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ABSTRACT

Recent studies of secondary education have underlined the need for more and better guidance services. Guidance programs are rapidly growing and changing as are the conditions and circumstances confronting high school graduates. An inclusive educational guidance program which is attainable by every school system regardless of its budget or staff is the Guidance Timetable approach. This approach is based on the belief that individual teachers and administrators gain confidence when they can quickly examine an overall guidance plan and see where they fit in. A timetable is so basic to a guidance program that everyone concerned (pupils, parents, and teaching staff) must know its contents. The timetable is a comprehensive and flexible plan which assures an orderly and systematic effort. This 1961 bulletin discusses the Guidance Timetable approach focusing on activities essential for grades 7-12. The discussion and brief description are divided into two sections: (1) Sequential Activities (on a grade-level basis) and (2) Continuous Activities. Special emphasis is on college preparation, but the contents and procedures suggested are directed to all students. A bibliography of guidance books and pamphlets is also included. (NQ)

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USING A TIMETABLE IN EDUCATIONAL GUIDANCE

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FOREWORD

Every recent study of secondary education has underlined the need for more and better guidance services. And guidance programs, like schools themselves, are rapidly growing and changing. So are the conditions and circumstances which confront each crop of high school graduates. In brief form, this pamphlet attempts to give direction to teachers, counselors and administrators in their efforts to give appropriate educational guidance to junior and senior high-school pupils. Special emphasis may seem to be on getting students ready for college, but the contents and procedures suggested are equally appropriate for and are, in fact, directed to all students.

In preparing this material, the author has had in mind the fifteen years he spent as principal of both a small and a large school in one of the most underprivileged rural-industrial areas of the country, the 2000-pupil city high-school he attended as a boy, and a 75-pupil high-school in rural New York with which he is presently working. He knows something about what is involved in teaching and in administering a school . . . the pressures . . . the doubts about moving ahead in an unfamiliar are He knows that teachers want to change . . . that they resist ch re. But he also knows what leadership can do, even a modest k..d of leadership, in helping everyone in a school, teachers and pupils, fulfill their highest expectations.

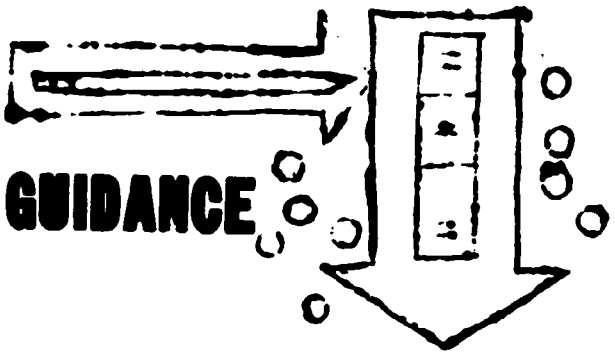
That some schools have well developed guidance programs and others offer little in a systematic way is recognized and has been taken into account. We have tried to set forth the essentials of an inclusive program of educational guidance, but every suggestion and recommendation included is attainable by every school system, regardless of the size of its budget or the number of its staff.

The central focus of the approach is *The Guidance Timetable*. The only real requirement for its use is that someone in the school be interested in improving his ability to work with boys and girls. It is based on a belief that individual teachers and administrators gain confidence when they can quickly examine an over-all guidance plan and see where they fit in. The Timetable is a plan. It is *not the only plan*, but it is comprehensive and flexible, providing a checklist for those just starting and reference points for those well on their way.

In these few pages, we have tried to answer a number of questions: What is guidance? What should be included in an educational guidance program? Who does what? When? How? Where and how can a school begin? The emphasis is largely upon "how-to-do-it." Because of space limitations, full discussion of any aspect has not been attempted. The bibliography of guidance materials and the suggestions of specific reading assignments at appropriate points throughout the text are included to help fill this gap. Intentionally, the materials identified lean in the direction of schools with a modest guidance budget and perhaps little or no trained personnel.

Glyn Morris

ABOUT EDUCATIONAL GUIDANCE



Educational guidance aims to help pupils make wise choices. It is the continuous process of helping each individual discover for himself his greatest potentialities and then develop them.[1] Another way of putting it is that, through guidance, choice-making is anticipated and prepared for, adequate information is provided as the basis for making choices, and opportunity is given to examine alternatives, project courses of action, and determine the probable consequences.

Since guidance frequently exposes conditions which stand between an individual and the development of his potential—conditions which the individual often cannot handle alone or may not even recognize—wheels are set in motion to bring about necessary changes, both within the individual and in his surroundings. This might range from helping a pupil in a small school arrange for a correspondence course in advanced mathematics or asking the local Lions Club to provide glasses for a needy youngster to providing long-term counseling on a deep-seated emotional problem.

A SERIES OF DECISIONS

The parents of a five-year-old boy were considering whether or not they should undertake all that would be involved in enrolling him in and transporting him to a special class being formed for gifted children and for which he was qualified on the basis of a test score. This was their first experience with a process becoming increasingly vital and extending farther and

[1] Adapted from: Strang, Ruth. *The Role of the Teacher in Personnel Work.* Fourth edition. New York: Bureau of Publications, Teachers College, Columbia University, 1953. p. 31.

farther down in the school—making decisions at the right time. And they needed help. This will continue to be the case for these parents and their child: deciding on a course of study, choosing a career, and eventually choosing a college. In all of these decisions they will need assistance, assistance supported by knowledge.

As the number of careers involving increased specialization and longer preparation multiplies, so do the prerequisites grow in number and importance as well as a corresponding opportunity for regret when these are neglected. One decision forms a basis for the next, either opening or closing doors of opportunity. When earlier decisions have been made at the right time, the possibility that wise decisions may be made later on is greatly strengthened. And because education is a long-range matter, the pupil and his guides must reckon seriously with a "Decision Timetable."

GUIDANCE MUST BE SYSTEMATIC

It is sometimes said that no guidance is better than poor guidance. While the merits of such a statement are obvious, some sort of guidance is inevitable. Teachers, parents, and other adults do express opinions and young people expect a certain amount of this. The counsel given in many instances is sound and helpful . . . at least as far as it goes. But if a teacher is unaware of information available on such matters as careers, selecting a college, and scholarships, some "blind-flying" is bound to follow. Furthermore, pupils have a right to be safeguarded from the subjective whims of adults and the unfortunate results of uninformed opinions—no matter how sincerely given.

There are several essentials to any systematic program of educational guidance:

- A timetable of desired outcomes and activities
- Persons responsible for specific tasks
- Records of individual pupil development
- Information about opportunities
- Scheduled time for guidance activities

Regardless of the quality of guidance services presently available, there is almost always some room for improvements. In schools where guidance activities tend to be informal and sporadic, the room is great indeed.

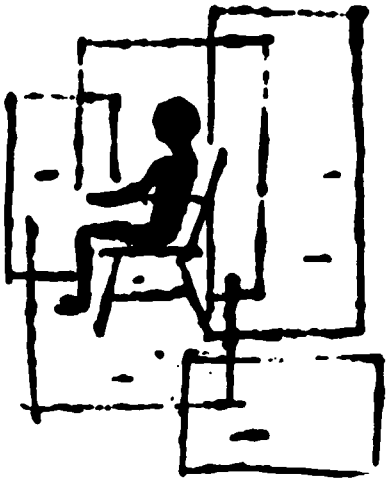
SUCCESS DEPENDS UPON COOPERATION

Proper educational guidance involves more than just a guidance specialist. It is related to the entire school program, teachers, principal, parents, home environment, community, and the personal needs of students.

The following brief description is illustrative of situations familiar to a great many teachers and administrators. The setting is a school in which the formal program of counseling is extremely limited. The Ninth Grade science teacher has become increasingly aware of a boy in his class who is especially quick in understanding new concepts. At the same time, he is one who often fails to hand in assignments, and when he does, the quality of the work tends to be poor. Occasionally he is involved in mischief. Recognizing a potentially good mind, the teacher wants to help this boy. But an unsorted and hazy mass of obstacles seem to be in the way—the nature of the boy's home situation, inadequate information about him, poor study habits, the need to improve his reading, and a number of others. And even if during his next several years in school all of these problems could be resolved, there would remain the task of getting him into a college and this is becoming more difficult each year.

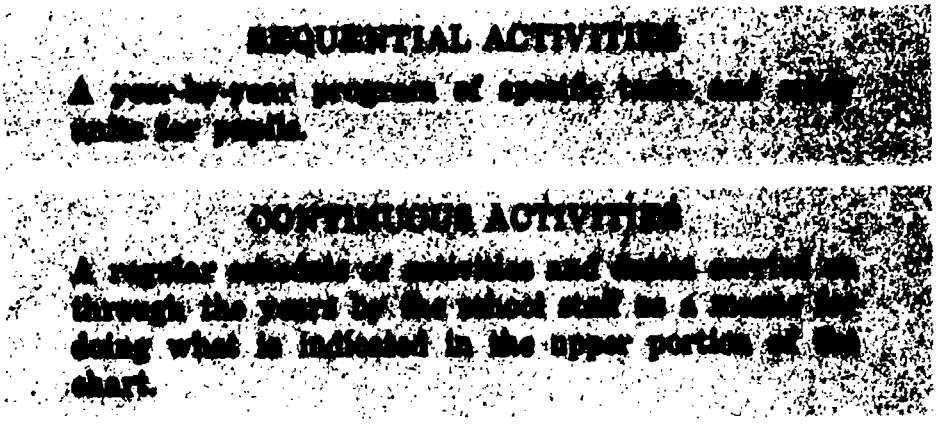
Conscientious teachers desiring to help pupils find themselves needing help—both in gaining perspective and in dealing with the many details of individual problems. They feel thwarted by the complexities. Yet, since the number of full-time counselors needed is more than double the number actually available, classroom teachers and the school principal may be the only persons in the school to whom a pupil may turn for guidance. And sound guidance, even where an adequate number of specialists are available, is possible only when each teacher makes his contribution. In fact, the day-by-day influences of classroom teachers are so important that the effectiveness of every organized guidance program is in direct proportion to the extent of teacher cooperation.

THE GUIDANCE TIMETABLE



Timetables are frequently hard to read and sometimes even harder to remember. Yet, a timetable is so basic to a guidance program that everyone concerned—pupils, parents, and teaching staff—must know its contents. It is a bird's-eye view of specific guidance activities in a logical sequence. Its purpose is to assure an orderly and systematic effort.

Acknowledging that guidance activities should and actually do begin in the elementary school, the Timetable included focuses on activities essential for Grade 7 through Grade 12. The Timetable itself found on pages 10 and 11 is divided into two sections:



The discussion and brief description of these Sequential Activities on a grade-level basis and theContinuous Activities which assist in accomplishing them are included as separate sections. Within the school, as activities are carried on, these separate sections merge into a coordinated guidance effort.

USING THE TIMETABLE

In order that effective use might be made of whatever timetable is developed, here are some suggestions for schools:

- Issue a timetable for pupils—in a student handbook or in some other readily accessible form.
- Inform each parent of all dates and events and secure an endorsement from the parents of each pupil for the school files.
- Go over the timetable with all pupils in a regular class or homeroom period. Repeat this for all who were absent.
- Whenever possible, meet with groups of parents to discuss relevant timetable items.

The person responsible for the over-all direction of guidance will, in addition, need to keep his own supplementary timetable. Such items as the dates of committee meetings, work to be done on records, a schedule for home visits, a counseling schedule, work with special groups, conferences with individual teachers, and all other guidance activities.

For an excellent illustration of such a schedule, see: Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E. *Organization and Administration of Guidance Services.* Second edition. New York 36: McGraw-Hill Book Co. (330 West 42nd Street), 1955. 352p. $4.75. See especially p. 234-36.

SEVENTH GRADE

ORIENTATION
IDENTIFY ABLE PUPILS
IDENTIFY UNDERACHIEVERS
CONFER WITH PARENTS

UNITS:

GETTING THE MOST OUT OF SCHOOL
WHAT AM I LIKE?
THE WORLD OF WORK
FINANCING A COLLEGE EDUCATION

EIGHTH GRADE

PLAN LONG-RANGE HIGH SCHOOL PROGRAMS
SCHEDULE REMEDIAL WORK FOR UNDERACHIEVERS
KEEP PARENTS INFORMED
ORIENTATION FOR HIGH SCHOOL

UNITS:

MORE ABOUT WHAT I CAN DO AND WHAT I AM LIKE
WHAT HIGH SCHOOL IS LIKE
HIGH SCHOOL SUBJECTS AND JOBS
PLANNING MY HIGH SCHOOL PROGRAM

NINTH GRADE

CHECK PUPIL SCHEDULES
ORIENTATION
IDENTIFY ABLE PUPILS
DEVELOP BASIC STUDY SKILLS

UNITS:

GETTING THE MOST OUT OF HIGH SCHOOL
MAKING STUDY HOURS COUNT
WHAT ARE MY INTERESTS
WHAT DO I WANT FROM LIFE
CHOOSING MY EDUCATIONAL AND VOCATIONAL GOALS

ADMINISTER AND INTERPRET STANDARDIZED TESTS

APTITUDE
ACHIEVEMENT
BASIC SKILLS

APTITUDE
ACHIEVEMENT
BASIC SKILLS

APTITUDE
ACHIEVEMENT
BASIC SKILLS
INTEREST INVENTORY

PROVIDE INFORMATION

CAREER OPPORTUNITIES

OCCUPATIONS
EDUCATIONAL OPPORTUNITIES
SCHOLARSHIPS

HIGH SCHOOL OPPORTUNITIES
GRADUATION REQUIREMENTS
REQUIREMENTS FOR COLLEGE
CAREERS

MAINTAIN DEVELOPMENTAL RECORDS

COUNSELING

REMEDIAL WORK

CASE CONFERENCES

MAINTAIN THE TIMETABLE

TENTH GRADE

ORIENTATION
MAKE SCHEDULE CHANGES
PUPIL SELF REAPPRAISAL APPROPRIATENESS OF GOALS AND PROGRAM
EXPLORE COLLEGE POSSIBILITIES

UNITS:

BECOMING A BETTER STUDENT
MAKING AN INVENTORY OF MY TIME
LOOKING OVER THE COLLEGES

ELEVENTH GRADE

CHECK PUPIL SCHEDULES
SCHEDULE EXAMINATIONS
ASSIST WITH COLLEGE SELECTION
FILE COLLEGE APPLICATIONS

UNITS:

HOW TO TAKE TESTS
SELECTING A COLLEGE
MEETING COLLEGE EXPENSES
WHAT ABOUT MILITARY SERVICE?

TWELFTH GRADE

CHECK ACHIEVEMENT TEST RESULTS
CHECK PROGRAMS – MAKE SCHEDULE CHANGES
SCHEDULE EXAMINATIONS
FILE COLLEGE APPLICATIONS
SCHEDULE COLLEGE VISITATIONS

UNITS:

HOW TO VISIT COLLEGES
HOW TO BE INTERVIEWED
COLLEGE LIFE
HOW TO USE TIME WISELY

ADMINISTER AND INTERPRET STANDARDIZED TESTS

APTITUDE
ACHIEVEMENT
BASIC SKILLS
PERSONALITY INVENTORY

ACHIEVEMENT
BASIC SKILLS
SCHOLARSHIP QUALIFYING TEST
CEEB-PRELIMINARY SCHOLASTIC APTITUDE

ACHIEVEMENT
CEEB-SCHOLASTIC APTITUDE
AMERICAN COLLEGE TEST
NATIONAL MERIT SCHOLARSHIP
OTHER SCHOLARSHIP EXAMINATIONS

PROVIDE INFORMATION

SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS
COLLEGE OPPORTUNITIES

COLLEGE OPPORTUNITIES
SCHOLARSHIPS
MILITARY SERVICE RESPONSIBILITIES AND OPPORTUNITIES

COLLEGE OPPORTUNITIES
SCHOLARSHIPS

MAINTAIN DEVELOPMENTAL RECORDS

COUNSELING

REMEDIAL WORK

CASE CONFERENCES

[illegible] IN THE TIMETABLE.

SEQUENTIAL ACTIVITIES

Each student as he progresses through school should have a developmental sequence of guidance activities. The program in any given school may vary to some extent from what is described here. There is room for flexibility. In some instances variations are suggested. What is done from Grade 7 to Grade 10, for example, may well depend on the way a particular school is organized. Our emphasis in describing grade-by-grade content is that *there must be some plan* or essential elements will be over-looked and neglected.

Grade 7

ORIENTATION

At this point in the pupil's school life he enters a new and important phase in his education. He must now begin to look seriously at the meaning of education in relation to his future. For many pupils the beginning of the Seventh Grade is a complete shift—from the protected climate of the elementary school where they have remained in one classroom for the entire school day to a multi-teacher departmentalized program where they may be largely on their own. They need help in understanding the significance of these new experiences . . . of this new educational environment.

Where pupils have made a change to a different school building, they need to know where things are and what will be expected of them. This is particularly important when pupils change from a small to a larger school. First impressions often influence later effectiveness. Indeed, there is evidence that a lack of adequate orientation can contribute to pupil failure. Ideally, pupils should be introduced to their new school home before the actual transfer is made. Such a procedure gives them

time to discuss and assimilate its meaning for them.

The orientation process should include:

- Acquaintance with the physical layout and facilities
- How to use the library
- Discussion of the daily schedule
- Discussion of the regulations
- Discussion of the educational program and opportunities
- Introduction to guidance resources

Orientation is really nothing more than humanizing what for some pupils actually becomes a threatening experience. It need not require any cash outlay; it takes only time. In some schools the student council assumes much of the responsibility for conducting new pupils through the school, presenting some of the information, and providing a social hour as a conclusion to the orientation activities. Where this is not feasible, a special committee of the PTA or the parents of some of the students might be called upon to assist.

Read: Houghton, Hubert W., and Munson, Harold L. *Organizing Orientation Activities.* Chicago 11: Science Research Associates (259 East Erie Street), 1956. 48p. $1.25.

IDENTIFICATION OF ABLE PUPILS

The identification of pupils with high academic ability is usually and should be begun as early as possible in the elementary school. The process must be continuous, however, in order to catch "late bloomers." Identification is essential to their best development. By the time the pupil has reached the junior high-school level, his intellectual ability, as shown by standardized tests, tends to become stabilized.

Each school needs a systematic screening procedure under the direction of an individual or a committee. In addition to data from pupil records, there should be opportunity for each teacher to name pupils who in their judgment appear to have ability not revealed by the objective measures. The safest method is to go over the complete list of pupils with all teachers who know them as individuals, since pupils frequently impress teachers differently. Eventually, judgment should be passed on borderline cases by a committee of teachers.

Talent among pupils finds many ways for expression. The best predictors of a pupil's ability to do college work are his school marks over a period of time and accurate scores on scholastic aptitude and achievement tests. However "best" these predictors are, they are not reliable as the sole determiners. Talent is multidimensional and individuals succeed in doing college work for several reasons. It is important, therefore, for the school staff to rate each pupil on all of the following qualities:

Verbal and mathematical ability	
Grades over a period of time	
Ability to generalize	
Persistency and stamina	
Curiosity	
Memory	
Range of interests	
Ability in art, music or dramatics	
Imagination	
Leadership	
Sense of responsibility	
Non-conformity	

Furthermore, at about Seventh Grade level, notable changes take place in some youngsters which may result in a tendency to down-grade them. Talent is not limited to any social or economic group. But the talent of children from low-income homes may not show up as noticeably as that of other children because of a lack of exposure to the kinds of things included in ability measures. Care should be taken that these pupils are not overlooked. Very able boys from working class homes who do not make good marks in the Seventh and Eighth Grades are seldom advised to take the college preparatory course. There is reason to believe that the greatest failure to recognize talent is with respect to children from rural and low income groups. In some mountain areas, for example, the standardized intelligence test scores of

high-school pupils run 10 to 15 points below what they might be were these same youngsters in another cultural setting.

Probably no school is without some underachievement among pupils of all ranges of ability, the gifted not excepted. Unfortunately, many teachers and parents confuse underachievers with slow learners. An "underachiever" is a pupil who is not performing up to his potentialities. Some of these are missed because they meet all the class requirements—but at a level of performance considerably below their potential. A Ninth Grade pupil with an I.Q. of 125 should be reading at about Eleventh Grade level. In some schools 20 percent of all pupils may be retarded readers and the number of underachievers as high as 25 percent. Since underachievement is generally connected with causes beyond the pupil's immediate control, the "case conference" (described on page 48) is frequently helpful in diagnosing an underachiever's problems and marshalling constructive forces for his benefit.

See: National Education Association. *Finding and Educating the Academically Talented Student in the Secondary School.* Washington, D.C.: the Association, 1958. 16p. Free.

National Education Association. *The Identification and Education of the Academically Talented Student in the American Secondary School.* Conference Report. Washington, D.C.: the Association, 1958. 160p. $1.50.

National Education Association and American Personnel and Guidance Association. *Guidance for the Academically Talented Student.* Washington, D.C.: National Education Association, 1961. 144p. $1.

THE PARENTS' PART

In those cases where a college education for the student is taken for granted, parental cooperation is almost always assured. In fact, in some such instances the problem may be that of lowering, not raising, parental sights. However, in many communities the cooperation of parents of able pupils may have to be assiduously cultivated.

The least that a school can do is advise parents of the capabilities of their child and determine their feelings about his college education. If it is other than positive, the school may then take such steps as possible to modify the parental attitudes. This

will include acquainting the parents with the pupil's outstanding abilities and the benefits he may derive from a college education. For such cases some home visiting will probably be necessary.

Read: Laycock, Samuel R. "Counseling Parents of Gifted Children." *Exceptional Children* 23:108-10, 134; December 1956. (Reprint available from Council for Exceptional Children, National Education Association, Washington, D.C. 15¢.)

FINANCING A COLLEGE EDUCATION

Where the cost may be a major obstacle to going to college, school authorities should begin as early as possible to point out to both parents and pupils the long-range advantages of a college education and various ways it might be financed. Information on the following points is essential:

- The actual expenses of attending specific colleges
- Possible parental contribution from income
- Scholarships
- Part-time work while in college
- Loans

Additional suggestions and sources of information on these points may be found on page 33 where this entire area is reviewed as a study unit for pupils in the Eleventh Grade.

OCCUPATIONAL INFORMATION

Among the "developmental tasks" of all youth is selecting and preparing for an occupation. This goal more or less preoccupies a pupil during all his high school years, regardless of his formal curriculum. High school experiences are much more meaningful to pupils when they view their efforts as *progress toward a definite goal*. The educational program takes on a direct relationship to something tangible and important to them.

Since occupational possibilities are so numerous and ever changing, each pupil should begin to sift the general areas available to him out of the 24,000 or more job titles and consider what will be involved if he chooses a particular occupation or career.

Pupils can profitably devote as much as one hour each week during the Seventh Grade in surveying the world of work. Choosing a particular career is not the objective. The activity

serves to give information about careers and emphasizes that from this time on their education is essential to them as preparation for a future occupational goal. The pupil is no longer just going to school. He is studying for a purpose.

There are a number of practical approaches to the study of occupations. For example, the class can make an inventory of occupations in the local community and relate these to the broad classifications found in the *Dictionary of Occupational Titles* or in the reports of the United States Bureau of the Census.[2] Another approach would have students take any given number of products found in a local store, list the kinds of occupations involved in producing and marketing them, and then study the occupations involved. Or, in still another type of exercise, study the trends in the economic life of the community and how this affects the overall occupational picture into which new entrants into the labor market must fit in order to find a productive and contributing place.

When it comes time—in the Seventh, Eighth or Ninth Grade—a study of specific occupations should be undertaken. With all the help that is available, inexperienced teachers *can* teach a unit on careers. The framework could well be as follows:

1. Nearly all occupations can be classified within some broad major category.

   The U.S. Census uses eleven areas or classifications:

   Clerical and kindred workers
   Craftsmen, foremen, and kindred workers
   Managers, officials, and proprietors—except farm
   Operatives and kindred workers

[2] The *Dictionary of Occupational Titles, Volume One, Definition of Titles* contains 1518 pages of job descriptions. It is published by the U.S. Department of Labor, Bureau of Employment Security, United States Employment Service. Single copies are available for $5.25.

Reports of the U.S. Department of Commerce, Bureau of the Census are equally helpful working tools. Volume II, *Characteristics of the Population*, is made up of more than fifty parts—a combined summary (Part I, United States Summary, 71p. plus 486p., $3.75) and separate detailed reports for each state, territory and possession. The individual state reports (prices range from $2 to $3.75 depending on the state) include detailed data on the number of people in each occupational group for each county and standard metropolitan area together with occupational income. Such data permits an authoritative analysis of the occupational distribution of people in each local area.

Professional, technical, and kindred workers
Service workers—except private household
Sales workers
Laborers—except farm and mine
Farmers and farm managers
Farm laborers and foremen
Private household workers

The *Dictionary of Occupational Titles* has seven classes:

Professional, managerial, and official occupations
Clerical, sales, and kindred occupations
Personal service occupations
Agriculture, fishing, and forestry occupations
Skilled occupations
Semi-skilled occupations
Unskilled occupations

2. Each "job" may be described by what the worker does.
3. Each "job" may be studied in detail. Something like the following guide or check list may be used to assure a thorough consideration of all important aspects:

Description of what the worker does	
Working conditions	
Hours of work	
Wages	
Personal requirements	
Training requirements	
Training opportunities	
Opportunities for promotion	
Outlook for the future	
Where jobs are located	
Method of entry	
Unionization	
Related jobs	
Where further information may be found	

Read: Kitch, Donald E. *Exploring the World of Jobs.* Chicago 11: Science Research Associates (259 East Erie Street). 40p. 45¢.

Weaver, Glen L. *How, When, and Where to Provide Occupational Information.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. $1.25.

Each school in addition, should determine what kind of assistance and help is available from the Supervisor of Occupational Information and Guidance or other appropriate official in the state department of education. The United States Employment Service through the 1800 local branches of its state offices is also helpful and glad to cooperate with local schools by providing information and other assistance in understanding the world of work.

SELF UNDERSTANDING

Either in Seventh or Eighth Grade the guidance program of the school should assist students in developing self understanding. If the pupil is to be successful in making the most of the opportunities available to him, he will need to "know himself." He must see himself realistically and accept what cannot be changed. The pupil should be able to accurately answer two questions: What am I like? What can I do? Some pupils need more help than others in answering these questions.

Generally, a beginning is made by identifying the more or less obvious characteristics. Teachers and pupils can make a general inventory in class by listing items familiar to pupils under two headings: "I like," and "This is me." The first deals with activities, the second with personal traits. Then each pupil can rate himself on the inventory items. Better still, where funds are available, use an already prepared inventory form.

Read: Cosgrove, Marjorie C., and Unruh, Irma. *Discovering Yourself.* Chicago 11: Science Research Associates (259 East Erie Street). 72p. $1.50.

Lifton, Walter M. *What Could I Be?* Chicago 11: Science Research Associates (259 East Erie Street), 1960. 33p. 54¢.

Grade 8

CHARTING THE HIGH SCHOOL COURSE

At the time a student is beginning the Eighth Grade, the possibility that he might later go to college—and all that this implies in the way of preparation—is generally quite remote. The guidance task is to help pupils take a long-range view of the three or four years of high school immediately ahead, especially where electives are numerous and "Siren-like." One of the best ways to insure against unwise choices is to provide adequate time for a full exploration of alternatives and what will be essential for those who do plan to go on to college.

Most of the information pupils need for planning their high school program can be given to groups. It might be organized around such a topic as "High School Subjects and Jobs", for example, in which emphasis is given to the relationships which exist between various high school subjects and specific careers. The following outline which could be developed or expanded as a class project or study unit is suggestive of such an approach.

Chemistry	Technical Librarian Glass Industry Petroleum Industry Mycology Sales Etc., etc.
Language	Radio Script Writer Journalist Sales for Publisher Teacher Lawyer Etc., etc.
Economics	Foreign Trade Representative Labor Analyst Tax Analyst Insurance Adjuster Etc., etc.

	Foreign Service Officer
	Foreign Correspondent
	Social Worker
	Missionary
	Translater or Interpreter
Foreign Languages	Teacher
	Secretary
	Salesman
	Librarian
	Receptionist
	Etc., etc.

See: Schloerb, Lester J. *School Subjects and Jobs.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. 50¢.

To adequately plan for his high school program, each pupil during this school year should become familiar with the following information:

- High school subjects and sequences offered
- Graduation requirements for the different types of high school diplomas available
- Requirements for college entrance

A word of caution should be inserted here. Where college-bound pupils are in a minority, they may be reluctant to declare in a classroom situation that they have any intentions regarding either college attendance or the taking of scholarship exams. *Do not rely on this kind of census-taking when planning special programs for this group.*

In helping pupils acquire adequate information about high school opportunities, the following points are important:

- Provide orientation to the new school if the pattern of local organization considers "high school" as beginning with the Ninth Grade. Include this during the Ninth Grade where a senior high school organization begins with Tenth Grade. (Orientation is discussed on page 12.)
- Firmly establish a procedure for carrying out specific units of study. Ideally, there should be regularly alloted periods of time throughout the school year, e.g., during the homeroom period. This content is too important to cram into a short period at the end of the year.

- Trends in college entrance requirements should be emphasized, such as 3-4 years of a foreign language, 3 years of mathematics, etc.
- Make certain that information on college entrance requirements is up to date.
- Be sure parents are kept informed. Many schools, even very small ones, now publish much of this information, together with other pertinent data for each pupil and his parents to study.[3]

Eventually, each pupil should carefully and fully discuss his proposed program with an advisor—a full-time or part-time counselor, teacher, principal, or whoever is the appropriate person in the particular school. (See page 46 on Counseling.) If this is done in an orderly and leisurely manner during the second semester, there will be adequate time for adjustments if the pupil's program is unrealistic. Since choosing a career in terms of individual ability, interests, and opportunity is a personal matter and one for which appropriate bases for selection are not always clear to the pupil, he may need considerable help in gaining insight into the factors which must influence his career choice.

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[3] The following are some of the topics from the table of contents of an attractive 23 page mimeographed "Guidance Booklet" issued by the part-time counselor of the 75-pupil high school in Constableville, N. Y.:

General Information
Should You Go to College?
What College?
Location, Size, and Nearness of the College
Finding Out About Colleges
What Does College Cost?
How Can I Pay for It?
Local and National Scholarships
Working Your Way Through
Loans
Admissions Tests
Business, Technical, Trade, and Nursing Schools
Armed Forces
How to Take Exams
Requirements for Passing a Subject
Special Diplomas
Graduation Requirements
Courses and Sequences

The handbook also contains for each individual a Program Plan Sheet.

Not infrequently able pupils choose to carry a "light schedule." Where this occurs every effort should be made to inform both the pupil and his parents of possible consequences should he later need college entrance courses. This raises some delicate guidance problems concerning self-determination—the extent to which an adolescent should make his own decisions. Acknowledging that pupils should have increasing participation in making decisions on matters affecting them, it should be in proportion to their maturity. *Good guidance will not permit them to make decisions which could considerably handicap them in the future.* In this respect, a well conceived school policy can be most effective.

Finally, when the proposed high school program has been planned and discussed with each pupil, it should be approved and signed by the parent.

SELF UNDERSTANDING

A unit on self understanding was suggested earlier as part of the program in the Seventh Grade. (See page 19.) If it has not been included at that level, it should definitely be provided here. In fact, there are some advantages to including it as a definite study topic in the Eighth Grade for at this point pupils are distinctly involved in making a plan. Actually there is value in including a unit in this area at both grade levels. At Eighth Grade level it can be studied in more detail and greater depth.

See: Katz, Martin R. *You: Today and Tomorrow.* (Grades 8-9). Third edition. Princeton, N. J.: Cooperative Test Division, Educational Testing Service (20 Nassau Street), 1959. 102p. $1.

A *Teachers Guide* to *You: Today and Tomorrow* is also available. 32p. $1.

Grade 9

ORIENTATION

If there was no orientation for high school during the Eighth Grade, this should be done as early as possible after the school year begins. The change in type of program and educational environment may affect some pupils detrimentally. (If the school system is organized so that Tenth Grade is the first year of senior

high school, orientation activities can be deferred until later in the year.)

Orientation at this point not only should help pupils make the necessary adjustments to their new school situation but should also underline the importance of this phase of their education. Going to school is purposeful. How pupils might get the most out of high school might be a regular part of the orientation activities, could be treated as a special unit, or could be an emphasis included in the special unit on "How to Study" which follows. However it is accomplished, "Getting the Most Out of High School" is an area which requires attention.

See: Swanson, Lester D., and Gregory, Francis. *Getting the Most Out of High School.* New York 3: Oxford Book Co. (71 Fifth Avenue), 1953. 74p. 30¢.

Scott, J. I. E. *Getting the Most Out of High School.* New York 3: Oceana Publications (80 Fourth Avenue), 1957. 144p. $2.50.

Bennett, Margaret E. *High School Handbook.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. 50¢.

Also important as early as possible in the school year is a check of the pupil's schedule against his developmental record to date in order to make sure the program he has chosen is adequate.

HOW TO STUDY

Surveys of high school pupils' problems show that over 50 percent are concerned with faulty study habits and they want help in correcting this handicap. It is a mistake even to assume that all able pupils study effectively. Early in the first year of high school—even earlier if it could be done—a unit on "How to Study" should be included. In some schools, such a unit will have been covered as part of the developmental reading program.

Regardless of how much previous attention may have been given to study habits and study skills, it is important to take time to help each pupil with whatever can be done to increase his effectiveness. Specifically, pupils will need help in making the best use of their time and in learning how to master an assignment.

It should be emphasized that adolescents are sensitive to normative group behavior. The frank and straight-forward discussion of study skills and other related matters in a group often helps to develop more favorable group attitudes toward the "pursuit of excellence." The major points to be included in this consideration are:

- The pupil's daily schedule—to determine how he might best use his time, both at home and in school
- The congeniality of his surroundings—having an appropriate place and facilities for study, especially at home
- The quality of supervision and availability of help during school study hours
- The way he tackles an assignment
- Specific reading difficulties

There are a great many materials available to assist in helping pupils understand why and how study skills might be improved. The following are several titles which could be used:

Rubin, Morris M. *Studying for Success.* Washington 6, D. C.: B'nai B'rith Vocational Service (1640 Rhode Island Avenue, N.W.), 1957. 16p. 35¢.

Hadley, Loren S. *How to Study.* Kent, Ohio: Office of Student Advising, Kent State University. 1956. 12p. 15¢.

Pratt Institute. *Helping Students Study Effectively.* Career Briefs, Vol. 8, No. 6. May 1958. Brooklyn, N. Y.: Pratt Institute, 1958. 4p. Apply.

Aiken, Daymond J. *You Can Learn How to Study.* New York 17: Rinehart Books (383 Madison Avenue), 1953. 58p. $1.

Miller, Ivan. *How to Study.* American Youth Guidance Series, No. 14. Kirksville, Mo.: Educational Services, 1956. 24p. 25¢. Quantity rates.

Wrightstone, J. Wayne. *How to Be a Better Student.* Chicago 11: Science Research Associates (259 East Erie Street), 1956. 96p. $1.75.

Preston, Ralph, and Botel, Morton. *How to Study.* Chicago 11: Science Research Associates (259 East Erie Street), 1956. 128p. $1.95. Teacher's manual available.

Morgan, Clifford, and Diese, James. *How to Study.* New York 36: McGraw-Hill Book Co. (33 West 42nd Street), 1957. 127p. $1.50.

CAREERS

Previous emphasis of units on careers has been upon giving pupils some understanding of the world of work and the relationships existing between high school subjects and broad occupational areas. Pupils should now be ready to look at careers in more detail. There are, for example, at least 20 specialties in engineering. Atomic energy is requiring a growing number of specialists and the frontiers of chemistry continue to expand. The range is as limitless as student interests.

The study of an occupation in some depth will be an exciting activity for most pupils and there are many kinds of materials available to help. For example, the National Health Council (1790 Broadway, New York 19, N. Y.) publishes a free Health Careers Guidebook which describes 68 distinct occupations; the Educational Relations Section of General Motors (General Motors Technical Center, Warren, Michigan) has developed free materials for schools on a variety of career opportunities related to their many industrial interests; free materials on teaching as a career are available from the NEA; much can be found with only a little effort. In addition, a variety of excellent commercially prepared career monographs are available for purchase at very little cost.

See: National Vocational Guidance Association. *Bibliography of Current Occupational Literature.* 1959 Revision. Washington 9, D. C.: American Personnel and Guidance Association (1605 New Hampshire Avenue, N.W.), 1959. $1.

Recognizing the probability that the unit on careers may be taught by a homeroom or social studies teacher, included here is the suggestion of a step-by-step way it might be done:

1. Have all pupils take the Kuder Preference Record, Vocational Form C. (Available from Science Research Associates, 259 East Erie Street, Chicago 11.) This instrument through preference choices identifies and measures interests in ten major areas. Its main value is that it sharpens each pupil's focus on a career or careers by involving him in something more objective than previously would have been possible. It must be remembered, however, that interests change, and that, regardless of interest, pupils must have aptitudes which support and conform with their interests. The manual

for this inventory suggests procedures for relating interests to fields of work. (See page 39 for further information on "Interests.")

2. Have each pupil study in detail and report on several careers related to his interests. This should include a study of the history of the occupation and its present status and outlook together with field trips and interviews, if possible, with persons engaged in the particular career.
3. Develop an understanding of the over-all picture of the world of work including the number employed in specific occupations, current trends in the labor market, the possible effects of automation and atomic energy, any changes which might stem from our international relations, the opportunities developing in service careers such as teaching and government service, and similar considerations.
4. Help pupils think through a value system which will be important to them in their life work, e.g., "What Do I Want from Life?"

Eventually, the pupil must choose a career. However, it is unwise to force an early choice. No harm is done if the pupil delays a firm choice until as late as his sophomore year in college. But he should have some type of career in mind, even as a tentative choice, since such a goal will help him do better work in high school. Most important is that he is doing his best in the courses necessary for college entrance.

Grade 10

SELF REAPPRAISAL

During this year it is important that each student reappraise himself in light of his goals. That growth and experiences may have modified the pupil's viewpoint can be assumed. What he needs now is an opportunity to see what this means. He will need help through individual and group guidance efforts in finding answers to the following questions:

- What are my interests now?
- Have they changed during the past year or two, and in what direction?

- Do I have any new interests and previously unrecognized abilities?
- Can I state my goals, both tentative and long-range, any more clearly than before?
- Have my parents' attitudes and goals for me changed?
- How well am I doing in required subjects?
- In what subjects do I do my best work? Poorest?
- What changes are indicated?
- What stands between me and college?

This appraisal of interests and aptitudes should result in having each pupil make a balance sheet which may be compared with the detailed requirements of his career goal. It is also time for examination of tentative career goals. For instance, the pupil might well look at several other careers requiring the same general preparation so that he will have in mind a career of second choice. The value of such exploration, even when a specific career is firmly established, is that it tends to broaden his career outlook.

This process of reappraisal may suggest necessary changes in the student's program as well as the need for remedial work, additional counseling, or for confering with parents.

See: Cosgrove, Marjorie C. *About You.* Chicago 11: Science Research Associates (259 East Erie Street). 80 p. $1.60.

LOOKING OVER THE COLLEGES

For those students who will be going to college (or for whom there is even some chance) the process of surveying possibilities might well begin during the Tenth Grade so that, if possible, they can make their choice during the Eleventh Grade. There are increasing advantages in doing this preliminary exploration early and some inconvenience in not doing so. (Those for whom college is not in the picture can engage in parallel training or placement exploration at this time.)

Eventually the college-bound pupil must select three or four colleges, to one of which he will go. The chances are small that he will know much about the specific features of college which at this point are important for him to understand. This general lack of information is found even where local circumstances almost dictate a pattern of college attendance. It can also be as-

sumed that a number of pupils will have certain romantic and absurd notions about college life.

The purpose of this unit is to give each pupil a framework for appraising the demands of college against his personal characteristics and qualifications. To do this the pupil must first clarify his own ideas of what he expects from college. This might be done through writing on and discussing such topics as "What I expect from college" or "In view of what I know about myself, what kind of college would suit me best?" Some pupils will need the challenge and stimulation of a large college or university; others might be overwhelmed by such an experience.

After this preliminary exploration and the resulting increased understanding of both himself and the demands of college, pupils should carefully examine individual colleges. A series of questions such as the following can serve as a guide:

- Does the college meet my educational requirements? Are programs in related special fields offered?
- What about the size of classes? The ratio of faculty to students? The adequacy of equipment, laboratories, and library? Are freshmen taught by experienced professors?
- What is the financial support or endowment of the institution? The composition of and advanced degrees held by members of the faculty?
- Does the college provide medical services? Guidance services—counseling, remedial, psychological?
- What cultural opportunities? What about religious life? What is the attitude of the college toward this?
- How far is it from home? What about living conditions?
- What is the campus like? The composition of the student body? What are the social and recreational facilities? How important are fraternities and sororities? What is the importance of social life?
- What will it cost? Are loans or scholarships available? Are there part-time work opportunities?
- What placement services are available to graduates? What is the area served? How well are graduates doing?

For some pupils, making the right choice of a college may require considerable change in viewpoint, especially where strong parental preferences are unrealistic. Some students can achieve

a high degree of success only in an environment which does not overtax their abilities. For them one of the many less well known but reputable colleges could have a number of advantages.

Learning about colleges is a process in which careful examination of details, weighing facts, and putting parts together to make a whole are extremely important. Pupils need help in interpreting descriptive generalizations and in getting through to the performance record of the college. Taking "pot luck" is not apt to result in a made-to-measure arrangement for an individual pupil.

Read: Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton and Co. (300 Fourth Avenue), 1958. 157p. Chapter 4, "Choosing Among Colleges." Paperback edition, $1.10.

See: Hawes, Gene R. *The New American Guide to Colleges.* New York 22: New American Library of World Literature (501 Madison Avenue), 1959. 256p. Paperback edition, 75¢.

Grade 11

During this year and the next—from here on—*the Timetable must be carefully observed.* Note that this part of the Timetable on pages 10-11 is shaded to call attention to this critical time. This is the time for action! Failure to act promptly and in an orderly manner will surely cause confusion, delay, and disappointment.

CHECKING PUPIL'S SCHEDULES

As early in the year as possible—even before school begins where this can be done—the advisor should review carefully with each pupil the record of courses completed and his proposed schedule for the Eleventh and Twelfth Grades. On a basis of his tentative selection of the colleges to which he might apply for admission (or specific college if his choice is definite), his schedule should be checked against admission requirements. Doing this at the beginning of the year permits making any changes in the pupil's educational program that may be necessary. Even where no changes are indicated, this review gives further emphasis to each student that his high school program is serious and purposeful.

TAKING TESTS

Taking and passing tests is such a commonplace feature of education that it hardly seems necessary to comment on it. Yet, anyone who has observed pupils taking individual or group tests has observed that some of them fail, not because they did not know answers to the questions asked, but because they were careless, hasty, or tense in the testing situation. The ability of most pupils to cope with the mechanics of taking a test can be improved. For some, this could make a considerable difference in test results.

A study unit on taking tests, appropriate as early as Ninth Grade, should not be delayed any longer than the Eleventh Grade. Just as pupils can be improved in reading ability they can be helped in their ability to take examinations. For example, the first answer which comes to mind on a multiple-choice question is more apt to be correct than a second guess; time out for making a brief outline on an essay question is well spent; leave difficult questions to answer those one knows and then come back to the difficult ones—these are time honored and sound observations. There are other equally valuable helps to taking tests. In the process of discovering them, pupils are helped to think more clearly. Their power of observation is sharpened.

See: Heston, Joseph C. *How to Take a Test.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. 50¢.

Manuel, Herschel T. *Taking a Test: How to Do Your Best.* Yonkers, N.Y.: World Book Co. (Harrison Ave. and Lawton Street), 1956. 77p. 95¢.

SELECTING A COLLEGE

Through exposure to the guidance activities suggested for Grade Seven through Grade Ten, most students by this time will have developed a reasonably clear educational plan. Some tentative choice of colleges will probably also have been made. But now college choice must become more explicit.

A selection of from one to four colleges should be made before the end of the Eleventh Grade and, in some cases, applications filed with college admissions offices. While this may seem premature, the fact that applications should be filed no later than

November of the senior year together with a recognized increase of enrollment pressures in many colleges suggest many advantages of early application. Be on the lookout for those schools which have "early decision" programs and for what this means. They are increasing in number. Generally, it involves having pupils take the College Entrance Examination Board's Scholastic Aptitude Test in the Eleventh Grade and arrival at an early decision on the part of the college with respect to an applicant's request for admission.

In addition to the published data on colleges and the promotional and descriptive materials they furnish, the pupil will be influenced by other factors. One of these is the college's prestige. He may need help in understanding and appreciating the quality of the educational program offered by the many small colleges. He should know, too, that once a student becomes established in a college of second or third choice he seldom desires to change.

Students should also be made aware of the tendency for colleges which are very similar in character to accept or reject applicants for the same reasons. It is important, therefore, that their selection of colleges should be varied. Furthermore, their advisor should realize that admissions patterns of some colleges change from year to year.

A variety of materials are available to help students and their teachers and counselors in this process. Some which are very helpful are also inexpensive:

Read: Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton and Co. (300 4th Avenue), 1958. 157p. Paperback edition, $1.15.

Educational Testing Service. *College Board Score Reports: A Guide for Counselors.* Princeton, N.J.: Educational Testing Service, College Entrance Examination Board (Box 592), 1960. 64p. Free. See section on how colleges make decisions about students, p. 17-21.

Hill, Alfred T. *The Small College Meets the Challenge.* New York 36: McGraw-Hill Book Co. (330 West 42nd Street), 1959. 215p. Includes a directory of 67 colleges in 31 states which have an average annual cost per student of $950.

Council for the Advancement of Small Colleges. *Have You Thought About a Liberal Arts College?* Washington 9, D.C.: the Council (1818 R Street, N.W.), 1960. 4p. Free. Additional information about smaller colleges can also be secured from the Council.

MEETING COLLEGE EXPENSES

What it takes to finance a college education was suggested as a study unit in the Seventh Grade. Including this early is an important means of helping pupils and their parents anticipate this problem. By Eleventh Grade, the matter becomes crucial for many pupils, and all "angles" and potentialities for some individuals will need to be explored.

Lack of money is a primary reason for not attending college. That college costs are increasing is well known. But also growing is the reservoir of resources available to help students. It is reasonably safe to declare that, with effort on the part of the student, his parents, and his teachers, some way can be found to finance a college education for every able and dedicated high school graduate.

A unit on meeting the cost of college should cover two major points:

- A complete itemization of expenses for a specific college.
- A complete exploration of all possible ways to finance a college education.

There undoubtedly will be instances where it will be necessary to work with an individual pupil and his parents together. Parents may need help in understanding how some of the financial aid possibilities work out and what the obligations are. Some might need help in estimating how much they might be expected to contribute from their income. Many will be completely unaware of the loan possibilities now available under the National Defense Education Act with repayment advantages for those who enter teaching as a career.

Read: Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton (300 Fourth Avenue), 1958. Chapter 6, "Financing College", p. 118-40. Paperback edition, $1.10.

University of the State of New York, State Education Department. *College Expenses and Ways to Meet Them.* Albany, N.Y.: the Department, 1959. 15p. Free.

New York Life Insurance Company. *Planning A College Education.* New York 10: New York Life Insurance Co., Career Information Service (51 Madison Avenue). Free.

Public Relations Staff, General Motors Corporation. *How About College?* Warren, Mich.: General Motors Technical Center, 1958. 19p. Free.

American School Counselor Association. *How About College Financing?* Washington 9, D.C.: American Personnel and Guidance Association (1605 New Hampshire Ave., N.W.), 30¢. Counselors manual $1.

APPLYING FOR COLLEGE ADMISSION

Sooner or later pupils learn that filling out forms, applications and otherwise, is an essential chore of modern life. Because the manner in which the application form is completed, as well as the substance, tends to make some kind of impression on the college admissions officer, the school should assist each pupil in the following ways:

- Furnish a sample application form for pupils to study.
- Have pupils complete an application form preliminary to those they will actually submit.
- Review each preliminary application to make certain the work is neat, that all questions have been answered, that spelling and punctuation are correct, and that all answers are candid.
- Have pupils develop on a separate sheet any supplementary information that might be useful but not asked for by the application form.
- Have pupils make a time schedule for their application procedure.

Read: Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton and Co. (300 Fourth Ave.), 1958. Chapter 5, "Application and Admission", p. 80-117. $2.95. Paperback edition, $1.10.

THE MILITARY SERVICE OBLIGATION

Studies show that as many as one-third of all high school boys are disturbed over how fulfilling their obligation for mili-

tary service relates to their educational plans. Their concern is serious and must be dealt with constructively. Primarily what these young people need is information. They need to know about the alternative plans available to them. They need also to view military service in the setting of national policy and citizen responsibility.

As a rule of thumb, all branches of the armed forces recommend getting as much education as possible prior to the tour of duty. In general, this is a good rule to follow. Military service helps some youth mature, however, and for these students a college education might be more meaningful if delayed until after military service.

A great deal of assistance can be obtained directly from the armed service. The nearest recruiting office to any school will identify and provide literature, films, and occasionally personnel. Understandably, the representative of a particular branch of service might sometimes overemphasize the advantage of his own branch.

See: U.S. Army. *The Army and Your Education.* Washington 25, D.C.: The Adjutant General, Department of the Army. ATTN: AGSN. Free.

U.S. Army. *Military Guidance in Secondary School.* Washington 25, D.C.: The Adjutant General, Department of the Army. ATTN: AGSN. Free.

U.S. Navy. *Stay in School.* NAVPERS-MCNPB 35406, MCNPB 40427. Washington 25, D.C.: Bureau of Naval Personnel, Department of the Navy. Free.

National Association of Secondary School Principals. *Your Life Plans and the Armed Forces.* Second edition. Washington 6, D.C.: the Association, a department of the National Education Association, 1958. 149p. $1.25.

Grade 12

The dominant theme of this Timetable approach to guidance is that choices should be anticipated and made as deliberately and early as possible. Beginning to look at colleges, for example, is suggested for Tenth Grade . . . selecting a college for the Eleventh Grade.

Traditionally, final selection of a college has been deferred

until the Twelfth Grade, but unless some counseling for college has been done before this time, some of the talent among the school's high school seniors is certain to be wasted. By November of the Twelfth Grade, applications should have been made to the one to four colleges selected. Some colleges actually continue to accept applications almost until the day classes begin, so, if there are pupils who were unable to file an early application, they should be encouraged to keep working at the process. They may be in need of specific help.

SCHEDULE CHANGES AND REMEDIAL WORK

The results of school administered standardized tests or of any of the national testing programs may show that certain pupils are in need of help in one or more subject areas. Such indicated deficiencies should be discussed with each individual pupil and a plan developed and agreed upon as to how the area might be strengthened. A change in class schedule may be necessary to accommodate remedial help. If so, remedial help should be given priority over other considerations. At the same time this review is made, each pupil's program should be checked again against college admission requirements. (See page 57 for suggestions on a remedial program.)

EXAMINATIONS

During the Twelfth Grade many pupils will be taking tests that can make a substantial difference in what they will be able to do. The College Entrance Examination Board's Scholastic Aptitude Test and Achievement Tests, the National Merit Scholarship Test, and other scholarship or qualifying tests will have importance for some students. Be sure the date, time, and place where these examinations are to be given are known and posted, that the pupils for whom each test is appropriate are alerted and on hand, and that all details are properly cared for so there is no confusion or delay.

COLLEGE VISITATION AND ADMISSION INTERVIEWS

There are advantages in having pupils visit a college, especially those who have never been on a campus and whose only mental picture may be that derived from catalogues and other

college public relations materials. Some preparation is necessary if pupils are to get the most from such a visit. It is more than just a joy-ride. They need to know what to look for, what kinds of questions to ask, and how to conduct themselves in an interview.

Instruction and practice are more efficient and effective when done in a group situation. Pupil discussion of points to look for, what is expected of them, and even details of dress and deportment can be very useful. It is frequently helpful for one or more pupils to act out an interview and then follow this by group discussion of the important points. Prior acting out of this kind of situation is almost always more than worth the effort involved.

Read: National Vocational Guidance Association. *How to Visit Colleges*. Washington 9, D.C.: American Personnel and Guidance Association (1605 New Hampshire Avenue, N.W.), 1954. 23p. 25¢.

DISCUSSION OF COLLEGE LIFE

Nearly every college has some kind of orientation program for entering freshmen. Some are conducted or begun prior to the actual opening of school. But regardless of these college efforts, pupils can be helped a great deal if they anticipate the kind of adjustments they will need to make, adjustments which for some might be crucial. Here are some of the salient matters which should be discussed:

- Developing ability for self-direction
- Amount of study required
- How to take notes
- Learning to live with a roommate
- The scope and problems of social life
- Problems of the "new freedom"
- The need to budget time

A device frequently used to sharpen interest in the discussion of these topics is having former pupils of the high school presently enrolled in college participate. Their added maturity and experience can be a most valuable resource.

CONTINUOUS ACTIVITIES

Successful accomplishment of a Timetable sequence depends upon the extent to which certain supporting activities and services are carried on. The things teachers, counselors and administrators do to make a guidance program go are considered "continuous", not because they cannot or should not be regularly scheduled but because they are appropriate for and a part of the guidance program at all grade levels. They are the activities which make up the lower part of the Timetable as shown on pages 10-11. Each area is briefly discussed in the following pages and again references to additional information and suggestions for further study are included.

USING STANDARDIZED TESTS

Standardized tests are an essential guidance tool. They provide teachers with important information about their pupils. When the results of tests are understood and used wisely, they give an added dimension to teaching. When misused or ignored, they add very little. It is imperative, therefore, that all teachers know how to interpret and use test results as an ongoing part of their job.

One of the most serious mistakes made in interpreting tests is that of placing too much stock in one gross score. For example, the Wechsler-Bellevue Intelligence Scale for Children contains eleven sub-tests which measure different features of intelligence and which together yield two gross scores, one on performance and the other on verbal ability. These combine to give one gross I.Q. score. Two pupils might receive identical gross I.Q. scores—110, for example—and have quite different scores on their sub-tests, indicating different kinds of minds or "intelligence." That they have the same ability or are likely to learn at the same rate or in the same way cannot be assumed.

Because tests give information, the kinds of tests which a school should use and the frequency with which tests should be given can best be determined in terms of this one question: What kind of information about pupils is needed?

Generally, two kinds of basic information about each pupil are essential for effective teaching:

- His aptitude for doing academic work—shown by so-called aptitude or intelligence tests.
- His level of performance—shown by so-called achievement or basic skills tests.

There are a number of good tests available to measure these areas. In using such tests and interpreting the results, teachers might well consider a number of questions:

- What other evidence is there to support the score on this test?
- Is the score on this test consistent with other test results over a period of time?
- Are the scores of both aptitude and achievement consistent? If not, do they suggest ability not being used, i.e., high aptitude but low achievement?
- Do sub-test scores suggest a need for remedial work in specific areas, e.g., fractions, spelling, punctuation, etc.?
- Is it reasonably certain that while taking the test the pupil followed directions, did his best, was up to par physically, not unduly nervous?
- Was the test administered precisely according to directions by someone who understood the standardizing procedure?
- Did pupils understand the importance and value of the test as something to be used for helping them?
- Were the results of the test discussed with individual pupils so that they might benefit from their efforts?

The gist of these questions is that a score is only a score. It tells something, however, and this information can be very helpful when it is used with wisdom and understanding.

Other kinds of standardized tests give information on personality traits and interests. Such tests are very helpful but they must be used (interpreted) cautiously, primarily as *starting points for further investigation.* In using the results of an

interest inventory, for example, a teacher might begin by saying to a pupil, "I notice the inventory shows that you have a strong interest in science. How do you account for this?" In other words, the pupil is invited to give corroborating evidence for what the test shows and from which the teacher may gain further impressions. Teachers should remember that interests change, especially among adolescents.

Personality inventories, another type of standardized test, may give clues to specific individual problems, but such tests should always be used "clinically", i.e., in a context with all other available information, particularly the careful observations of teachers. The Case Conference (page 48) may be considered a "clinical" setting.

Tests give information and when results are appropriately used, they are very valuable. But where little or no use of test results is made, testing is useless. As a general rule, a school is better off to do little testing but do it well than to surfeit pupils with testing, the results of which may never be used.

NATIONAL TESTING PROGRAMS

In addition to the standardized tests which are administered on a local basis, there are other "outside" testing programs about which principals, teachers and counselors must be aware. Since a number of pupils will need to take certain of these examinations, *the date, time and place where each will be given should be firmly established for the local area.* Among those which are administered on a nationwide basis, the Scholastic Aptitude and Achievement Tests administered by the College Entrance Examination Board and the National Merit Scholarship Examination administered by Science Research Associates have particular importance. In addition, fourteen states in the Middlewest and a growing number of others now use the American College Testing Program administered through the State University of Iowa.

Over 250 colleges currently use the College Entrance Examination Board's Scholastic Aptitude and Achievement Test scores as one criterion for selecting students. The more recently developed Preliminary Scholastic Aptitude Test—given to Eleventh Grade pupils in October—is now available and increasingly used to provide a forecast of the pupil's Twelfth Grade performance on the Scholastic Aptitude Test. It is an advance indication of a pupil's ability to do college work and can help in

arriving at a good and realistic choice of college. The fee for taking each of these tests is one dollar.

The number of students taking the Preliminary Scholastic Aptitude Test is increasing each year. This test makes it unnecessary to take the Scholarship Qualifying Test as well as the Scholastic Aptitude Test in both the Eleventh and Twelfth Grade, a practice common in many schools. It might be noted for those who have been taking the Scholastic Aptitude Test in the Eleventh Grade, assuming that they will score higher when the test is taken again, that no appreciable gain is made except in mathematics where review can make some slight difference.

The National Merit Scholarship Corporation provides about five million dollars in four-year scholarships to outstanding students. The amount of each scholarship varies in accordance with each individual student's need. In order to take the test on which scholarship selection is made, pupils must first have taken the National Merit Scholarship Qualifying Test given in the spring to second-semester juniors or first-semester seniors in any secondary school which registers to give the test. The fee for taking this test is also one dollar. All eligible pupils should be encouraged to take this examination for it offers many benefits in addition to the particular scholarshi; funds awarded.

MAINTAINING DEVELOPMENTAL RECORDS

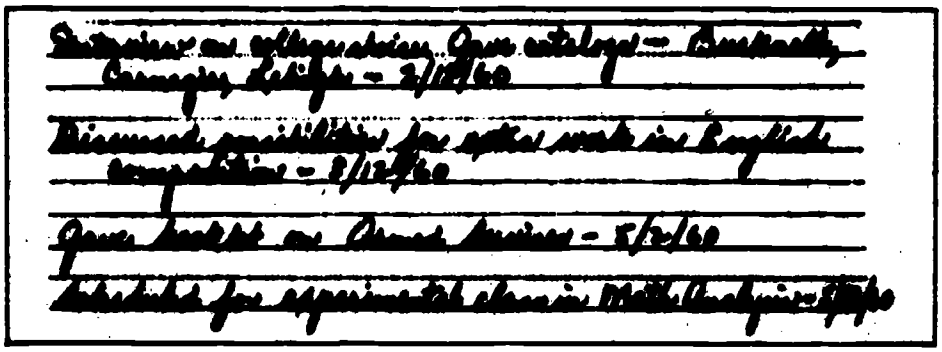
Merely by virtue of their position, teachers are repeatedly required to "pass judgment" on pupils. The maturity of such judgments and consequently the quality of guidance depend to a large extent on how well each pupil is known by those who guide him. Adequate developmental records are essential if judgments are to be based on more than school marks and the results of standardized tests.

Every school keeps some kind of pupil record, but many do not maintain "developmental records," i.e., those which reflect the development of a pupil through time. Frequently the record format is one borrowed from another school, issued by a county or state office, purchased commercially, mandated by an administrator or has just grown from practice. While any of these sources can contribute an adequate record system, the chances that it will be meaningful and helpful to teachers in a local school system are less than with a system which they help design.

The value of any record depends upon its accuracy and completeness, i.e., the extent to which the pupil is portrayed in detail, and the use made of it. Just as a reliable physician consults the personal record of his patient before prescribing a course of action, school personnel should consult developmental records wherever major decisions on a pupil are made. To make certain that local school records are adequate, the following suggestions are offered:

- Teachers at all school levels should assist in designing or remodeling the format of the developmental record.
- The record should include only such information as can be understood and used by all concerned.
- The format should be flexible. This might be done by using a blank manila folder for each pupil into which are placed 8½" x 11" mimeographed cards or sheets, possibly of different colors—each color for a particular area, e.g., academic record, health, character and personality, aptitudes, interests, etc. Such an arrangement makes it convenient to abstract information on any single category desired.
- The record should reflect trends in achievement in a manner easily observed such as on a grid with lines connecting percentile scores.
- The record should include a wide range of personal information about each pupil: home and family; places where he has lived or traveled; health including any serious illnesses; character and personality traits—rated by teachers who have observed him and can be explicit in reporting their observations; changing goals and interests; parental goals; aptitudes; academic record; work and other experiences; and any other data which may help describe him as a person.

In addition to such information about the pupil, the folder should include a sequential check list of items relating to guidance, a record of interviews, and information and materials given. This helps to assure thoroughness and avoids reliance on an individual's memory. The system need not be elaborate. The following kinds of brief entries are illustrative of a simple but adequate system:



It is unfortunate but understandable that many teachers have negative attitudes toward developmental records. They regard records as something apart from them, meaningless bookkeeping to be handled only by the guidance department. Certainly teachers have enough to do without becoming voluntarily involved in developing pupil records. But in a school system where they participate in case conferences, are given help with their classroom guidance responsibilities, and are consulted at every point where their judgment and good sense are needed, teachers acquire increased recognition of the value of adequate developmental records.

Read: Strang, Ruth. *Every Teacher's Records.* Revised edition. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1952. 48p. 50¢.

For a good sample form of a well-balanced and inclusive developmental record with directions for its use, request a Speciman Set, Cumulative Record Folder, Junior-Senior High School from the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C.

USING INFORMATION ABOUT PUPILS

Information about pupils is not useful when kept only in a folder. It must become a part of teacher-pupil interaction. Where a teacher has a large pupil load each day, it is obviously difficult to know each pupil well as an individual, desirable as this would be. However, with relatively little effort—but time would need to be provided for this—teachers can be provided with an abstract from pupil records which gives pertinent information having a direct bearing on each pupil's ability to learn.

Here is an illustration of a simple way to furnish capsulized information to teachers. It involves only an 8½" x 11" sheet divided into twenty squares (using both sides provides for a class of forty). The items of information should at least include the following:

Items of information to include:
- Name and age
- Reading score
- I.Q.

(These could be coded if desirable)

- Health
- Home and Family
- Interests
- Other

CONFIDENTIAL

Mary McBride--13 7.9/125 Retarded reader Dental*** Large family Not planning on college	Alex Riley--13 9.5/108 Father in electronics Many transfers	Jeffrey [illegible] 10.8/120 Vision R 20/ L 20/ Model Rai Plans on
Curtis Thomas--13 8.4/99 Father operates service station	Audrey Maier--12 11.9/114 Both parents on university faculty	David Sve 8.7/94 Raises st Very acti Plans on veteri

THE PUPIL-ADVISOR OR TEACHER-COUNSELOR

Two interrelated essentials insure continuity and unity in the utilization of educational opportunities by each pupil—an adequate developmental record and a member of the faculty who "knows the pupil as a whole." The faculty member may be a counselor, advisor, homeroom teacher or some other teacher, but it must be someone who knows his responsibilities, has time to perform them effectively, and has the wholehearted support of the school's administration.

Many schools rely heavily upon the homeroom for guidance activities and much can be done in this way. Certainly in schools which have no counselor or only a part-time counselor, much of the routine counseling must be done by homeroom teachers if it is to be done at all. Even where there are full-time counselors, they often are so busy with duties which only they can and should perform that they are unable to do some of the counseling which also needs to be done. Classroom teachers, with encouragement and help, can do a great deal. They can do it well and with much personal satisfaction.

Regardless of the organizational pattern, size of school, or level of sophistication of the faculty in guidance, *each pupil should be permitted to name or nominate* and have a good relationship with the individual teacher or staff member who has the following responsibilities:

- Keeping his developmental record up to date and interpreting it to all concerned.
- Assisting him in making plans, selecting courses, choosing a career, selecting a college, etc.
- Assisting him in times of stress requiring counseling or other kinds of assistance, e.g., initiating a case conference.
- Seeing to it that his Timetable schedule is met.

Because so many schools are in the early stages of developing a guidance program, they should profit from what others have learned. *The trend is toward decentralizing or distributing guidance responsibilities.* Guidance and education are not synonymous but good education depends on guidance—the guidance of teachers who can recognize and respond to the needs of boys and girls, help them define their goals, recognize their strengths and limitations, and take advantage of their opportunities. A

program which uses pupil-advisors or teacher-counselors has much to recommend it. Only in the most unusual situation, if at all, can a guidance specialist do *all* the guidance that is necessary. A school just beginning to develop a program, therefore, might well consider the advisability of building a solid foundation for guidance by developing the teacher's part, or at least developing it concurrently with the specialized work of the counselor.

Read Chapter 7—"The Teacher-Counselor" in: Strang, Ruth. *The Role of the Teacher in Personnel Work.* Fourth edition. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1953. 491p. $3.75.

Chapter 5—"Teacher-Counselors in Action" in: Arbuckle, Dugald S. *Guidance and Counseling in the Classroom.* Boston 11: Allyn and Bacon, Inc. (150 Tremont Street), 1957. 397p. $5.

COUNSELING PUPILS

As part of his presentation at a regular inservice session in a school where little counseling was going on, an English teacher recorded on tape an interview he had with a pupil. Courageously he brought it before the whole faculty for evalution. The effect was tremendous! In light of the objectives of guidance, the recording both amused and aroused the faculty to its need for improvement in counseling pupils.

Counseling is the "talking things over" part of guidance. What needs talking over may range all the way from scheduling a make-up test to helping an individual work through a serious emotional problem. The latter obviously requires expert help and in such a situation, the teacher's responsibility consists of recognizing this and making help available through whatever school, community or private agency is appropriate. The school should have established procedures for doing this.

Attention here is focused primarily on the kind of counseling which can be done by teachers, themselves, and for which there is great need. In meeting this need, teachers must understand what is involved in "talking things over" effectively.

Counseling is not giving advice. The counselor's job is to help the pupil think out loud, explore his resources and abilities,

discuss obstacles to his progress, weigh the pros and cons of various courses of action, and eventually plan a course of action that will be better than if he had not "talked it over." Many times all the pupil really needs is an opportunity to test his own thinking; through a few questions by his counselor and some clarification or information, he arrives at sensible conclusions. At other times, however, the counselor may need to recognize elements not clear to the pupil at all—difficulties at home, personal insecurity, failure in social relationships, unrealistic goals, hidden motives, and the like. The counselor helps the pupil gain better understanding of himself and the world around him by encouraging him to talk freely and to explore what is involved in his problem.

For a teacher to counsel effectively, the pupil must be convinced of the counselor's friendly but objective relationship to his problem. The counselor's attitude reflects his belief that the pupil holds the key to his own problem. He brings his own resources to the situation and will eventually arrive at most of the solution under his own steam.

Because helping pupils accept responsibility for making decisions requires a shift in method from the way most teachers work in the instructional program, they are usually eager for help on how to counsel effectively—at least once they are convinced that counseling is a proper and challenging part of a teacher's responsibility. With this in mind, a special committee or the entire faculty will find it useful to do the following—all of which focus on the classroom teacher as a counselor:

1. Read some of the carefully selected printed descriptions of counseling interviews.

   Read the first and either of the other two:

   a. **Chapter 8—"He Lets Me Talk" in: Morris, Glyn. *Practical Guidance Methods for Principals and Teachers.* New York 16: Harper and Brothers (49 East 33rd Street), 1952. 266p. $3.75.**
   (—Describes a faculty learning how to counsel and provides verbal accounts of counseling interviews with critiques.)

   b. **Chapter 7—"The Teacher-Counselor" in: Strang, Ruth. *The Role of the Teacher in Personnel Work.* Fourth edition. New York 27: Bureau of Publications,**

Teachers College, Columbia University (525 West 120th Street), 1953. 491p. $3.75.
(—Description of counseling with examples.)

c. **Chapter 5—"Teacher-Counselors in Action" in: Arbuckle, Dugald S. *Guidance and Counseling in the Classroom.* Boston 11: Allyn and Bacon, Inc. (150 Tremont Street), 1957. 397p. $5.**
(—Examples of counseling interviews with critiques.)

2. Discuss these teacher-pupil interviews.
3. Make up some typical counseling situations and role play an interview. Have one teacher play the part of the pupil and one the counselor. Then discuss this interview. Or before discussion, have other teachers act out the situation and then discuss it. The discussion should center on how well the teacher helped the pupil find an acceptable solution to his problem.

THE CASE CONFERENCE

The case conference is an effective guidance tool available to every school, regardless of its financial and professional resources. It costs no money. It can perhaps best be described by example.

Carole Moyer, a bright Tenth Grader in a high school of 250 pupils, is failing in French. Her teacher has done all she knows to stimulate Carole and, as a last resort, she discusses the problem with the part-time counselor. He arranges for all of Carole's teachers to meet with him and, after reviewing her developmental record, they talk over the matter. Each contributes what they know about the girl and how well she is doing in other subject areas. Although not quite failing, she is border-line in science. Some refer to rumors of tension at home. Others point out areas where her record is good. They discuss her personal problems with other girls, the fact that she seems more physically mature than her classmates, and her strong desire to be popular. After this exchange of information, views, and opinions—the teachers undoubtedly influence each other by the discussion—they recognize better than before the over-all pattern of the girl's needs. The counselor then begins a series of interviews with Carole in which they discuss her use of time, especially time outside of school. She presents a schedule and agrees to cut down on one outside activity in order to devote

more time to study. Meanwhile, the science teacher renews his efforts to challenge her with experiences equal to her ability. While the situation is not completely remedied, the net result is steady improvement.

This brief description is what is meant by a "case conference." It would be difficult to overemphasize its value for guidance. It has many advantages. It is a practical and down-to-earth way of helping pupils, of securing the cooperation of teachers, and of underlining important details of guidance. As teachers focus on one pupil, viewing him from many angles, they frequently gain insights which might otherwise escape. They tend to some extent to see things from the pupils' point of view. They learn to be more objective and to see the value of having accurate information about their pupils. This often prompts a more thorough and systematic gathering of information. Further, when case conferences are held regularly, teachers tend to view curriculum more realistically, seeing its strengths and defects in relation to both fast-learning and slow-learning children. It is the writer's opinion that no other procedure can do as much to hasten realistic curriculum change as can a series of case conferences.

The procedure for conducting a case conference is not difficult. Select a pupil who may be failing in his work. (Ideally, a conference could be held for each pupil regardless of his school progress—with many benefits resulting.) The principal, counselor, homeroom teacher, or some other designated person will need to act as chairman of the conference. Call together all staff members who have a relationship with or who know the pupil —his present teachers, former teachers, the coach, the school nurse, etc. Once this group is brought together, *the case conference has its own logical sequence. Time is saved and the results are much more effective if the chairman firmly adheres to the following steps:*

Step 1: The case history is presented, preceded by a statement as to why the conference is being held, e.g., "John is failing in two subjects." Care should be taken to present all relevant data as found in the developmental record.

Step 2: Each person is then invited to add information about the pupil on the assumption that all information is relevant and significant. NOTE: At this

point some will be tempted to elaborate on the information they share by suggesting causes and cures. *This should be avoided!*

Step 3: After each person has had an opportunity to add to the fund of information, the chairman should summarize and then ask each person to respond to this question: "What do you think is causing John to fail?" This is the *diagnostic phase* of the conference. Again, *care must be taken to avoid suggesting the "cure."*

Step 4: After again summarizing responses, the chairman asks each person for suggestions as to how John can be helped in view of their conclusions about the nature of his problem.

Step 5: The proposals are summarized and a corrective program is planned. The plan must include a designation of specific persons who have responsibility for carrying out the proposals.

Step 6: A date is set for an evaluation of the program and for a consideration of any new steps which may seem desirable.

During the conference, *it will be very helpful if someone keeps an inventory of the pupil's assets and liabilities*—recording these in separate columns. A pupil who is a trouble-maker in school tends to generate considerable vagueness about his assets. They can be lost sight of. Teachers are more likely to concentrate on his negative qualities. Most individuals have more assets than liabilities so these are sorted out in order to be viewed objectively. In making his summary of all the information brought together from records and discussion (Step 4), the chairman should recapitulate John's assets—reminding the group that *it is only on the pupil's assets that a constructive program of improvement can be built.* Assets should include resources at home such as positive parental attitudes, special interests, hobbies, achievement in any area, personality and character traits, attitudes of classmates, and so forth.

Sometimes case conferences result in a remarkable improvement by the pupil in response to changed attitudes by teachers who better understand him. The most important outcome, of course, is the harnessing of school and community resources in the pupil's favor.

Read Chapter 7—"We Study the Individual" in: Morris, Glyn. *Practical Guidance Methods for Principals and Teachers*. New York 16: Harper and Brothers (49 East 33rd Street), 1952. 266p. $3.75.

Morris, Glyn. *The High School Principal and Staff Study Youth*. Secondary School Administration Series. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1958. 102p. $1.25.

GROUP GUIDANCE—THE SMALL GUIDANCE UNIT

Emphasis throughout this discussion of how a school can put a Guidance Timetable into effect is upon *what teachers can do*. The chief reason for this emphasis is that many of the aims of guidance are actually best achieved by working with pupils in groups—orientation, giving information, exploring careers, and discussion by pupils of common problems.

Accomplishment of group guidance activities is possible only when time is provided in the school schedule for this purpose. In general, the period of time most appropriate for group guidance activities is the homeroom period. This period is not well used in many schools, primarily because the period is too short and because teachers lack training in how its guidance potential can be realized.

The position taken here is that the homeroom as a small guidance unit and the group activities it affords are and will increasingly be important in any effective guidance program. This must be reconciled with the fact that many teachers feel inadequate to accept responsibility for this type of assignment. Therefore, in schools desiring to improve guidance services every teacher responsible for a homeroom will be given help and support in understanding what guidance activities can be undertaken and how they might be carried on. Providing help for teachers is briefly discussed in the next section of this review.

Successful small group guidance units have the following characteristics:

- Teachers understand and agree on the guidance purposes of the homeroom.
- The period is long enough and frequent enough to permit development of a sustained program of guidance, i.e., at least one full period each week.

- Teachers are provided with inservice education in guidance, both in leading group discussion and in presenting materials and information.
- The atmosphere of the homeroom is orderly but permissive, informal and friendly.
- Adequate materials are available on topics of concern to pupils, e.g., a file of the "Life Adjustment" booklets published by Science Research Associates.
- The homeroom program is NOT run from the principal's office.
- There is flexibility enough to permit individuality among homerooms as regards program.
- Pupils feel a strong attachment to their individual homerooms. They regard them as their "school home."
- There is opportunity for individual homerooms to make public presentations of the results of their projects. The programs are regarded as sufficiently important to make this desirable.
- When possible, teachers who have a strong dislike for taking homeroom responsibilities are not given this assignment.
- The program satisfies a need not met in other classrooms.

Principals and teachers unfamiliar with the wide range of constructive activities which can be carried on through even a very simple homeroom program should read any one of the following:

Chapter 4—"The Place Where We Feel Most at Home" in: Morris, Glyn. *Practical Guidance Methods for Principals and Teachers.* New York 16: Harper and Brothers (49 East 33rd Street), 1952. 266p. $3.75.

Fedder, Ruth. *Guiding Homeroom and Club Activities.* New York 36: McGraw-Hill Book Co. (33 West 42nd Street), 1949. 467p. $4.50.

Chapter 5—"The Small Guidance Unit: The Homeroom" in: Strang, Ruth. *The Role of the Teacher in Personnel Work.* Fourth edition. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1953. 491p. $3.75.

HELPING TEACHERS DEVELOP GUIDANCE SKILLS

Every teacher wants to be a "good teacher." Most want to improve professionally. But most feel uneasy about guidance when they have not had much experience working directly in a systematic program or when they consider it something remote from "teaching."

Teachers can grow in understanding of and skill in guidance. With leadership which respects them as people, they can get a great deal of satisfaction from developing new skills and insights. Some aspects of guidance are more technical than others, of course, but much of it is no more than bringing into focus and doing what good teachers already know how to do.

How and where to begin are important questions. All too often the lack of any immediate or obvious answers make it much easier not to begin at all. Certainly there is no one place or one way to begin developing an inservice program in guidance. About the only principle to serve as a guide is to *begin where teachers are.* The principle may appear threadbare but it takes on meaning when administrators make a practice of consulting with teachers individually and in groups on problems of teaching and where there is regular and continuing opportunity for all school staff members to exchange views and judgments.

Here are some proven places for taking hold:

- Improving the reading program in the school.
- Holding a case conference on an individual pupil.
- Improving pupil study habits.
- Making a follow-up study of pupils who have been graduated.
- Studying pupil needs.
- Analyzing pupil interests.
- Developing a pupil activity program.
- Improving the homeroom program.
- Studying the results of standardized tests and organizing the information.
- Revising or developing pupil records.

A yet to be proven way to begin is through the use of this pamphlet. Its brief form cannot include full discussion of all aspects of guidance. Instead it is designed to be a stimulator—a kind of guide which suggests directions extending far beyond

its own scope of content. Assign the reading of this pamphlet to a teacher, a committee, or to the entire faculty. Then discuss any implications it has for the local school at a regular faculty meeting. Out of this discussion might well come a point of beginning much more appropriate than any suggested here.

One of the fascinating things about a concerted effort on the part of teachers to improve their skill in guidance, it doesn't really matter where you start. One thing leads to another. For example, a desire to improve the reading ability of pupils requires the identification of retarded readers . . . which means refinement in the understanding and use of standardized tests and other kinds of evaluation procedures . . . which requires a consideration of any physical handicaps and other personal and social impediments pupils may have . . . and attention to motivation . . . and the attitudes and goals of the pupil's parents . . . and the development of materials and the better use of other resources . . . etc. Obviously, such a chain of activity implies systematic guidance. The important thing is to begin.

PROVIDING INFORMATION—CAREERS, EDUCATIONAL OPPORTUNITIES, SCHOLARSHIPS

Adequate and appropriate decisions depend upon having information. The amount of information available is overwhelming. There are over 24,000 occupations classified and described by the U. S. Department of Labor, over 1000 four-year degree granting colleges and universities, and many thousands of scholarships available to pupils—to say nothing of the changes in each of these areas from year to year. Obviously, only by a systematic process can an individual pupil be related to all this information. In the following paragraphs a few brief suggestions about information in each of these major areas are given.

Occupations

Occupations have been classified in a manner similar to the system used for library books—set forth in the Dictionary of Occupational titles. (See footnote page 17.) By using this code, the counselor can relate fields of work to each other since the code shows both level and kinds of skills required. Jobs which may seem completely unrelated are often quite similar in the sense that the worker performs essentially the same kinds of operations.

For its guidance program, the school should have an up-to-date file of occupational literature covering as wide a variety of careers as possible. This information can be useful only if it is systematically organized, although the filing system may be alphabetical, by title and code number, or by broad fields of work. The specific filing system is much less important than the fact that information is available and access to it is easy.

Too much emphasis cannot be placed on the importance of looking at a specific career in detail and noting trends. Some occupations and professions are crowded. Others are far short of the personnel needed. And the pattern of need changes, sometimes rapidly. A basic up-to-date resource is the *Occupational Outlook Handbook* (Superintendent of Documents, Government Printing Office, Washington 25, D. C. 785p. $4.25) which describes 700 major occupations in terms of the following:

The nature of the work.
Where persons in each occupation are employed.
The training and other qualifications required.
Earnings and other conditions of work.
What the outlook is for the future.
Where to get additional information.

There is also a great deal of free and inexpensive material describing occupations available. These are identified and thoroughly described in:

Forrester, Gertrude. *Occupational Pamphlets: An Annotated Bibliography*. Revised edition. New York 52: H. W. Wilson Co. (950 University Avenue), 1958. 608p. $6.50.

Educational Opportunities and Requirements

College catalogues are available to all but these alone are not adequate as a source of guidance information. The information they contain should be abstracted, organized and interpreted. Before this can be done, however, the school's file of catalogues must be complete and up-to-date, classified, and easily accessible. A good way to check the completeness of the local file is against the *Education Directory, Part 3, Higher Education* (compiled annually by the Office of Education, U. S. Department of Health, Education, and Welfare and available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. 75¢). The 1960-61 edition lists alphabetically by state 2,028

institutions which provide two or more years of education beyond high school with a great deal of other information in abbreviated form—enrollment, accreditation, control (public, private, or denominational), student body (men, women, or coeducational), and the like. Excellent charts listing accredited liberal arts colleges are published by Chronicle Press (Moravia, N. Y.) with information listed in columns under three headings: Academic units required; Average yearly costs; Miscellaneous (sex admitted, enrollment, class rank required, entrance examinations required, and control or affiliation). This type of chart permits easy comparison of institutions.

Scholarships

As the demand for college education and the cost of obtaining it increase, so has there been an increase in the number of scholarships available. The number runs into the thousands and furnishes more than 100 million dollars of assistance each year. Schools must keep track of both the old and the new ones. Fortunately there are some published lists, the following among those better known:

Feingold, Norman. *Scholarships, Fellowships, and Loans.* Three volumes. Cambridge, Mass.: Bellman Publishing Co. (Box 172), 1955. $20.

Angel, Juvenal L. *Scholarships and Fellowships.* Register of Scholarships and Fellowships. New York 17: World Trade Academy Press (50 E. 42nd Street), 1957. 37p. $1.50.

Lovejoy, Clarence E., and Jones, Theodore S. *Lovejoy-Jones College Scholarship Guide.* New York 20: Simon and Schuster (630 Fifth Avenue), 1957. 123p. $3.95.

Wilkins, Theresa Birch. *Financial Aid for College Students: Undergraduate.* U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1957, No. 18. Washington 25, D.C.: Superintendent of Documents, Government Printing Office, 1957. 232p. $1.

As good and helpful as these lists are, they cannot be depended upon completely. No one really has a complete list of all scholarships awarded each year to college and university undergraduates. Some scholarship donors wish to remain anonymous; some are available only once and are not continued —there are many reasons why it is difficult to pin down complete

information. But this does not excuse a school from gathering as much information as possible.

The key point to be made here is that *schools must make certain their scholarship information is as up-to-date as possible.* At the time of this writing, the number and sources of available scholarships is changing (increasing) very rapidly. Last year's information is obsolete. The greatest number of scholarships are available directly from the colleges themselves. Other major sources are state and local governments, business and industry, scholarship foundations and church and religious groups. In the local community information about possible scholarships may be available through fraternal groups, professional societies, service clubs, the American Legion (on aid for veterans or children of veterans), or any other group that might be active. The only way to find scholarships is to look for them.

THE REMEDIAL PROGRAM

One of the outcomes of guidance efforts is that pupils' needs are discovered. Frequently there are deficiencies in specific academic skills, especially in reading. A large number of pupils with high academic potential are in need of help in improving their level of proficiency. Evidence of this can be seen in the number of colleges (including those with the highest admission requirements) now conducting classes in remedial reading. When deficiencies are discovered early, while the pupil is still in junior- or senior-high school, efforts should be made to eliminate them. A remedial program is called for.

Many high-school teachers are reluctant to take time for remedial work from that which they feel should be given to teaching their particular subject area. This is quite understandable. Furthermore, most high school teachers have little or no experience in diagnosing difficulties and doing remedial teaching. Many actually believe that remedial help in reading is possible at high-school level only when there is a teacher of remedial reading available. This is just not so.

Much can be done when any faculty organizes to improve reading. Leadership is necessary to accomplish this, but it can be provided by the administrator, the counselor, or an interested teacher. The program developed might be something like the following:

- Begin at Seventh Grade to identify retarded readers—those not reading up to their potential. Be sure to dis-

tinguish them from slow readers, those who may be behind their "grade level" but are reading to capacity. This latter group is not retarded—just slow.

- Look for achievement test areas in which a large number of pupils have made low scores. This may suggest a specific weakness in the entire program, e.g., reading in arithmetic, spelling, sentence structure, etc.
- Rule out physical and emotional factors—poor vision, poor hearing, left-handedness, mixed hand-eye dominance, etc. Provide corrective measures where these are discovered.
- Diagnose each pupil's difficulty, either by examining his reading test results or by an informal survey. For example, much information can be obtained simply by having a pupil read a paragraph aloud, watching him as he reads, asking questions about the content, and noting the quality of his responses.

  See: Strang, Ruth, and others. *Reading Diagnostic Record.* Revised. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1952. 35¢.
- Provide corrective experiences—exercises in finding the main idea in a paragraph, scanning, reading for meaning, improving reading speed, outlining, summarizing, adapting reading method to the subject matter, or whatever is indicated as needed.

The guidance program must inevitably reckon with any deficiencies pupils may have. Since effective reading is so essential to academic success in any area, it is our viewpoint that *every high-school teacher should have some knowledge of how reading is taught.* This does not necessarily require formal training. Many good suggestions can be obtained simply by reading any one of the many well-known books on the teaching of reading. The following are among them:

Strang, Ruth; McCullough, C. M.; and Traxler, A.E. *Problems in the Improvement of Reading.* New York 36: McGraw-Hill Book Co. (330 W. 42nd Street), 1955. 426p. $5.95.

Blair, Glenn Myers. *Diagnostic and Remedial Teaching.* New York 11: MacMillan Co. (60 Fifth Avenue), 1956. 409p. $5.75.

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On the following pages a reasonably comprehensive list of guidance books and pamphlets are identified. Many others could be included. Only a few have annotations but items are listed under specific topic areas.

Preceding this bibliography are two basic lists of references covering all of the areas. The first is a list of available materials which is within the reach of almost every classroom teacher, the total cost being only $5. The second list, costing more than $50, would provide a sound collection of information on guidance appropriate for the professional library of a school. Such a collection might be developed as circumstances permit.

Economy Package

American Legion Educational Service. *Need a Lift?* Tenth edition, revised. Indianapolis 6: National Child Welfare Division, American Legion Education Service (700 N. Pennsylvania Street), 1960. 79 p. $ $.15

Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton and Co. (300 Fourth Avenue), 1958. 157p. (Paperback) 1.10

Hawes, Gene R. *The New American Guide to Colleges.* New York 22: New American Library of World Literature (501 Madison Avenue), 1959. 256p. (Paperback edition) .75

Houghton, Hubert W., and Munson, Harold L. *Organizing Orientation Activities.* Chicago 11: Science Research Associates (259 East Erie Street), 1956. 48p. 1.25

National Education Association. *Finding and Educating the Academically Talented Student in the Secondary School.* Washington 6, D. C.: the Association (1201 Sixteenth Street, N.W.), 1958. 16p. Free

National Vocational Guidance Association. *How to Visit Colleges.* Washington 9, D. C.: American Personnel and Guidance Association (1605 New Hampshire Avenue, N.W.), 1954. 23p. .25

New York Life Insurance Company. *Career Opportunities.* New York 10: New York Life Insurance Co., Career Information Service (51 Madison Avenue). Free

New York Life Insurance Company. *Planning a College Education.* New York 10: New York Life Insurance Co., Career Information Service (51 Madison Avenue). Free

McLaughlin, Kenneth F., editor. *Understanding Testing.* OE-25003-60. Washington 25, D. C.: Superintendent of Documents, Government Printing Office, 1960. 24p. .25

Weaver, Glen L. *How, When, and Where to Provide Occupational Information.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. 1.25

$ 5.00

A Basic Guidance Reference List

Baer, Max F., and Roeber, Edward C. *Occupational Information: Its Nature and Use.* Chicago 11: Science Research Associates (259 East Erie Street), 1951. 603p. $5.75

Blair, Glenn Myers. *Diagnostic and Remedial Teaching.* Revised edition. New York 11: MacMillan Co. (60 Fifth Avenue), 1956. 409p. 5.25

Bowles, Frank H. *How to Get Into College.* New York 10: E. P. Dutton and Co. (300 Fourth Avenue), 1958. 157p. (Paperback edition, $1.10) 2.95

Burckel, Christian E. *College Blue Book.* Ninth edition. Yonkers, N. Y.: College Blue Book (Box 311), 1959. 1168p. 22.50

Lovejoy, Clarence E., and Jones, Theodore S. *Lovejoy-Jones College Scholarship Guide.* New York 20: Simon and Schuster (630 Fifth Avenue), 1957. 123p. 3.95

Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E. *Organization and Administration of Guidance Services.* Second edition. New York 36: McGraw-Hill Book Co. (330 West 42nd Street), 1955. 304p. 4.75

Strang, Ruth. *The Role of the Teacher in Personnel Work.* Fourth edition. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1953. 491p. 3.75

Thorndike, Robert L., and Hagen, Elizabeth. *Measurement and Evaluation in Psychology and Education.* New York 16: John Wiley and Sons (440 Park Ave., So.), 1955. 575p. 5.50

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook.* Bulletin 1255. Washington 25, D. C.: Superintendent of Documents, Government Printing Office, 1959. 4.25

$58.65

General Books on Guidance

Morris, Glyn. *The High School Principal and Staff Study Youth.* Secondary School Administration Series. New York 27: Bureau of Publications, Teachers College, Columbia University (525 West 120th Street), 1958. 102p. $1.25.

(—A do-it-yourself handbook for studying high school pupils in several dimensions—including follow-up study.)

Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E. *Organization and Administration of Guidance Services.* Second edition. New York 36: McGraw-Hill Book Co. (330 West 42nd Street), 1955. 304p. $4.75.

(—Describes various ways a school can organize a guidance program with emphasis on administration.)

Strang, Ruth. *Counseling Technics in College and Secondary School.* Revised edition. New York 16: Harper and Brothers (49 East 33rd Street), 1949. 302p. $4.

(—Detailed descriptions of observation, rating scales, personal documents, the interview, projective techniques, developmental records, and case studies.)

Traxler, Arthur. *Techniques of Guidance.* Revised edition. New York 16: Harper and Brothers (49 East 33rd Street), 1957. 374p. $6.

(– A good general book for teachers.)

U.S. Office of Education, Federal Security Agency. *Criteria for Evaluating Guidance Programs in Secondary Schools.* Miscellaneous Bulletin No. 3311, Form B. Washington 25, D. C.: Superintendent of Documents, Government Printing Office, 1949. 33p. Free.

(—A do-it-yourself method for appraising guidance services.)

Warters, Jane. *High School Personnel Work Today.* Second edition. New York 36: McGraw-Hill Book Co. (330 West 42nd Street), 1956. 358p. $4.75. A good, easy-to-read description of current guidance practices.

Identification of Able Students

DeHaan, Robert F., and Havighurst, Robert J. *Educating Gifted Children.* Chicago 37: University of Chicago Press (5750 Ellis Avenue), 1957. 275p. $5.

(—See especially Chapters 3 and 4 on screening.)

National Education Association. *The Identification and Education of the Academically Talented Student in the American Secondary School.* Conference Report. Washington 6, D. C.: the Association (1201 Sixteenth Street, N.W.), 1958. 160p. $1.50.

National Education Association and American Personnel and Guidance Association. *Guidance for the Academically Talented Student.* Washington 6, D. C.: National Education Association (1201 Sixteenth Street, N.W.), 1961. 144p. $1.

Sumption, Merle R., and Luecking, Evelyn M. *Education of the Gifted.* New York 10: Ronald Press (15 East 26th Street), 1960. 499p. $6.50.

Careers

Baer, Max F., and Roeber, Edward C. *Occupational Information: Its Nature and Use.* Chicago 11: Science Research Associates (259 East Erie Street), 1951. 603p. $5.75.

(—A valuable source book—basic for understanding the materials available on careers and for description of methods of filing occupational information.)

Forrester, Gertrude. *Occupational Pamphlets: An Annotated Bibliography.* Revised edition. New York 52: H. W. Wilson Co. (950 University Avenue), 1958. 603p. $6.50.

(—Lists sources and cost of occupational pamphlets.)

Forrester, Gertrude. *Methods of Vocational Guidance.* Revised edition. Boston 16: D. C. Heath and Co. (285 Columbus Avenue), 1951. 463p. $4.25.

(—Describes many ways of introducing information on careers.)

Humphreys, J. Anthony. *Choosing Your Career.* Chicago 11: Science Research Associates (259 East Erie Street), 1960. 48p. 50¢.

National Vocational Guidance Association. *Bibliography of Current Occupational Literature.* 1959 Revision. Washington 9, D. C.: American Personnel and Guidance Association (1605 New Hampshire Avenue), 1959. $1.

(—Lists available materials on occupations.)

Reilly, William J. *Career Planning for High School Students.* New York 16: Harper and Brothers (49 East 33rd Street), 1953. 110p. $2.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook.* Bulletin 1255. Washington 25, D. C.: Superintendent of Documents, Government Printing Office, 1959. 785p. $4.25.

(—Contains information on over 500 occupations and industries. The *Occupational Outlook Quarterly* (subscription $1 per year) supplements the handbook with additional up-to-date information.)

Weaver, Glen L. *How, When, and Where to Provide Occupational Information.* Chicago 11: Science Research Associates (259 East Erie Street). 48p. $1.25.

(—A good, brief introduction.)

Information on Colleges and Universities

American Council on Education. *American Junior Colleges.* Fifth edition. Washington 6, D. C.: the Council (1785 Massachusetts Avenue), 1960. 564p. $9.

Bogue, Jesse P., editor. *Junior College Directory.* Washington 6, D.C.: American Association of Junior Colleges (1785 Massachusetts Avenue, N.W.), 1958. 51p. $1.

Burckel, Christian E. *College Blue Book.* Ninth edition. Yonkers, N.Y.: College Blue Book (Box 311), 1959. 1168p. $22.50.

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American School Counselor Association. *How About College Financing?* Washington 9, D.C.: American Personnel and Guidance Association. (1605 New Hampshire Avenue, N.W.), 1960. 20p. 30¢.

American Legion Educational Service. *Need a Lift?* Tenth edition, revised. Indianapolis 6: National Child Welfare Division, American Legion Educational Service (700 North Pennsylvania Street), 1960. 79p. 15¢.

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Guidance Services

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington 6, D.C.

(—A nonprofit service which conducts occupational research and engages in a broad publications program. Issues quarterly a "Counselor's Information Service"—an annotated bibliography of current literature on educational and vocational guidance. (Subscription $4 per year). Catalog on request)

Chronicle Guidance Publications, Moravia, N.Y.

(—A semi-monthly guidance information service which includes career information, cumulative scholarship file, up-to-date charts on colleges, bulletins for display, tips on free information (including printed request postal cards), references, and a career kit. An excellent file of sample materials and description of the service available on request.)

Science Research Associates, 259 East Erie Street, Chicago 11, Ill.

(—In addition to a wide variety of standardized tests and inventories, a wide selection of occupational briefs and pamphlets on topics of interest to junior and senior high-school pupils are published. Also available is a remedial reading service—the SRA Reading Laboratory. Catalog on request.)