third class schools were offering courses in occupations at the time of the survey. A majority of the schools offered the course in occupations in the ninth grade, followed by the tenth, eleventh, and twelfth. Although, there was a difference as to placement, the majority agreed the occupations course should be placed early in high school with continued emphasis all through school. While the course in occupations was considered a highly desirable device for informing students, other means were listed as being of service: such as talks, interview, slides, movies, field trips, and exploratory courses and an opportunity for students to try out or explore their interests and abilities in the field.

Few Montana schools had a formal guidance program, but a high percentage were doing some guidance work. The survey shows that there were very few trained guidance workers, and in most cases the guidance was directed by the principal. Schools varied in manner of helping the child choose his vocation with the first class schools offering more facilities to aid the child even though a lower percentage offered courses in occupations than did the other two groups.
Montana schools were endeavoring to give educational guidance in a large number of cases. One hundred per cent of the first class schools, sixty per cent of the second, and fifty-two per cent of the third class were giving specific attention to educational guidance. The most popular methods of presenting educational guidance were through faculty advisors, assembly programs, talks by representatives from institutions of higher learning and home room teachers.

The placement service has a great deal of merit in the high school. The placement service seeks employment for students in attendance and those that have graduated, as well as, furnishes valuable information to employment agencies.

Cooperative part-time employment makes it possible for students with financial difficulties to remain in school and benefit by certain phases of apprenticeship training. This method offers the school many opportunities to help youth in their initial problems and places students in jobs of increasing amounts of skill. In the smaller communities, students are better able to find employment because they are better acquainted with all employers. There is a general tendency in many schools for the responsibility to end when the student drops out, or is graduated from the school. If this program is to be functional it should strive to guide students into their most useful and happy vocation.

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3 Ibid., p. 78.
A re-survey of Montana schools was conducted by Eugene Sorenson as a follow-up on the first survey of vocational and educational guidance. The author wished to determine the general trend in guidance over the past ten years. Knowing the trend, counselors and educational institutions could adjust their programs accordingly.

To insure a true comparison, the original questionnaire prepared by H. C. Olson in his 1935 survey was used with some questions of current value supplemented. Questionnaires of the second survey were mailed to the same schools as contacted in the first survey with eighty-four per cent responding. The more recent survey reveals a change from the text-book course in occupational information to offering students occupational information about the world of work through other courses such as through English, social studies, home economics and life-adjustment courses. There are fewer schools in Montana today offering occupational information through courses than at the time of Mr. Olson's survey. Most all schools have boys and girls in the same class. Grade placement of the "occupations" course has changed a great deal and with information now being given every year in the various high school courses. Many schools have adopted the National Forum Series of text books and related materials and no longer

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use an occupations text book. The diminished use of text books has brought about an increase in the amount of other materials now used. Files of occupational information are now being built up and used extensively.

Little or no change was noted in use of talks and interviews in presenting occupational information but, there was a definite increase in the number of schools conducting trips, using pictures, posters, and displays for educational purposes. No change was noted in the number of schools using exploratory courses, apparently the large school has found this highly desirable and now all the large schools have such a program.

Tables show ninety per cent of the schools reporting were making some effort in guidance. Most notable was in the increase of guidance work in the second class schools. The organization remained similar with the principal handling most of the guidance in the small school. However, all first class schools now have either a director or part-time counselor. The amount of preparation counselors had varied as did the course work. Among Montana School Counselors, Olson found the most common field of preparation was education, followed by sociology.

There was a tendency for schools to set aside a room for the counselor, and most schools were making a place in their schedules for the counselor to work with children. A decided increase in records was shown particularly by the second-class schools with large schools continuing to main-
tain good records. Some increase in the number of schools maintaining placement facilities was indicated with all first class schools offering this help. Follow-up work was still being neglected by all groups. Work done in this phase was centered largely on students attending college and little attention was given those who leave school before graduation or those entering the labor market.

Kathleen Walker completed a recent study reviewing the beginning of group vocational guidance, the factors which affected the movement, and the recent developments. Since much had been written on vocational guidance Kathleen Walker's research was made to determine the extent to which the trends had been investigated. Her early studies revealed that people were indifferent to guidance, with some favoring it and the others in opposition. Guidance in the 1900's was largely concerned with boys, and primarily with retarded and drop-out boys. The concept of guidance as general life adjustment of boys and girls had not yet come.

With the growth of industry, came problems such as: (1) unhappy work entry, (2) lack of educational motivation, (3) high drop-out rate, (4) lure of high wages, (5) blind alley futures, (6) drifting, (7) lack of occupational information, and (8) misdirected vocational education with vocational guidance evolving as a means of helping improve these conditions.

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The need for vocational guidance was met in different ways. Miss Walke referred to the work of H. B. Wilson, principal at Decatur, Illinois, in which he met in discussion sessions with his students while some used the course in occupations to relate school life to work life. In most cases, the course in occupations was planned for the junior high school level in order to reach early drop-outs and only in a few cases was it ever given to seniors. Where courses were thought ineffective or expensive, guidance was introduced into already existing courses. Some schools found it convenient to have their boys rotate among the various shops and have the student select his occupation by the time he entered the ninth grade. The purpose of the home room soon grew to include various phases of guidance and was often used as an assembly at which consultants might convey occupational information. While the plan integrated school and work life, the lack of trained personnel prevented guidance from being placed on a professional basis.

Events throughout the country proved to have a changing effect on guidance. During World War I, tests were developed to measure abilities, but after the war the work of vocational guidance was questioned and emphasis came to be placed on educational or personality guidance. With the depression, came less school finances and a decline in guidance. The birth of the New Deal gave guidance a boost through federal aid and made occupational planning possible. During

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7 Ibid., p. 22.
World War II the schools aided industry by evaluating students aptitudes and abilities with tests and records, and also gave pre-induction orientation to the boys. The success of guidance in industry and the armed services gained prestige for guidance.

The follow-up studies showed that guidance programs had a limited effect on the student, as some students rated relatives and parents as having a greater influence in their occupational choices than did guidance training. The most recent survey indicated schools were offering occupational information through class courses such as English, social studies, home economics and life adjustment. Many states are now requiring trained guidance workers in their schools.

There was a tendency toward offering occupational information classes in grade twelve through the school counselor.

Guidance Pamphlets. Much valuable information in the field of guidance is being published by the United States Government. The timely pamphlet "Counseling High School Students in the Defense Period" states,

"A chief concern is how our educational system can best prepare youth of secondary schools and college age for effective life in a democracy which will probably include a period of military service for many of them."

Students approaching the age or time of entry into military service must consider what role they may be called upon to perform; what potential skills they can offer, and

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how these can be developed and utilized most effectively. Those responsible for the education and counseling of students are confronted with unusual demands for information, training, and counsel. Programs, services, and objectives of all educational institutions are under-going change. Those in charge should see that students get all the possible assistance they deserve in working out adjustments and decisions commensurate with the country's needs and the students' own ambitions and capacities.

Many schools have already made commendable progress in this direction. In view of the progress schools have made, there are still many schools calling upon the Office of Education for assistance in providing source materials and suggestions for improving counseling. In consideration of this demand, the Department of Defense and the Office of Education are working together publishing materials that schools may use in guidance services. The materials suggest methods of further adapting programs of counseling and stress the long range planning as it affects the educational, vocational, military, social, and moral side of the student's life.

Literature published by the State Department of Public Instruction of North Dakota. The State Department of Public Instruction in its pamphlet, "A Test Bibliography for a Guidance Program," offers some very helpful information to school administrators and guidance workers. The Department

of Public Instruction has compiled a list of desirable tests that may be used in secondary schools of the state. Officials of the Department have arranged the information in good order and have listed all tests under their specific headings. The breakdown gives the type of test, name, form, age-grade, type of scoring, time required, purpose, publishing company, cost, and comments which are highly desirable and helpful to inexperienced personnel in test selection.  

In the Administrative Manual issued in 1953, the State Department of Public Instruction states, "Every school should exhibit evidence of a guidance program." Following this principle, the State Department of Public Instruction has offered a brief plan for school administrators to follow.

The State Department's plan presents an overview of guidance for North Dakota school people. The State Department places much emphasis on counseling services, indicating counseling to be the heart of the whole program of guidance. Data on the child are most valuable and will vary in accordance with the philosophy of the school. A testing program is suggested, consisting of achievement, intelligence, interests, personality, and aptitude tests. Most North Dakota schools have limited facilities and are encouraged to solicit the aid of near-by colleges for any extensive testing.

10 Ibid., p. 2.

Referrals for individual cases may be made to one of the state psychologists available to the field of education. Information and help, in the field of guidance, may also be secured from the Guidance Department of the State University, Grand Forks, North Dakota.
CHAPTER III

LAYING THE GROUND-WORK FOR THE PROGRAM

FACULTY

Leslie Chisholm, in his book on guidance, says,

There is no one guidance program that fits equally well the need in all schools, just as there is no one curriculum or sixteen subjects that fits adequately the needs in all schools. Each school therefore should plan its guidance program according to the need in the given school.  

The realization that no one program will fit all schools brings forth a problem confronting many schools which is how to go about planning a guidance program. This appears to be one of the major handicaps standing in the way of guidance in North Dakota schools. After becoming acquainted with the needs, aims, and procedures of an adequate program, how can teachers responsible for the work in a given school go about putting this information into a program that meets the needs in their schools? Where should a school desiring a guidance program take hold? To answer these questions, one must plan carefully and consider all the resources available which may in one way or another affect the guidance program.

Services as comprehensive as that of guidance had to be carefully planned if they were to be carried on in an

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efficient manner. The chief aim in planning the guidance work, therefore, was to lay the basis for the united effort of the school staff in a common cause so that the work could be carried on most efficiently.

If the program is properly organized, it is more likely that each teacher in the school will be able to see his work in relation to that of other teachers and to the program as a whole. A lack of coordination is likely to cause an excessive amount of growth in certain areas and very little in the other areas. This condition may be brought on by the enthusiasm of the more energetic members of the faculty who have a desire to accomplish something and make their part of the work take on undue importance in comparison to the rest of the program. A properly planned program also lays the basis for the delegation of responsibility among the members of the staff. It is only through proper planning that the potential from the faculty members can be utilized to the fullest extent.

In planning a guidance program, the need for change from time to time in the services rendered should not be overlooked. Since needs of the student body and the social and economic conditions of society change and influence the work of guidance and the program should be flexible enough to permit change without too much difficulty. Failing to consider change would provide a program to care for

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2 Ibid., p. 362.
present needs only, and hence, soon becomes static. Groups realizing the value of a good start in planning a guidance program must understand and familiarize themselves with guidance principles so that they will not undertake too much at the beginning and cause the faculty to lose interest before the program has had a fair chance.

A guidance program that is built around the school staff can easily be disturbed when a valuable member of the staff leaves his position for another school. Instead of building the program around individuals, the program should be planned to meet the needs of the student body which the school serves, and this should be the central aim in all planning.

Any groups planning a guidance program should begin in a modest way. In the first place, the teachers generally may not be well-trained in the field of guidance, hence, they will not be able to carry out a program as effectively as they will later, when they have had experience and perhaps, additional training in the field of guidance. As the teachers gain experience, they will eliminate many of the unimportant yet time-consuming things which they did earlier. Through experience, the faculty will soon become more effective in guidance responsibilities, and this is the time expansion should be made in the program. Also, schools should not move along too rapidly as the work will be new to the parents and students and with the faculty wanting parent understanding and cooperation teachers might encourage this by not forcing
the plan too rapidly.

Some people prefer to postpone the introduction of a guidance program until everything is in readiness, the materials have been all prepared and the faculty members have all been indoctrinated in their work. However, the delay may mean that several years may pass before the program is put into operation and during this time a number of children will be without the aid of guidance and the school might experience faculty changes adding to the confusion of setting up the program when things are prolonged. One of the best ways to get a trained staff in guidance is to have teachers grow through work with the guidance program, coupled with additional study of the problems which the work encourages. Thus, the introduction of a guidance program is a practical problem. The desired understanding and co-operation of patrons and students are not likely to be secured without some practical demonstration of the nature and value of the work.

Chisholm says,

We know that no program of guidance in American education can function effectively unless the student body is reasonably informed about the problems of guidance. We know that both the students and the patrons generally, as well as the faculty, must understand the need for the aims of guidance. We know guidance work can be little more than incidental unless the pupils are encouraged to formulate their educational plans on the basis of a recognition of worthy aims and the realization of the benefits which come from a well-formulated educational plan. We know there is a need for counseling. We know how much of the guidance work rests, in a final analysis, on a system of records accurately kept, cumulative, complete, and usable.
We know the guidance program should not stop automatically when the pupil ends his formal school days but should follow him at least until he has made a reasonably adequate adjustment to conditions in the adult world. We know the guidance program will not run well of its own accord but will need able supervision and administration. We know that, in the American way of life, it is essential for those interested in the work of the school to be kept informed about the accomplishments of handicaps to the guidance work.3

Thus, those responsible for a guidance program in a school can make a beginning with a reasonable degree of assurance and work toward their goal, even though they do not know exactly how far the goal is, or foresee the difficulties in the way.

The realization existed in the Elgin High School that there was a need for a guidance program. Thus, the faculty began planning a program which contained some of the major elements of each phase of a well-rounded guidance program. To make a proper beginning in any small school, the heads of the school or the administrative group had to plan carefully and be in full accord on such a program. Usually, every faculty has members that have some knowledge or background in guidance that will prove very helpful in gaining faculty favor in this type of work. This school, like many North Dakota schools, has vocational agriculture and home economics departments, and in these departments instructors have made a practice of guiding and counseling students in their daily work, home plans, and after graduation plans. The administration deemed it advisable to use these two faculty members as part of a committee to make up

3 Ibid., pp. 363-364.
what is now known as the "Guidance Committee" and they, with the help of others, should be responsible for the guidance work in the Elgin High School. But, the administrator must bear in mind that the responsibility for growth of the program rests largely with his department.

The method of carrying on a faculty study of guidance in a co-operative way has proven very successful in several schools and indications are that this method could prove satisfactory at Elgin. Thus, some member of the faculty was to be made responsible for a given phase of guidance for a given meeting. Faculty guidance meetings were held on Tuesdays and Thursdays from 4:00 P.M. to 5:00 P.M. for all faculty members. The meetings commenced on the second week of school and continued until the field of guidance had been covered and the yearly program completely planned, and every member of the faculty had a clear knowledge of what was to be done during the course of the school year. The guidance committee continued to hold regular meetings on every second Tuesday at 4:00 P.M. and reports were made and discussions held at the regular faculty meetings.

The administration had the responsibility of setting up a guidance shelf in the high school library for faculty use in becoming acquainted with the fields of guidance. Texts found in the school library consisted of all books listed in the bibliography of this paper and these books were available to all faculty members for
guidance study.

The following outline acted as a format in the study of guidance and the assignments, as shown, were observed by the faculty at guidance meetings. School personnel understood that all members of the faculty was asked and urged to take an active part in the study and discussions even though they were not to become members of the Faculty Guidance Committee. Every member of the faculty was asked to be prepared to furnish guidance if and when opportunities arose.

Faculty Study Guide in Guidance.

General Objectives:

1. To create an understanding of guidance and a need for an organized guidance service in the school program.
2. To survey the underlying philosophy and the basic principles of a guidance program.
3. To develop an understanding of the nature and function of the individual inventory in the guidance program.
4. To gain a knowledge of the nature, sources, and uses of the occupational and related training information.
5. To acquaint teachers with the basic techniques of counseling.
6. To develop an appreciation for the need for discovering and utilizing community resources in the guidance program.
7. To enable the faculty to set up and put into operation a program commensurate with the needs and capabilities of the Elgin High School.

Study and discussion for the second week of the school program

I. What is guidance?

   A. What are guidance services?
   B. Needs for guidance services.
   C. Aims and purposes of a guidance program.
D. Changing concepts and trends.
E. Relationship between guidance services and college course offerings as a means of orientation to guidance fields.
F. Fundamental position of the guidance program in the high school offerings.

Study and discussion for the third week of the school program

II. Individual Inventory

A. Elements of the individual inventory.
   1. Anecdotal records.
   2. Test data.
   3. Personal traits.
   4. Vocational interests.
   5. Educational achievement record.
   6. Personal and family information.
   7. Other interests.
   8. Educational achievement record.

B. Measurement as one source of information.
   1. Purpose of measurement for guidance.
   2. Characteristics to be measured.
   3. Limitations on the use of tests.

C. Other sources of information.
   1. Need of analyzing the individual from all points of view.
   2. Home.
   3. Other community agencies.

D. Assembling information about students for use.
   1. For use in guidance work with the student.
   2. Transmittal to other agencies.

Study and discussion for the fourth week of the school program

III. Occupational and Educational Information

A. Gathering information.
   1. Surveys.
   2. Printed materials.
   3. Job analysis.

B. Assembling information.
   1. Library.
   2. Evaluation.
   3. Filing.

C. Interpreting and imparting information.
   1. Course in occupations.
   2. Through school subjects.
   3. Exploratory courses.
   4. Visits to places of employment.
   5. Audio-visual aids.
   7. Career Days.
IV. Counseling

A. Nature and purpose of counseling.
B. Overall planning for counseling service.
   1. Setting the stage.
   2. Arranging schedule and time allotments.
C. Underlying principles common to counseling.
   1. Assurance of privacy.
   2. Respect for student confidences.
D. Qualifications desired in a counselor.
   1. Personal.
   2. Educational.
   3. Experience.
E. Techniques of counseling.
   1. The pre-interview.
   2. Preliminary study of the case.
   3. Establishing rapport.
   5. Using indirect approach.
   6. Aiding pupil to make self-determination.
   7. Recording of pertinent data.
   8. Summary and follow-up interviews.

Study and discussion for the fifth week of the school program

V. Placement

A. Education and training.
   1. In a curriculum which prepares him for the next step in education.
   2. In a training program which terminates on the secondary level.
B. Job placement.
   1. To obtain work experience (part-time and supervised).
   2. Initial job placement for which training was given.
   3. In related occupations.
   4. Apprentice training program.
C. Placement through:
   1. School placement office.
   3. Labor organization.
   4. Private employment agencies.

VI. Follow-up

A. Education.
   1. To follow up the individual's education achievement.
   2. To determine nature of maladjustment and to recommend desired changes of program.

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B. Employment.
1. To check the individual's on-the-job progress.
2. To assist the individual to make adjustments with his fellow workers.
3. To help the individual to change occupations when unsatisfactory progress is due to maladjustment.
4. To determine the adequacy of his training.
5. To plan an adequate program of training for a new job.

C. Evaluation.
1. Provide for evaluation of school program.
2. To recommend changes in the school curriculum.
3. To show need for instituting new school services.

VII. Teacher Contribution to Guidance

A. How are teachers to contribute?
1. Through exemplification of the qualities possessed by an educated person.
2. Through the building of group morale.
3. Through study of the individual and work with students.
4. Through class procedures involved in subjects of instruction.
5. Through co-operative relationships with others who have contacts with their students.

After the faculty members had completed a study of guidance and had some background in guidance, the next step was that of informing the parents and obtaining their desires, interests, good will and support, and suggestions for a program in guidance.

LOCAL GROUPS

As school workers, faculty members had to realize that the aim in working with parents was to secure their co-operation and contribution in guidance of their children.
A teacher wants to secure the parent's interest and cooperation based on an understanding of what guidance work seeks to achieve and the place of the parents in this field of work. The part parents play in guidance, therefore, should be such that their efforts are smoothly integrated with those of the school.\footnote{Ibid., p. 302.} Hence, parents' efforts and ideas should form a normal part of the program, and if the school is able to secure this relationship between parents and school worker many good things may be derived.

Before the faculty could expect cooperation and parental effort, there had to be an understanding by the parents, of the aims, methods, and accomplishments of the school.\footnote{Clarence C. Dunsmoor and L. M. Miller, Guidance Methods for Teachers (Scranton, Pennsylvania: International Textbook Company, 1942), p. 298.}

This community has a Parent-Teacher Association that has shown a great deal of interest in the local school and had been very helpful in much of the school planning for bond drives, equipment, and building needs. The Parent-Teacher Association reached a majority of the people in the community and was an important group in planning the guidance program.

In preparation for the first P. T. A. meeting, the high school guidance committee arranged with the local
president of the P. T. A. to have the regular meeting on the fourth Monday of September devoted to an overview and discussion of guidance. The purpose of the meeting as set up by the guidance committee was (1) to present guidance and its aims, (2) to determine and present desires of parents as to what they would like done and what they would want guidance to do for their children, (3) to present the educational program of the high school, and (4) to select a parent guidance committee interested in this work to meet with the faculty committee to aid with guidance planning for the school year.

As an introduction to the meeting, the guidance committee of the high school presented the film, "Youth and His Needs." The picture served to acquaint parents with some of the needs of youth. To help parents understand their school, copies of the school program, a list of state requirements and electives being offered to the students were passed out to the group. This material was studied briefly and followed by a short discussion. Required and elective subjects were clarified and the schedule justified. The faculty members selected as leaders of the various phases of guidance acted as a panel in presenting an overview of guidance, discussing topics and answering questions.

From the discussions that followed, parents revealed that they would expect a guidance program:

1. To encourage parents to visit school, not in large groups, but in small numbers typical of a normal situation.
2. To develop an interest on the part of the teacher for the child.

3. To encourage teachers to know their children well enough to appreciate their strengths as well as their weaknesses.

4. To encourage teachers to treat children with respect.

5. To encourage teachers to inform parents of student problems before the condition becomes serious.

6. To encourage teachers to use good judgment and consider the child's health when he is performing.

7. To encourage teachers to emphasize matters of honesty, fairness, respect rights of others, and desirable qualities of conduct.

8. To encourage teachers to develop the desired activities such that their children will like going to school.

9. To encourage teachers to send home work with the child if he is not working up to capacity.

10. To encourage teachers to give the child help and guidance in over-coming poor planning of study schedule.

11. To encourage the teachers to be an example for the children.

Following a lengthy discussion the chairman appointed a Parent-Teacher-Guidance-Committee. The organization asked that this committee be active for the school year and would be replaced by an appointment of the chairman-elect for the coming term. The guidance committee, consisting of local parents, agreed with the faculty committee on a short meeting following the regular meeting. A short meeting followed in which the committee decided to hold regular
meetings one-half hour before the regular Parent-Teacher's meeting on the fourth Monday of each month and special meetings would be called at the discretion of the faculty chairman.

At the close of the regular meeting, the parents were invited to a lunch sponsored by the faculty in the home economics department. This served as a friendly get-together and permitted parents and teachers to become better acquainted. At lunch, the committees informed the members that they had planned to present a good guidance film or lecture at the various meetings during the course of the year. Members of the P. T. A. were informed of the faculty reading material which could be found in the school library and were encouraged to use the material at their convenience.

From the point of view of the faculty, this little get-together following a meeting was highly desirable and brought parents and teachers into closer contact.

The Elgin High School has for the past five years been fortunate in having the advice of a group of select laymen from the school area to aid in plans concerning the vocational program. The committee termed the "Vocational Advisory Committee" consists of a group of twelve men, the board of education, the vocational instructors, and the superintendent of the school. These men serve for a term of three years with four new members being appointed yearly.

The purpose of this committee is to guide the school
personnel in creating desirable attitudes toward the vocational departments. As a result of the many meetings of the Advisory Committee, the school has been offered the following guide points for smooth and co-operative operation of the department within the community:

1. The school should not attempt to compete with local business men in selling of merchandise.

2. The school should clear project vocational plans with the parent prior to final approval.

3. The use of vocational equipment should be limited to students presently taking the course, or to persons having taken the course within the past year.

4. The vocational departments should continue to take the lead to inform and encourage the public in the better agricultural practices.

5. The local merchants should see fit to offer the school departments a ten per cent discount on all purchases made for school use.

6. The home economics department should be made available to the local home-making unit in return for consideration given the department.

Using the recommendations of the Parent-Teacher Association and the Advisory Committee as a starting point, the high school guidance committee began planning a program to fulfill the needs of the community with the capabilities of the personnel available.
CHAPTER IV

THE ORGANIZED GUIDANCE PROGRAM

General statement of philosophy of the Elgin High School, Elgin, North Dakota: The faculty of this institution believes in preparing the child to meet the everyday problems of life, so that his life experiences may be pleasant, interesting, and profitable.

The school atmosphere should be one of business, inciting interest, responsibility, and creating desirable attitudes in such a manner that students realize the value and need for co-operation and good conduct.

The teachers are to share in the administration of the school and conduct themselves in such a manner as to be an example for the students.

FUNDAMENTALS OF AN EFFECTIVE PROGRAM

Regardless of the type of guidance and the extent of activities to be undertaken Clarence Dunsmoor and Leonard Miller\(^1\) tell us there must be certain fundamentals of an effective guidance program for any school. The guidance committee of the Elgin High School have offered the following fundamentals cited by Dunsmoor and Miller\(^2\) as a guide for all school personnel working under the existing conditions.


\(^2\) Ibid., p. 7.

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1. Guidance should be considered as a vital function which permeates the whole educational program, and not as something added to an already over-crowded schedule.

2. The guidance service should grow out of and be carefully adapted to the needs of the school it is to serve.

3. All members of the administration and faculty, as well as students, should be encouraged to become guidance conscious, and each should have a part in the program.

4. The character of the existing personnel of the school should be carefully considered in determining the type of guidance organization to be established.

5. Since the personality of the individuals who provide guidance is a vital factor in its effectiveness, teacher-counselors should be carefully selected.

6. All guidance personnel should be provided with adequate informational materials, instruction in guidance methods, and regular supervision by the administrative group.

7. Definite recognition should be given and specific provision should be made by the head of the school for coordination of services of all who offer guidance in the school. This is necessary to insure the proper understanding and acceptance of guidance as an integral part of the program and in order to serve the students in the best possible way.

8. Continuity of contact between the counselor or teacher-counselor and his counselees is the keynote to effective guidance. Therefore, each student should be assigned to some member of the faculty, who will be primarily responsible for the student's guidance during his entire period of membership in the school.

9. Those who are expected to guide them should have sufficient time to hold the essential individual conferences with the student.

10. While the teacher-counselor is to serve as the key person in the guidance of any student, other members of the faculty have definite responsibility for his guidance as well.
11. Information about students is primary, and information about educational and vocational opportunities is secondary, though both are exceedingly important.

12. A program of testing that is within the capacities of the faculty should be provided, whereby, the teacher-counselor will be more able to understand the student and help meet his needs.

13. An adequate cumulative record system is essential in guidance.

14. All students need a thorough background of educational information concerning courses, curricula, graduation requirements, and requirements for advanced training as a basis for planning their educational careers.

15. All students need a broad and thorough background of occupational information to assist them in planning their educational and vocational careers.

16. Provision should be made for long-term planning by students in the secondary school, since otherwise there may be a haphazard choice of subjects, curricula, and goals.

17. Definite provision should be made for a job placement service to assist graduates, drop-outs, and those students who need or desire part-time work while attending school.

18. The guidance program should provide for the development of desirable civic, ethical, and social attitudes in students, along with opportunity for their practice in school situations; it should also encourage worthy and intelligent leadership and followership.

19. Definite plans should be made for continuous in-service improvement and for cooperative study and planning by guidance personnel.

In the book, Guidance Methods for Teachers, C. Dunsmoor and L. M. Miller\(^3\) present some characteristics of a guidance minded teacher which the guidance committee found helpful in

\(^3\) Ibid., pp. 24-25.
defining a guidance-minded person. These characteristics are presented here for the good they may do for other members of the school faculty.

1. A personality which is interesting, stimulating, and challenging.

2. Optimism—he must be one who thinks that life really is worth while, and not that it is simply a somewhat regrettable incident on one of the minor planets.

3. Enthusiasm and a sense of humor—enjoys an occasional joke, even if it happens to be on himself.

4. Achievement, accomplishments, and culture which commands respect, yet which are not worn on his sleeve.

5. A sympathetic approach, based upon a sincere liking for an understanding of children.

6. Keen insight and ability to sense and diagnose students' difficulties and problems.

7. Poise, posture, vitality, and strength of character.

8. Practicality in judgment and actions—must be willing to talk and work with others on a common level.

9. Good sportsmanship and sincerity in friendships—is a regular fellow.

10. Democracy in speech and actions.

11. Good, but not necessarily superior, scholarship.

12. Industriousness and a liking for, as well as ability to handle extra work. Is willing to assume even more than his share of responsibilities.

13. A liking for contacts with people outside of school, which makes for wide helpful acquaintances.

14. Ability to get along well with students, faculty members, parents, and others, even though they may be unreasonable at times.

15. Ability to do a reasonable amount of clerical work expeditiously and well.
16. Regard for the right and opinions of the others and their right to freedom of thought and expression.

17. Impartiality—is willing to see all sides of any question.

18. Well-groomed, neatly, and attractively dressed and be an example of the type of person you expect students to be.

19. And probably above all else, the teacher should be one who is living and has lived a worthwhile and well-balanced life, rich in experiences, achievements, and friendships.

OBJECTIVES OF THE PROGRAM

The faculty of the Elgin High School was in full accord with Grayson Kefauver and Harold C. Hand who said, "The objectives of guidance held by a given individual are of course closely related to his philosophy of education and to his personal and social values." With the support of Kefauver and Hand's theory of guidance objectives, the guidance committee of the Elgin High School drew up the following objectives to be observed and adhered to by all faculty members, both in and out of the class room:

SPECIFIC OBJECTIVES TO GUIDE THE ELGIN HIGH SCHOOL

1. To provide for each child a thorough training in the fundamental skills.

2. To recognize each child as an individual.

3. To develop in each student good health habits and consideration for his physical body.

4. To develop in each student good mental health.

5. To develop in each student a strong moral character and an appreciation of a spiritual power greater than man.

6. To help each student to become a worthy home member.

7. To educate for present-day living, as well as, train for future adult life.

8. To develop in the student a civic pride and a desire to be active in the service of his community.

9. To develop in each student an interest in his work and satisfaction in work well done.

10. To develop in each student a concern for the problems of his time and a desire to help solve them.

11. To develop in each student an appreciation of our democratic way of living.

12. To help each student find his vocational interests and competencies and to provide training as far as is possible to do so.

13. To develop in each student a wholesome respect for his fellow man and a desire to work cooperatively with his neighbors.

14. To develop in each student the ability to do analytical and critical thinking; thereby, being better able to reach sound decisions of his own.

15. To develop in each student an awareness of nature and of his own responsibility for its utilization and conservation.

16. To help the individual discover and develop his avocational interest; thereby, enabling him to use his leisure time wisely.

17. To help each student develop his desirable talents to their fullest extent and for him to become a well-adjusted, efficient and contributing member of society.

18. To help students inform themselves concerning the various types of false guidance.
PREPARATION OF THE SCHEDULE

The Elgin High School schedule for the coming school year should be prepared each year prior to the closing of the school term. This schedule should provide a curriculum broad enough to meet the needs, interests, and abilities of all students commensurate with the abilities of the faculty and power of the school district to finance the program.

In the preparation of the schedule for the coming school term, the administration is urged to use the following plan as a guide, keeping foremost in mind that any schedule so drawn up should be subject to revision to meet student needs:

1. Consider curriculum requirements as set-up by the State Department of Public Instruction, Bismarck, North Dakota.
   a. Length of day.
   b. Length of class periods.
   c. Requirements for all science classes.
   d. Number for a class and per class.
   e. Subject requirements.
   f. School constants.

2. Consider subjects voted most helpful by graduates.

3. Consider that a certain number of these students will attend college (about 31 per cent), some will terminate their education upon graduation, and that a few may drop-out of school early in their high school years.

4. Consider fields of work graduates and drop-outs have selected.

5. Consider the desires of all students groups.

6. Consider preferences of the faculty.

7. Consider suggestions made by the Advisory Committee and the Parent-Teacher Association.
8. Consider the number of teachers available and the class load each is to have.

9. Consider anticipated enrollment.

10. Consider the philosophy of the school.

11. The principal and the superintendent shall draw up the schedule in view of the foregoing suggestions.

12. As a result of this study, the guidance committee recommend the "Mosaic Method" of scheduling be used in preparation of the Elgin High School schedule.

13. The completed schedule be presented to the faculty for approval before announcing the schedule to the public.

The completed and approved schedule for the 1953-54 school term may be found in Appendix A.

REGISTRATION

The aim of registration should be to help the student select, on the basis of a carefully thought out educational plan, the activities and courses for the school year which will contribute most to his happiness and success.⁵

Teacher-counselors may at this point make a major contribution in helping the pupil put his educational plan into operation by helping the student take his educational plan and, on the basis of it, work out the details of his program for the coming year.


The function of registration in this program should begin in grade eight with the date to be set by the administration. The date is to fall near the middle of the month of May and should not interfere with other school activities. With fifty-two per cent of the students coming from outside of the school district, notices must be placed in the local paper at least two weeks in advance of the date of registration informing school patrons of this date. It will be advisable to notify the County Superintendent of Schools so that her office may send notices to rural teachers asking that they make an effort to have their eighth grade graduates appear at the Elgin High School for freshman registration on the day scheduled.

A pre-registration program should be planned for this group by the various departments of the high school, headed by the student action committee. The student action committee and the advisor may call on any high school group to aid in the preparation and presentation of the program. The program shall consist of entertainment of interest to this group, brief talks by students from each of the high school departments on the part that department plays in the total educational program. At this time a representative of the administration, preferably the principal or superintendent, should speak briefly on the following:

1. Value of education to the student.
2. Scholarships and how they may be obtained.
3. Explain the high school routine.
4. Give directions for afternoon registration.

Following the morning program, the students new to the school should be dinner guests of the home economics department of the Elgin High School. When room permits, it is suggested that all eighth grade graduates, new to the school and regular attendants be invited to the dinner.

At 1:00 P.M. the group should assemble in the eighth grade room for purpose of registration for the coming school year. Registration should be handled by the home room teacher, principal, and the superintendent. In planning each student's program, the teacher-counselors must realize that a freshman has little opportunity to choose his courses as he must conform to certain state requirements. However, a definite effort must be made to set up a program in line with the interest of the child without insisting he meet the demands of the teacher-counselor. Every student should be encouraged to participate in one or more of the extra-curricular activities of the school, as this activity may be the most helpful factor in firmly establishing the student's interest in school. The forms to be used for freshman registration may be found in Appendices A, B, C, D, and E.

Registration of all other high school students should be held in the fall of the year, the week prior to the opening of school. A public notice of registration should be published at least two weeks prior to the fall registration. The anticipated enrollment average for the school year in grades ten, eleven, and twelve is one hundred students. This
number is small enough so that three persons can complete registration of this group in one day. The guidance committee recommends that the town children report in the morning and farm children in the afternoon. This will aid farm families and prevent a rush at the school in the morning. The educational plan of each student should be prepared during the school year by his teacher-counselor and a copy of this plan placed in his folder for registration use.

Fall registration should begin at 9:00 A.M. on Wednesday morning of the week prior to the opening of school each year. Early registration will allow ample time to clear all scheduling before the opening of school and should furnish class enrollments to the faculty at the pre-school teacher's meeting. As students enter the assembly they should be given registration forms (Appendices A, B, C, D, and E). Before students begin registration they should read the general information on Appendices B and C and fill out form Appendix D before reporting to the teacher-counselor.

One faculty member is to be assigned the registration of each high school class. He must be fully prepared to answer all questions on state requirements, college entrance requirements, extra-curricular activities, and have a thorough knowledge of the school plan so that he may properly advise students. As the students report to their assigned teachers, the person in charge should call for their folders from the file. Using form (Appendix E) which contains a record of the student's educational plan, the teacher and stu-
dent should proceed to plan the student's program for the coming year. The teacher should check the report left in the folder by the student's last year's teacher-counselor and if these plans are still satisfactory, the plan should be transferred to form shown in Appendix E. Before the student's schedule is cleared the teacher-counselor must check to see that:

1. The student has completed all requirements in line with his grade before he advances.
2. The failures are considered and plans made to correct them.
3. The future educational plans are in line with student's abilities, personality, and adjustment.
4. The student is getting a program course so that he may make progress according to plan.

Following registration, class lists should be prepared for each class so that the instructor may have a copy and one may be made available for the school files. The instructor's class list should be presented at the pre-school faculty meeting where the list may be checked with the schedule and any last-minute change made before the opening of school.

THE TEACHER-COUNSELOR AND HIS DUTIES

The teacher-counselors in the Elgin High School are to be selected by the administration with final approval from the faculty guidance committee. In making this selection, the administration is urged to refer to the characteristics of a good guidance minded person (pp. 35-36), consider the

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the teacher load, and the training of each staff member.

The approved teacher-counselor's assignments should be as follows with consideration given and school time granted for his work:

1. Vocational agriculture instructor will counsel all vocational agriculture students.

2. Home economics instructor will counsel home economics students and all freshman girls.

3. The social science instructor will counsel the junior, sophomore, and the freshman students not assigned to teacher-counselor one and two.

4. The superintendent will counsel all senior students.

Each student interview needs to be planned, but the teacher-counselor must change his plans and vary his techniques to fit each situation. It shall be the duty of each teacher-counselor to counsel his students at least twice a year and where found necessary, to counsel more often. As a help to all teacher-counselors, the guidance committee offered the suggestions on interviews given by C. E. Erickson\(^7\) to be used in the Elgin School system:

<table>
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<tr>
<th>How To Do It</th>
<th>What To Do</th>
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2. Win counselee's confidence. Show a sincere interest. Recognize and respect his attitudes and ideas. Stress his strengths. Increase his self-respect. Do not violate confidential materials of other counselees. Don't be hurried. Let him talk. Do not pry. Try to understand his point of view. Do not sermonize.

3. Use a variety of approaches. Approach may be direct or indirect. Determine receptivity of counselee, duration of problem, emotional factors involved; keep shifting gears into better techniques as you gain more insight. Follow the lead of the counselee in determining the direction to take.


5. Keep interview going. Try to move into helpful action. Don't get too far afield. Stop and summarize. Emphasize decisions and plans made by counselee. Restate counselee's ideas occasionally. Try to explore all desirable angles.

6. Guard against yourself. Don't take over the responsibility for the problem.
Watch your own biases, attitudes, values. Be sure you are talking a language both understand. Don't push, coerce, or decide.

7. Close the interview carefully. Plan some next steps. Don't drag on too long. Use other resources as referral aids. Make it possible for person to return. Observe counselee to determine time to stop. Stress plans involving action.

8. Follow-up. Follow-up to evaluate effectiveness of interviewing, to determine whether or not counselee needs additional help, to contact referral possibilities, and to check on your information.

**Individual Teacher-Counseling.** All teacher-counselors in this system must prepare themselves for each individual case, as each student presents a totally different picture. One cannot be too well prepared. Therefore, the teacher-counselors must seek out all the available information to enable them to understand the student and meet his needs.

To counsel wisely, each teacher-counselor should use the school records freely. The guidance program is only beginning and records are meager, but they can furnish some valuable information and should be used. Teacher-counselors should obtain the following information on each child prior to an interview:

1. Student's I. Q. or mental age.
2. Student's achievement test results, if any are available.
3. Student's scholastic record to date.
4. Student's subject strength and weaknesses, likes and dislikes.

5. Student's major extra-curricular interests.

6. Student's vocational and educational goals.

7. Nature and cause of any difficulty the student is experiencing in class work.

8. Any mental or physical health conditions which may interfere with the student's progress.

9. Student's personal adjustment and vocational interests.

Teacher-counselors equipped with sufficient information will find counseling more satisfying, and they will have something constructive to offer the student. When the teacher-counselor is prepared, he may notify the student; or if the student has asked for an interview he may inform him of the time and place. During interviews, teacher-counselors should cover the following as they see the need for so doing:

1. Grades—these may need checking each marking period.

2. Study plan—help in setting up a satisfactory plan.

3. Educational plan—help set up student's program for the coming school year and leave a copy in his folder.

4. Vocational plan—assist the student in gathering information along the lines of his interests, abilities, and possibilities.

5. Personal problems the student may have.

6. Student housing problem—where students come from outside of the school district and remain in the community during the school week.

7. Arrange for student to talk with persons of similar interests in the planning of his career.
8. Inform student of his interests, possibilities, and adjustment.


10. Inform student of all possible sources of aid, such as: scholarships, loans, and possible work.

11. Help student find an interest in some extracurricular activity.

In closing the interview, the teacher-counselor should be sure that he has created a desire for the student to return and that the help the student received was worthwhile.

When the interview is completed, the teacher-counselor should write up a report on the interview using the teacher-counselor report (Appendix F) and the teacher-counselor comment report form (Appendix G). If there is a need to follow-up the interview, the teacher-counselor should do this within a reasonable time. He may determine the effectiveness of his interview and whether or not the student is in need of further help.

**Follow-up.** This term has several meanings as used in the Elgin High School. Follow-up in one sense refers to checking the results and after effects of an interview with a student. Each teacher-counselor will find this a necessity and should note the results on the teacher-counselor comment form (Appendix G). Notations made may be an important factor in the calling of a future conference.

The second meaning of follow-up is that of checking
and securing information on school graduates and drop-outs. Since finance is a problem, this type of follow-up is to be carried out only in the even numbered years and continued for three follow-ups. This work is to be the responsibility of a committee from the "American Problems" class under the direction of the social science instructor. The committee appointed by the instructor in the "American Problems" class will use the follow-up forms (Appendices I and J).

As the information is gathered it should be disclosed to the class in hopes of furnishing valuable guidance to some student through suggestions such as:

1. The type of training most helpful to students.
2. How to secure help in working one's way through college.
3. The subjects most helpful in certain fields.
4. Length of training desirable for certain fields of work.
5. Encouragement for students to remain in school.
6. How the guidance program has helped students in the past.

Follow-ups that have been evaluated should be placed in the student's folder from where the information may be secured for further use, if desired.

On-Job-Training. Training of this nature is to be restricted to the commercial department of the Elgin High School. However, further consideration should be given to other fields of work and will be considered at a later date by the guidance committee. The on-job-training program is
to be set up on the following basis:

1. Under the direct supervision of the commercial department.

2. Training offices are to be in the vocational agriculture office and superintendent's office.

3. Students are to be assigned to the vocational agriculture office for clerical experience one period per day for each of the eight periods for one semester. This will permit another group to gain this same experience the second semester.

4. Two students are to be assigned to the superintendent's office under the identical plan, but are to remain for the full year.

5. Students participating in this training should be granted advanced typing credit and this may be considered their practice periods.

Placement. The Elgin High School must make an effort to aid the students in securing employment in any of the three phases in which a desire for employment might exist. All placement is to be handled through the superintendent's office and will be limited to the time and help he may have. The three phases of employment and manner of administration are to be as follows:

1. Employment during school year--the administration should contact all local sources of employment and keep this information available for student use. He should also be expected to survey the student groups in search of students interested in temporary work. A folder should be maintained in the superintendent's office containing the names of persons desiring work and jobs available. A portion of the assembly bulletin-board should be set aside for employment notices.

2. Employment during summer months--the administration is to contact local sources, county court house, local contractors, and the United States Employment Office and make employment information available to students. The United States Employment Director
has agreed to give freely of his services in this instance and should be called on to interview interested students relative to summer employment.

3. Permanent employment—the administration is to contact all local sources of employment, county court house, and make this information available to students. He is to arrange with the United States Employment Office for thorough testing and classification of students interested in employment. If possible, arrangements are to be made for Civil Service Examinations at the Elgin High School for students interested in this field.

Follow-up information should not be neglected and should be referred to, as this information may offer good employment helps.

Counseling for military service. All youth of today should be somewhat concerned with the problem of military service since it confronts all students, particularly boys, when they reach a certain age level.

The guidance committee was concerned with this problem, and placed the responsibility for informing the students on the senior teacher-counselor and the instructor of the "American Problems" class. The following information must be covered as a part of class work:

1. Why is selective service necessary?
2. What is the selective service law?
3. The provisions of the selective act.
   Age of liability.
   Classification.
   Period of service.
   Physical standards.
   Mental requirements.
   Deferments in general.
   Conscientious objectors.
   Reservists.
   High school students.
   College students.
4. How selective service works.
   Registration.
   Change of address.
   Classification.

5. Pre-induction examination.

6. Induction.

7. Enlistment vs. draft.

8. Branches of military service.


11. Educational opportunities in the service.

12. High school equivalency certificates.

The teacher-counselor has a responsibility to the student and should clarify questions the student may have in regard to entrance into the service. He should permit no student to leave the school without the student knowing what branch of service he might benefit most from, and how long he might remain in the service, the type of work he is most suited to do, possibilities of further education in the service, and his plans upon return to civilian life.

Records. School records should be a valuable source of information for teacher-counselors, and should be utilized in the work of guidance. School records should be kept in the principal's room and be accessible to persons having the student, and to the teacher-counselors. A copy of all records must also be kept in the fire-proof safe. Records should be the responsibility of the principal and the superintendent; however, teacher-counselors, and the health
nurse should be responsible for the portions relating to their work.

School records must include the following:

1. Cumulative folder-covering personal information, test results, health record, recommendations, vocational plans, extra-curricular activities, attendance, graduation data, and follow-up.

2. Student's biography.


4. Subject registration form.

5. Job analysis schedule.

6. Teacher conference report.

7. Teacher-counselor comment report.

8. Educational plans.

**Testing program.** The guidance committee was aware that testing involved a recognition of individual differences. The student, not the test, is the center of interest. The primary aim of testing, in this program, should be to assist the continuous study of the individuals, and to diagnose, where possible, the student's strengths and weaknesses throughout the high school years. Faculty members must bear in mind that tests are not ends in themselves. They are merely designed for the purpose of helping the teacher understand the students better for purposes of instruction and guidance.

All school testing should be carried out by the social science instructor, in the proposed plan. Tests revealing student interests should be discussed and evaluated in the
social science class.

The Elgin High School testing program may be found in Appendix Q.

**Occupational library.** By the time students reach their twelfth year in high school they should be familiar with occupational information and be able to handle the materials with a certain amount of skill. Students of the senior class, under the direction of the social science instructor, are to gather, handle, evaluate, and file all occupational information. The guidance committee suggest that this be done through a committee, possibly students that have little opportunity in extra-curricular work would do an excellent job of this.

There are many sources of free and inexpensive materials, thus, only a few need to be mentioned here. However, no occupational information library is complete without the Dictionary of Occupational Titles in volumes I and II, and every student should become familiar with the contents of these books and know how to use them. A recommended list of occupational information sources may be found in Appendix R.

Materials gathered are to be evaluated and checked against the occupational information checklist (Appendix K). Usable materials are to be carded under the direction of the school librarian and filed in the occupational file. The

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alphabetical system is to be used in filing all materials, however, as the library grows and more materials are collected, and money available the "Science Research System" \(^9\) should be installed. All occupational information collected is to be checked out in the same manner as other library materials.

\(^9\) Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.
CHAPTER V

EDUCATIONAL, VOCATIONAL, AND CIVIC-ETHICAL-SOCIAL GUIDANCE

Correlating occupational information with the high school subjects is a highly desirable practice. To supplement the regular work of the class with occupational information related to the subject concerned, brings out an added interest in the course. Teachers alert to the possibilities inherent in practically any subject available can find many points with vocational and educational implications. Each teacher should draw for his own special use, and review from time to time, a chart, graph, or diagram showing the vocational values of his subject. These drawings should be posted in the department concerned, as they will prove most educational and stimulating, both to the teacher and to his students. As an advantage in increasing the value of subjects and presenting their occupational implications, the guidance committee recommends any desirable method that the teacher might choose and refers any teacher having questions on this topic to Dunsmoor and Miller's book, Guidance Methods for Teachers.¹

The following questions have been drawn up as a

guide for teachers and should be kept in mind in presenting class subjects so that students may profit to a maximum.

1. What are the problems and needs of my pupils?

2. How can each subject make its maximum contribution to the child and his guidance?

3. What vocational and educational materials can be introduced in each subject?

4. Am I encouraging each student to develop his unique interests and abilities?

5. Am I helping students develop more productive social relationships and personal friendships?

6. Am I suggesting possible vocational choices from my subject field?

7. Am I using my subjects to help pupils with problems that they face outside of school?

8. Do I assist students select their extracurricular activities?

9. Do I use my subjects to help students learn to make intelligent decisions?

10. Do I try to find explanations for pupil behavior?

11. Do I try to help other teachers better understand some pupils with whom I am well acquainted?

12. Am I trying to locate and help the pupils who are handicapped because of poor reading ability?

13. Am I finding activities that less capable pupils can carry successfully?

14. Am I locating those pupils whose problems arise out of handicaps?

15. Am I using democratic methods to permit participation in line with the abilities and desires of my students?

The above listed guide questions should be pertinent in all phases of guidance. Teachers should check these guide
questions frequently and make every effort to see that they are adhered to in daily teaching.

BY AID OF COURSES CORRELATED WITH SOCIAL SCIENCE

EDUCATIONAL AND VOCATIONAL GUIDANCE

There are many ways of treating guidance through school groups and courses. The Elgin High School Guidance Committee has discussed several ways and have concluded that the correlation of the National Forum Guidance Series, with the social science courses in the freshman, sophomore, junior, and senior year of high school to be the most practical in this situation. The National Forum Series presents a broad coverage of the various stages of life a student of high school age passes through and is arranged so that an able instructor can easily correlate guidance with the social science classes. A group discussion type of class procedure is suggested in that students may express their feelings and opinions and others may benefit a good deal from these discussions.

A copy of the educational and vocational program for the freshman year may be found in Appendix M. This program plan should be an aid to the instructor in planning his daily assignments and permits a good coverage of these phases of guidance for the ninth year of high school.

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With a guidance program of this nature, students must have access to a certain amount of reading material which may be used as reference. To meet this need, a shelf should be reserved in the library for guidance materials from which students may check out desired books and pamphlets of their choice to supplement the text. The occupational information file should also be available for student use. The student guidance shelf should include a list of desirable reading materials selected from a recommended guidance reading list presented by Dunsmoor and Miller in their book, *Guidance Methods for Teachers.* This list of student references may be found in Appendix 0. These materials should be supplemented by Life Adjustment pamphlets as soon as more money becomes available for guidance use.

CIVIC-ETHICAL-SOCIAL GUIDANCE

This phase of guidance has long been neglected in our schools, but today, civic-ethical-social guidance is recognized as one of the major responsibilities of the schools. At Elgin, the faculty must work to develop desirable attitudes, practices, and habits of good citizenship, all of which should be a part of every teacher's regular duties. If students

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4 Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.
are to become good citizens of the community of Elgin, they should first be taught to be good citizens of their school. But, if they are to learn the democratic way of life, they must learn it by living a democratic way of life in their daily contacts and relationships. Thus, teachers must use every opportunity at hand to get students to experience the realities of life in so far as school facilities permit.

This phase of guidance is to be presented through correlation of the National Forum Guidance Series and the social science courses in each year of high school. A copy of the civic-ethical-social program for the freshman year may be found in Appendix N. This program plan is an aid to the instructor in planning his daily assignments and permits a good coverage of these phases of guidance for the ninth year of high school.

Means of creating an inspiration. School spirit or group morale is vitally important in stimulating students to assume their full share of responsibility and to assume them well. Special attention must therefore be given to the development of student morale in any program of civic-ethical-social guidance.

The keynote of achievement in anything is enthusiasm. Since enthusiasm is largely a state of mind, it can be developed. Enthusiasm seems to develop by itself when a

person is winning, but when things go wrong, it seems to disappear. Thus, in the last situation, inspiration is needed most. Therefore, stress must be placed upon the development of enthusiasm for individuals if they are to have proper civic-ethical-social attitudes. The best way to achieve these attitudes is to keep the student's mind and body active with constructive work.

The following are a few ways in which teachers may inspire enthusiasm within students and the Elgin High School faculty is urged to practice them.

1. Through thought for the week.
2. By being cheerful and capitalizing success and minimizing failures.
3. By commending the good and encouraging students to look for the good, rather than the bad, in life and work.
4. By urging students to think of the outcomes and not just the work.
5. By getting students to think of others, not just themselves.
6. By encouraging the students to be ladies and gentlemen.
7. By appealing to school or group loyalty for certain individuals in the group who lack the proper attitudes.

Means of providing information. The methods of providing information that the students should use concerning civic-ethical-social guidance at the Elgin High School should be the following:

1. Discussion in guidance classes
2. Reports
3. Demonstrations
4. Books
5. Magazines
6. Newspaper
7. School paper
8. Talks by teachers
9. Talks by the superintendent
10. Club activities

Means of providing participation. Schools have many ways in which they gain student participation, however, the method used must be adapted to the group and the occasion. A variety of activity is also important so that schools can be sure of reaching the interests of a greater number in their groups. The following activities are to be sponsored by the Elgin High School as a means of providing participation for the student group.

1. Home coming
2. School carnival
3. Christmas seal sale
4. Library staff
5. Newspaper staff
6. Annual staff
7. Future home makers
8. Future farmers of America
9. Class plays
10. Dramatics
11. Athletic club
12. Student council

CORRELATING VISUAL AIDS WITH SCHOOL SUBJECTS

Visual and auditory aids can furnish those responsible for guidance an important avenue for giving students infor-
Teachers should use aids to help high school pupils become acquainted with different aspects of life. A considerable amount of good material is available at small expense and teachers should make use of all sources of information on aids and utilize them where desirable and with the ability of the school to finance. Heads of departments should make up a list of aids desired at the end of each school year and submit to the superintendent's office so that they may be on hand, or arranged for when they are needed.

A few common and reliable visual aid sources may be found in Appendix P.

**Charts.** The chart is an excellent and effective means of conveying information to students, however, the users must see that they get across to the student the point desired. Many valuable charts may be obtained from outside sources, but effective teachers will find that having students aid in making the charts will increase the appreciation of them and the knowledge gained in making the chart is highly valuable.

The guidance committee recommends the purchase of the National Form Guidance Series Charts[^1] for guidance aids, and encourages the faculty to put charts to use where they can be an aid to instruction.

**Film.** The motion picture is one of the finest instruments in the field of guidance. In the Elgin High

[^1]: Ibid.
School, students have few lectures from learned men but the possibility of bringing good information to the students need not be limited when motion pictures are so reasonable.

A good film in civic-ethical-social guidance can be a timely device in preparing students for a formal dance, banquet, or a public event. Students can be taught habits, manners, and attitudes more readily through visual education than through normal class procedure. All teachers should plan to use some film in their work, whether movie or slide film; children enjoy visual aid instruction and material that may be difficult or disinteresting in an average class can be pleasing and grasped readily when the proper film is used.

The guidance committee should select and present to the student group good films in guidance as needed.

Film orders should be planned by all groups during the existing year so that a schedule may be prepared and maximum benefit be gained. The guidance committee requests that all film orders for the coming year be in the office by the middle of May.

LYCEUM PROGRAMS

Lyceum programs can be both entertaining and instructional. The administrator should use good judgment in his selection of programs to make sure that he is bringing something into the school that comes the closest to meeting the essential needs and interests of his groups.
Where cost of the service is beyond the means of the school, the guidance committee suggests charging each child a small fee for attendance. If the program is good, the children will be glad to contribute.

There are two lyceum services that work in this area and both services should be patronized in an effort to meet the needs and interests of the school groups.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this study was to evolve a suitable and workable program of guidance for the high school. The faculty of the Elgin High School had become aware of a need for a guidance program and upon the request of the State Department of Public Instruction, Bismarck, North Dakota, that all schools show evidence of a program, actual planning began.

A guidance program was discussed at the pre-school faculty meeting and a guidance committee was appointed. The guidance committee took the lead in conducting guidance meetings with a purpose of informing the faculty in the field of guidance. These meetings were held during the school week and continued until the field of guidance had been covered. After the faculty members were informed, the guidance committee set about to inform the parents through a Parent-Teacher Association meeting. During the meeting an attempt was made to determine what parents expected from a guidance program and what it should do for their children. The faculty considered the parents' suggestions along with other recommendations as guides in setting up the program.

As the guidance committee continued its planning, members were reminded through their reading that a modest
program assured a better start and offered less chance for failure than would an elaborate program. Thus, the fundamentals were selected and specific objectives were set up in line with the philosophy of the school as guides in conducting the program. The planning produced a written program covering registration, teacher-counselor and his duties, the individual teacher, follow-up, on-the-job training, placement, counseling for military service, records, testing, and the occupational library. Correlation of the high school subjects with vocational, educational, and civic-ethical-social guidance was considered and a plan was provided the social science instructor to aid in presenting and discussing materials of value to students of high school age.

A selected reading list for students was compiled by the committee and placed in the Appendices of this paper along with forms to be used in carrying out the proposed guidance program.

Conclusions. The planning and preparation of this study has helped each member of the committee become a more active and interested teacher. The feeling exists among members of the guidance committee that every teacher must eventually become an important guidance worker. To do so, each teacher, must have a clear conception of his job and a good knowledge of the type of material with which he is to work. He must also know how to use intelligently, the
guidance tools and materials needed to help the student realize his potentialities and achieve his goal. He must be sure that the student is being prepared to meet the varying conditions which must be faced in life.

The only way to be sure that teachers have done a good job in preparing the student is by maintaining contacts with students through follow-up studies. By this means the teacher may determine or discover any weaknesses in his teaching and make the necessary steps to remedy them.

Recommendations. With the completed program in the hands of the faculty, all teachers have had opportunity to discuss its contents and its suitability. However, the faculty members must realize that some plans were made because the guidance committee could offer no better solution in view of the situation that existed. To improve the present program, the guidance committee suggests:

1. That the school district add another teacher to the present faculty. This teacher should have a background in the field of guidance and spend part time directing the guidance program.

2. That the program be carried out faithfully this year with the faculty noting its strengths and weaknesses which may be used in an evaluation at the end of each school semester.

3. That the class periods be lengthened from the present forty-five minutes to a period of sixty minutes, permitting a better supervised study plan.
A. BOOKS


**B. PERIODICAL ARTICLES**


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Cartwright, R. S., "An In-Service Training Program for Teachers," *School Activities*, XVI, No. 3 (November, 1944), 85-87.


**C. PAMPHLETS**


APPENDIX A

ELGIN HIGH SCHOOL APPROVED SCHEDULE FOR 1953-54
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ELGIN HIGH SCHOOL APPROVED SCHEDULE 1953-54
APPENDIX B

REGISTRATION-GENERAL INFORMATION
IN CHOOSING YOUR ELECTIVES, CONSIDER THE FOLLOWING POINTS:

1. Most skilled trades prefer apprentices who have had a good foundation in mathematics, natural science, and English.

2. Commercial work (shorthand, typing, and bookkeeping) is a good way to enter the business world. There are many attractive jobs for skilled stenographers, especially male stenographer's. The main skills needed are grammar, sentence structure, spelling, English, and penmanship. Bookkeeping is another good occupation and requires a good knowledge of arithmetic.

3. Home economics is one of the most practical courses offered for girls. Every girl should plan to take some training in this field during their high school course.

4. Agriculture is one of the most practical courses offered. The agriculture student must live on a farm, or plan to work on a farm and be able to have a farm project of his own during the summer. All boys who live on a farm and are interested in farming, or occupations related to farming, are strongly encouraged to study vocational agriculture.

5. Social science helps you develop a better understanding of the social environment in which you live and also presents considerable occupational information which is valuable in helping you choose your career.

6. Music and athletics are offered to enrich your life, both in school and out of school. Many students find a great deal of enjoyment and satisfaction in these fields.
COURSE OF STUDY

Freshman Year

1. State Requirements
   ENGLISH I A & B
   ORIENTATION & CITIZENSHIP
   GENERAL SCIENCE
   GENERAL MATHEMATICS
   PHYSICAL EDUCATION

2. Electives
   VOCATIONAL AGRICULTURE I
   HOME ECONOMICS I
   BAND
   GLEE CLUB

Sophomore Year

1. State Requirements
   ENGLISH II A & B
   WORLD HISTORY
   BIOLOGY
   ELM. ALGEBRA
   PHYSICAL EDUCATION

2. Electives
   VOCATIONAL AGRICULTURE II
   HOME ECONOMICS II
   BAND
   GLEE CLUB
   JR. BUSINESS TRAINING
   Harmony of Music

Junior Year

1. State Requirements
   ENGLISH III A & B
   U. S. HISTORY
   PHYSICAL EDUCATION

2. Electives
   VOCATIONAL AGRICULTURE III
   JR. BUSINESS TRAINING
   WORLD GEOGRAPHY
   ADV. ALGEBRA
   CHEMISTRY
   TYPING I
   PSYCHOLOGY
   HYGIENE
   BUSINESS LETTERS
   Geometry
   Shorthand
   Speech
   Commerical Law
   BAND
   GLEE CLUB
   PHYSICAL EDUCATION
   Physics
   Bookkeeping

Senior Year

1. State Requirements
   ENGLISH IV A
   PRESENT DAY PROBLEMS
   PHYSICAL EDUCATION
   SAFE DRIVING

2. Electives
   CHEMISTRY
   VOCATIONAL AGRICULTURE IV
   WORLD GEOGRAPHY
   ADV. ALGEBRA
   TYPING II
   PSYCHOLOGY
   HYGIENE
   BUSINESS LETTERS
   Geometry
   Shorthand
   Speech
   Commercial Law
   BAND
   GLEE CLUB
   PHYSICAL EDUCATION
   Physics
   Bookkeeping

Classes offered are found in capital letters.
Classes to be offered are in small letters.

A student may apply for an extra subject if he has a "B" average.
APPENDIX D

GUIDANCE INFORMATION FORM
GUIDANCE INFORMATION FORM

1. Name _______________________ Class ________ Date ________

2. Home Address __________________________ Phone No. ______

3. Parent or Guardian __________________________

4. Date of Birth Day ________ Month ________ Year ______

5. What is the state of your health? Good ( ) Fair ( ) Poor ( )

6. High school subjects
   Liked Best ________ Liked Least _______ Easiest For You ______

7. Do you like school? _______ Do you plan to finish high school ______

8. What additional training do you plan for? None ______
   Business School ______ Trade School ______ Junior College ______
   Four or more years at college ______ Other plans ______

9. What vocations interest you the most?
   1st Choice ____________________
   2nd Choice ____________________
   3rd Choice ____________________

10. What are your special interests? Paper ______ Music ______
    Athletics ______ FFA ______ FHA ______ Library ______ Shop Work ______
    List Others ______

11. Are your parents living? Mother ______ Father ______

12. Name one particular thing that you are hoping we do in our school this year. ______

13. Who do you live with? Both parents ______ Mother ______
    Father ______ Guardian ______ Real Parent and a Step Parent ______
    Other Relatives ______ If other relative what relation? ______

14. Father's occupation? ____________________ How long ______

15. Father's age ______ Education: Grade ______ College ______

16. Mother's age ______ Education: Grade ______ College ______

17. Are your parents interested in your school work? ______

18. What course would you like to have that we are not offering? ______

19. Name of home school district ____________ No. ______

Counselor's Comments: ______________________________________
SUBJECT REGISTRATION FORM

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADE 1Sem 2Sem</th>
<th>CREDITS</th>
<th>GRADE POINTS</th>
<th>REMARKS</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Total

TEST RESULTS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Name of test</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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APPENDIX F

TEACHER-COUNSELOR REPORT
TEACHER-COUNSELOR REPORT

Name __________________________ Grade _______ Credits_________

Age _______ Date of birth __________________________

Staying at ________________________ Telephone No. ____________

Father's name ________________ Address __________________________

Date Enrolled __________________________

STUDY SCHEDULE

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td></td>
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</tr>
</tbody>
</table>

1. Extra-curricular activities
   1. ________ 2. ________ 3. ________ 4. ________

2. Student weakness __________________________

3. What interesting thing or things is the student doing that might be of interest to others? __________________________

4. What subject does the student like best? ____________

5. What subject does the student like least? ____________

6. What is the student's hobby, or what does he do for a past time? __________________________

7. What is there that we are not doing that he would like to do? __________________________

8. What subject would he like that is not offered? ________
APPENDIX G

TEACHER-COUNSELOR COMMENTS
### TEACHER-COUNSELOR COMMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher-Counselor</th>
<th>Comments</th>
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<tbody>
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</tr>
</tbody>
</table>

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## JOB ANALYSIS SCHEDULE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Job Title ____________</td>
</tr>
<tr>
<td>2.</td>
<td>No. Employed M__ F___</td>
</tr>
<tr>
<td>3.</td>
<td>Alternate Titles __________________________</td>
</tr>
<tr>
<td>4.</td>
<td>Industry ____________</td>
</tr>
<tr>
<td>5.</td>
<td>Branch ____________</td>
</tr>
<tr>
<td>6.</td>
<td>Establishment No. _____</td>
</tr>
<tr>
<td>7.</td>
<td>Department ____________</td>
</tr>
<tr>
<td>8.</td>
<td>Dictionary Title and Code __________________</td>
</tr>
<tr>
<td>9.</td>
<td>Work Performed</td>
</tr>
<tr>
<td>10.</td>
<td>Sources of Workers</td>
</tr>
<tr>
<td>11.</td>
<td>Experience Needed</td>
</tr>
<tr>
<td>12.</td>
<td>Training Needed</td>
</tr>
<tr>
<td>13.</td>
<td>Relation to other jobs—promotion—supervision</td>
</tr>
<tr>
<td>14.</td>
<td>Performance Requirements</td>
</tr>
<tr>
<td></td>
<td>a. Responsibility</td>
</tr>
<tr>
<td></td>
<td>b. Job Knowledge</td>
</tr>
<tr>
<td></td>
<td>c. Mental Application</td>
</tr>
<tr>
<td></td>
<td>d. Dexterity and Accuracy</td>
</tr>
<tr>
<td>15.</td>
<td>Equipment, materials, supplies</td>
</tr>
</tbody>
</table>
APPENDIX I

REQUEST FOR INFORMATION
REQUEST FOR INFORMATION

Elgin High School
Elgin, North Dakota
July 25, 1953

Dear Friend:

This questionnaire is being used as an aid to determine the effectiveness and value of your schooling in terms of your future plans. No names will be used in compiling the data, but summaries will be made for a six year follow-up.

Your cooperation will be greatly appreciated. We are sure you will realize how valuable these data can be made as a guidance service for future students.

Please fill out and return to

Principal
Elgin High School
APPENDIX J

FOLLOW-UP FORM
FOLLOW-UP FORM

Name __________________________ Date of birth __________________
Address ______________________ Age at leaving school ______
                                  Grade when leaving school ______
                                  Year you left school ______

How long were you out of school before you got your first job? ____________________________________________

How many jobs have you held since leaving school? __ What kinds? ___________________________________________

How many months have you been unemployed since leaving school? _________________________________________

Are you married? Yes ___ No __. If so, how long have you been? _________________________________________

Name of present employer __________________________________________
Address ______________________________________________________

What further training have you taken since leaving school? (please indicate place, length of study and type of training).
____________________________________________________________________________________________________

What additional courses do you wish that you had taken or could have taken while in high school? _____________
____________________________________________________________________________________________________

What was your average salary per week while working? _____

If you left school before graduating from high school why did you leave? ____________________________

What changes in your educational and vocational plans would you make if you could retrace your steps? __________
____________________________________________________________________________________________________
OCUPATIONAL INFORMATION CHECKLIST

Do you have this information? Is it being used fully?

Check your Occupational Information Library for weak points and apply the remedy.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Remedy: if the answer is &quot;No&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you have a file of up-to-date unbound occupational information?</td>
<td></td>
<td></td>
<td>2. Check &quot;Collecting, Filing and Using Occupational Information,&quot; Guidance Division, State University, Grand Forks, North Dakota.</td>
</tr>
<tr>
<td>3. Does your file contain descriptions of occupations in all of the following groups?</td>
<td></td>
<td></td>
<td>3. Consult a monthly guide to free and inexpensive materials, such as:</td>
</tr>
<tr>
<td>a. Professional</td>
<td></td>
<td></td>
<td>a. (see 2 above)</td>
</tr>
<tr>
<td>d. Sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Domestic Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Personal Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Protective Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Agricultural occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Skilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Semi-skilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Unskilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is your filing system based on a standard plan such as:</td>
<td></td>
<td></td>
<td>4. Consult the following:</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Remedy: if the answer is &quot;No&quot;</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Do you have descriptions and other information concerning local employment opportunities?</td>
<td></td>
<td></td>
<td>5. Have teachers prepare and collect descriptions of local occupations.</td>
</tr>
<tr>
<td>7. Do you have a file of college catalogues?</td>
<td></td>
<td></td>
<td>7. Have students help write requests for catalogues. Place together in one file or shelf for convenient reference.</td>
</tr>
<tr>
<td>8. Are free and inexpensive pamphlets and clippings added to the file each month of the school year?</td>
<td></td>
<td></td>
<td>8. Consult one of the references in 3 above. Have students in occupations class, commercial class, English, or social studies class write the requests.</td>
</tr>
<tr>
<td>9. Do you have catalogues of trade, industrial, commercial and other special schools?</td>
<td></td>
<td></td>
<td>9. Same as 7 above.</td>
</tr>
<tr>
<td>10. Do you have a file of scholarship announcements?</td>
<td></td>
<td></td>
<td>10. File in one place all announcements that come to your attention. Use these in assisting outstanding students with their educational program and vocational plans.</td>
</tr>
<tr>
<td>11. Is the occ. inf. library used by pupils for making special reports in their regular subjects?</td>
<td></td>
<td></td>
<td>11. Acquaint teachers and pupils with the possible use of the occ. inf. library for supplementary information in regular subjects.</td>
</tr>
</tbody>
</table>
| Question                                                                 | Yes | No | Remedy: if the answer is "No"
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>12. Is the occ. inf. used by superintendent, principal, teachers, teacher-counselors to help students form their educational and vocational plans?</td>
<td></td>
<td></td>
<td>12. Every high school student should have help with his plans when he makes out his school program, and every person who helps him should have time and available information to give the best assistance possible.</td>
</tr>
<tr>
<td>13. Is the file of school catalogues and scholarships used to help pupils make their educational plans?</td>
<td></td>
<td></td>
<td>13. Same 12, above.</td>
</tr>
<tr>
<td>14. Is the library used by teachers of regular academic and vocational subjects to present the occ. significance of their subjects?</td>
<td></td>
<td></td>
<td>14. Inform teachers that there are materials available which will aid them in showing the purpose and usefulness of their subject.</td>
</tr>
<tr>
<td>15. Is the library used by pupils upon their own initiative to seek answers to their questions?</td>
<td></td>
<td></td>
<td>15. Place file in a convenient place for student use. Inform students of materials available and instruct them in its use.</td>
</tr>
</tbody>
</table>
JOB APPLICATION SUGGESTIONS

1. Always apply alone. The presence of anyone else will give the employer the impression that you cannot stand alone.

2. Be neat, clean, and dress in keeping with the job for which you are applying.

3. Rehearse so you are prepared to tell concisely and clearly about your education and experience.

4. Know some things about the firm. Ask for the person you are to see by name.

5. Point out your specific skills that you have acquired through training, or your interests in particular jobs. Telling the employer you can do anything does not create a good impression.

6. Be on time for your appointment.

7. Be confident and poised. Employers are human and are as anxious to find good workers as you are to find a job.

8. Impress the employer with the fact that you are interested in his firm and the particular job for which you are applying.

9. Let the employer do most of the talking, but make sure that all of your qualifications are brought out clearly.

10. Don't criticize former employers.

11. Do not mention your personal or financial troubles.

12. If you are accepted, be fair—"work" for the employer.

SEE THAT ONE COPY IS GIVEN TO EACH GRADUATE.
APPENDIX M

NINTH YEAR--EDUCATIONAL AND VOCATIONAL GUIDANCE GROUP PLAN
NINTH YEAR--EDUCATIONAL AND VOCATIONAL GUIDANCE GROUP PLAN

Title of Course: Orientation and guidance


References: Books listed in Appendix 0 and occupational information file.

Text--High School Life

Topic
Study Habits
Hints on Studying
How Important are Grades?
Am I Getting My Time's Worth?
Planning My High School Courses

Work Experiences
Beyond My Family
Should I get Work Experiences?

Text--On Being a Citizen

Topic
Social Living in the United States

Scholarship Discussion--cover Group Support the following:
1. North Dakota Teachers Scholarship
2. George Dean Scholarship
3. Sears Roebuck Scholarship
4. Jamestown College Scholarship
5. Interstate Business Scholarship
6. Rapid City Business Scholarship
7. School of Medical Technology Scholarship
8. Concordia College Scholarship
9. Pepsi-Cola Scholarship
10. Military Opportunities

Testing
Tests are steps in Learning Intelligence
APPENDIX N

NINTH YEAR—CIVIC-ETHICAL-SOCIAL GUIDANCE GROUP PLAN
NINTH YEAR--CIVIC-ETHICAL-SOCIAL GUIDANCE GROUP PLAN

Title of Course: Citizenship and guidance

Basic Texts: *Civic Training* by R. C. Hughes and *High School Life* by National Forum Guidance Series

References: Books listed in Appendix 0 and occupational information file.

<table>
<thead>
<tr>
<th>Text--High School life</th>
<th>Text--Civic Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>Group Life</td>
<td>Committee and Community Spirit</td>
</tr>
<tr>
<td>School Clubs and Activities</td>
<td>The Good Citizen and the Home</td>
</tr>
<tr>
<td>My Teacher and I</td>
<td></td>
</tr>
<tr>
<td>My Opponent</td>
<td></td>
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<tr>
<td>School Rules</td>
<td></td>
</tr>
<tr>
<td>The Role of the School</td>
<td></td>
</tr>
<tr>
<td>My Groups</td>
<td></td>
</tr>
<tr>
<td>Social Life</td>
<td>Health and Recreation in the Community</td>
</tr>
<tr>
<td>What is School Spirit?</td>
<td>The Good Citizen in the Home</td>
</tr>
<tr>
<td>Being a School Citizen</td>
<td></td>
</tr>
<tr>
<td>Growing Normally</td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td></td>
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<tr>
<td>Etiquette</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Growth</td>
<td>Making the Community Attractive</td>
</tr>
</tbody>
</table>
APPENDIX O

STUDENT REFERENCE LIST
STUDENT REFERENCE LIST

MATERIALS DEALING WITH ADJUSTMENT TO SCHOOL AND LIFE


MATERIALS DEALING WITH STUDY IMPROVEMENT


BOOKS CONCERNED WITH PERSONALITY DEVELOPMENT AND EMOTIONAL ADJUSTMENT


Bliss, Walton B., Personality and School, New York: Allyn and Bacon.

BOOKS RELATED TO GOOD SOCIAL STANDARDS AND HABITS


BOOKS WITH SUGGESTIONS ON HOW TO PLAN PARTIES AND GAMES


MATERIALS DEALING WITH OCCUPATIONAL INFORMATION


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APPENDIX P

SOURCES OF VISUAL AIDS
SOURCES OF VISUAL AIDS

All business concerns.
American Council on Education, 744 Jackson Place, Washington, D. C.

American Library Association, 520 North Michigan Avenue, Chicago, Illinois.

Bell and Howell Company, 1801-15 Larchmont Avenue, Chicago, Illinois.

Colleges and Universities
Metropolitan Motion Picture Council, 100 East Washington Square, New York City.

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

United States Department of Commerce, Motion Picture Division, Washington, D. C.

United States Office of Education, Washington, D. C.

State Department of Public Instruction, State Capitol Building, Bismarck, North Dakota.

State Health Department, State Capitol Building, Bismarck, North Dakota.
APPENDIX Q

TESTING PROGRAM
TESTING PROGRAM

**Intelligence Tests**

Reasons for testing
- Predicting ability for success in school
- Teaching guide
- Grouping of students
- Basis for guidance
- Teachers judgments alone are ordinarily not sufficient

Tests to be administered
- Kuhlman Finch—ninth year (fall)
  Reasons for choice
  - Brevity is an important feature
  - Does not measure reading ability
  - Easy to administer
  - Wide experience of authors

- California Test of Mental Maturity—eleventh year (fall)
  Reasons for choice
  - Excellent manual
  - Pictorial tests are clear and well designed
  - Tests of visual and auditory acuity are useful
  - Advanced battery excellent as a final secondary school check on pupil intelligence
  - Measures achievement as well as intelligence

**Interest Tests**

Reasons for testing
- To help student determine:
  - Vocational possibilities for him as an individual
  - Curriculum choices that will satisfy his general interest areas
- To stimulate student to:
  - Examine his own capacities
  - Develop curiosity about occupational world

Tests to be administered
- Kuder Preference Record—ninth year (spring)
  Reasons for choice
  - Easily administered, may be done by individual student
  - Easily scored, may be done by individual student
  - Cost reasonable in money and time
  - Mechanically attractive and easily comprehended
  - Buros rates this test high

- Strong's Vocational Interest Blanks—eleventh year (spring)
Reasons for choice
Easily administered
Gives satisfactory results to one tested
Buros rating high
Covers a broader field than Kuder and allows less bias on a self-report

Personality Tests

Reasons for testing
To get a preliminary assessment of the student
To assist the teacher-counselor
To help in program planning for individuals

Test to be administered
Heston Personal Adjustment Inventory—sophomore year (spring)
Reasons for choice
Buros rating high
It is better than average test of this kind
Percentage norms are provided for test
It has a superior and complete manual
Scoring is easy
Little equipment is needed

Testing by outside agencies
United States Employment Service, Mandan, North Dakota
State Teachers College, Dickinson, North Dakota

The administration should arrange with the United States Employment Service Director for this area to perform a series of tests on the students interested in employment and for him to counsel these students relative to the test results and employment, either permanent or temporary.

The administration should arrange with the State Teachers College for the sending of a guidance committee to the Elgin High School for the purpose of testing and counseling members of the senior class interested in the teaching profession.

Results of this testing should be left with the school and become a part of the individual student folder.
APPENDIX R

SOURCES OF OCCUPATIONAL INFORMATION
SOURCES OF OCCUPATIONAL INFORMATION

All business concerns:

Guidance Leaflets, United States Office of Education, Washington, D. C.

National Roster, 1006 You Street, N. W., Washington, D. C.

Occupational Index Company, New York University, Washington Square East, New York City 3.

Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois.

Superintendent of Documents, United States Printing Office, Washington, D. C.