

A STUDY OF METHODS
OF OBTAINING BASIC RECORDS
USED IN HIGH SCHOOL COUNSELING

by

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A THESIS

submitted to the

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION

September 1941

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ACKNOWLEDGMENT

Many persons have contributed time and effort to the preparation of this thesis. The writer owes a debt of gratitude to Dean Salser for his criticisms and suggestions and for his active aid and encouragement.

Acknowledgment is made to Doctor Henry M. Gunn, whose encouragement and personal example has led the writer to undertake guidance work, and whose many kindnesses have contributed to the success of this thesis.

To all members of the jury of thirty-two who so willingly and carefully checked the list submitted to them, due acknowledgment is given.

The writer will never be able to repay adequately the kindness of Floyd and Helen Albin, who have worked with him for many hours during the actual writing of the thesis.

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CHAPTER I

INTRODUCTION

Principles of Guidance

For the past thirty years guidance and individual counseling have been developing in our public schools at an amazing rate. So rapid has the development been, and so rapid have attitudes toward guidance changed, that it is almost impossible to obtain up-to-date information regarding many of the most important aspects. Books relating to specific methods, techniques, and tools are out of date by the time they are published. Especially is this true of books about occupations, on which the counselor is prone to depend for aid in helping students make the most important single decision of their lives; the choice of a life occupation. There is no set and final way of doing anything relating to guidance; there are only suggested modes of action. Basic principles have been established, but even these rest upon a pragmatic background and are subject to change without notice.

Experimentalism is the recognized procedure. No writer of repute has yet dared to list what specifically must be done in any

single school system. Consequently, when a guidance program is set up in a school system, it is done with the realization that what looks good may prove unsatisfactory, and that new ideas will lead to new experiments, and that new experiments will lead to new methods and, perchance, new principles.

Nearly every city of fifty thousand or more has some sort of guidance program, but no two programs are exactly alike. Differences of methods, equipment, techniques, personnel, and principles inevitably effect changes in programs. There is one principle upon which guidance workers and writers agree: each school system must work out its own program to fit its own needs. This is not the job for one person, nor can it be done by a few experiments; it cannot be copied or transferred, nor can it be merely thought out. Many workers, many minds with hopeful ideas, many trials and many errors go into the building of a worth-while system of guidance; and when that system is built up and the workers think they have finished, conditions are apt to change and make obsolete the major part of the system. The need for reconstruction and reorganization is constant. Problems are ever present, and counselors are seriously concerned with their solution.

Books five and six hundred pages in length have been written about the principles of guidance. Notwithstanding this, there is still room for argument: the broad versus the limited viewpoint, the trained specialist versus the ordinary teacher, the progressive versus the conservative philosophy. All that can be done here is to

set forth a few points of view upheld by various guidance experts. These points of view, when held almost universally for some time, become principles. The list of principles expressed in a bulletin of the Department of Education of the State of Washington seems to be a good one.

Each (school) must build its own program, utilizing its own offerings to meet its own particular needs.

It (the guidance program) must be a gradual outgrowth rather than a sudden development.

It must represent the conscious, organized effort of the entire faculty.

The various members (of the faculty) will make contributions in their own specialized fields.

There must then be integration of all these guidance services.

The students themselves must have some part in the actual building and administration of this work.

It must be, from first to last, a dynamic, moving influence.

Guidance is something we are trying to do with our students; not something we are trying to do for or to them.

It is an INDIVIDUAL—not a MASS service.

It is a SCIENCE as well as an ART.

Bookkeeping is necessary as a means to an end, but a school may have an elaborate system of bookkeeping and still have little or no real guidance. (45:1)

Lefever, Turrell, and Weitzel divide the principles of guidance into three groups: (1) principles relating to basic assumptions; (2) principles related to outcomes projected for the student; and (3) principles relating to the implementing of guidance. In the first group are, according to section headings:

1. Guidance is a lifelong process.
2. The guidance service should be extended to all, not simply to the obviously maladjusted.
3. "Guiding" in the absence of data is quackery.
4. Special training is needed to do guidance work. (33:31-36)

Certain practices in many of our schools do not compare

favorably with the principles so simply stated above. Guidance stops when the pupil leaves school, and no other agency is prepared to carry on. All the time of counselors is taken up by a relatively small group of poorly reared and poorly adjusted youngsters. Few schools have records complete enough to escape the implication of the third principle; and certainly, there are so few trained workers and so many pupils to be guided that principle four must be violated at almost every turn.

In the second group, principles relating to outcomes, are the following:

1. Guidance seeks to assist the individual in becoming progressively more able to guide himself.
2. Provision must be made for all interrelated aspects of guidance.
3. Any aspect of guidance may serve as an avenue of approach, or means of developing rapport.
4. Each student should have some one individual in the school who is responsible for his guidance.
5. A code of ethics should be rigorously observed by the guidance worker. (33:37-42)

The principles relating particularly to the implementing of guidance are:

1. Guidance activities are of two kinds: group and individual--not all workers are equally competent in both fields.
2. When two or more individuals are engaged in guidance, some one should "head up" the work.
3. Guidance workers should be assigned to students on some definite basis.
4. Acquaintance with all available guidance agencies or services is essential to the counselor.
5. Lines of promotion should be from teacher to guidance worker to the higher and highest administrative positions. (33:43-51)

These principles are likely to require revision, because "the

schools themselves will not remain as they are. . . . an important motivating force for the progress of guidance is the principle that 'guidance work should form an important link in the chain of promotion.'" (33:53)

Still another list, called "basic concepts" (24:16) by the authors, seems to deny the necessity of special training of all guidance workers by including the statement that "All teachers must be guidance workers." (24:17) To emphasize the point it is stated later in the book: "The teacher can and should be the chief guidance functionary." (24:19) Reasons are advanced for the latter contention, among which appears, "As teachers become trained professionally (in guidance), they must assume the responsibilities of such training, which means increasing concern and regard for the individual pupil rather than for the subject-matter to be taught." (24:19) So the differences of opinion are not real differences; they are different only in the time element involved; one wants to have trained guidance personnel to start, while the other is willing to wait for the teachers to get the training which both think is necessary for adequate guidance.

There is really little in the way of fundamental differences in any of the recent books dealing with the principles of guidance. One 1934 text says, "The guidance movement in the United States is at a very critical stage in its development. We clearly see that the work cannot be confined to help given in connection with vocations. Guidance is in and through all education. Every part of the

school system is and must be definitely concerned in it. There is real danger that the movement will become so broad as to be practically meaningless and dissipate itself into the thin air of general education or of general instruction. . . . Safety for the future lies in clear recognition of the complexity of guidance as a problem, and then taking such measures as we can to work out a proper solution." (29:438) A 1941 text says, in the preface, "Guidance today stands at the crossroads. . . . Guidance may permeate the entire educational structure and effect a thoroughgoing reorganization; or it may become simply the greatest educational fad of the century, and go the way of all fads. . . . Orderly concepts must replace the uncritical acceptance of anything and everything as guidance." Later, on the same page, "This apparent paradox of threatened existence at a time of greatest need is due to two factors: (1) The broadening concept of guidance tends to place specialized functions in the hands of the untrained, which always dissipates the pointed applications which a specialist can make; and (2) guidance, like all other movements, contains within itself the seeds of its own destruction." (33:2) Not only do the writers agree even when they appear to disagree, but one begins a book on principles and techniques at the point where another left off.

Values of Guidance

If all guidance workers in the school, whether they be trained counselors or classroom teachers without guidance training, were to

adhere strictly to the principles laid down in textbooks, several definite outcomes could be expected. In the first place, the teachers would get the necessary training and experience, and the trained counselors would become through actual practice on the job more practically efficient than training alone could make them. Their efforts to help the pupils would be directed toward several objectives: the pupils would be aided in learning of the educational opportunities of their school and of more advanced schools; they would be helped in their adjustments to their present educational situation; they would be led to learn as much as possible about themselves; they would be induced to consider vocational opportunities and relate them to interests and abilities; they would be assisted toward a better social life; and they would be helped to an understanding of what life in a democracy holds out to a person equipped and fit.

If the pupils were helped in these ways by understanding counselors, several valuable outcomes could be expected. Fewer pupils would drop out of school. Scholarship would take an upward turn; failures would be reduced, and the achievement of the brighter students would be more nearly in keeping with their abilities. The entire student body would respond by a greater realization of their individual and collective parts in the school world in which they now live. Pupils who have had no place in the scheme of things would cease to be misfits either in educational or in social affairs. Pupils would become more and more able to guide themselves. There

would be fewer failures in colleges because of the more sensible selection of studies, and there would be fewer good mechanics turned into poor lawyers.

All this would be possible if the principles were strictly adhered to; but the adherence to these principles implies a perfect set-up: first-class equipment, such as rooms for special work, files for records, secretarial assistance, time for guidance duties, and, above all, whole-hearted cooperation and even enthusiasm shown by every member of the school staff. The only sensible course to take is to make the best use of what is available, always keeping watch for new methods of making what we have serve to better advantage, and always working toward that ideal of first-class personnel, properties, and practices.

Statement of the Problem

Whether guidance is considered from the standpoint of humanitarianism, with its regard for the welfare of mankind; religion, with its stress on the good life through character education; mental hygiene, with its emphasis on mental and emotional maturity; social change, with its new demands caused by mass education; or individualism, with its insistence on the worth of the individual; there is one function recognized by all--the making and the use of records.

The most important of the records, almost the culmination of the entire record-keeping efforts, is the cumulative record card. This card is the end result of the pooling of all available information

about the individual. Objective test results, school grades, health records, rating scales, family and social history records, in-school and out-of-school activity records, and others, all contribute to the cumulative record card. Most authorities agree on the general types of information to be obtained, but they differ as to the methods to be used, for the methods of obtaining information must vary from school to school because of differences in administrative support, financial backing, training of personnel, and physical equipment. Each school system, perhaps each school, will have to determine its own methods in accord with its individual characteristics and needs.

This thesis has grown out of a felt need for a practical, usable system of collecting all necessary information about students. The writer has been a counselor of boys at the Lincoln High School, Portland, Oregon, since the beginning of the guidance program three years ago. For three years he has followed with a great deal of interest the school progress of nearly two hundred boys until they were graduated in the winter and spring of 1941; and for three years he has become increasingly effective in helping them solve their problems. His effectiveness has been limited by lack of continuous recorded information about his counselees. No plan for obtaining information has yet been devised which will fit the time scheduled for guidance at Lincoln High School; consequently, a choice had to be made between some counseling without adequate records or adequate records with no counseling. None of the counselors seemed to be able to do both. They have all been eager to do a good job, and they have

succeeded as well as limitations in time, equipment, and training would allow. It is with full knowledge of these limitations and with little hope of changes in that respect that this problem is being worked out. However, more time for counseling and more and better equipment will be welcome, and provision for training both counselors and teachers in guidance will but add to the workability of the plan.

The problem is to study guidance as it is at Lincoln High School, with special attention to the records used for counseling, to see in what respects the accomplishments have fallen short of the desires of the directing heads of the guidance program, and to design a system by which the school can, without appreciable changes in time allowed for counseling, and without a great deal of additional expense, build up a fund of knowledge about each student which will make possible effective guidance.

Value of the Study

June, 1939, marked the end of a five-year study of educational guidance carried on by the Educational Records Bureau and financed by the Carnegie Foundation for the Advancement of Teaching. The purpose of the study was mainly to demonstrate the functioning of measurement and record keeping in the guidance programs of the secondary schools. In the foreword of their report, Arthur Traxler lists "certain confirmatory indications of great practical importance" (58:viii) which have emerged, some of which are applicable to the present problem.

He states that "the continuing effective functioning of the guidance program depends upon the maintenance in conveniently usable form of cumulative records of comparable test measures and of data on the personal development, self-discipline, and social adjustment of individual pupils." (58:ix) In relation to the curriculum, "the experience of this project confirms the already widely accepted view that the traditional academic curriculum is too narrow to care for the educational needs of all the pupils now in the secondary schools. The concern and loyalty of teachers must be transferred from 'the curriculum' and from mass 'standards' to the welfare of the individual pupil in the world in which he must live. It has become increasingly clear to those associated in this project that neither curricula nor standards are easily defensible except in terms of their appropriateness to the abilities, interests, and needs of the pupils as individuals. In order to make the school experience more appropriate to the individual pupil, we must learn more about the pupil than we have in the past. The chief purpose of the cumulative record of comparable measures and personal data is to enable the school to make its offerings progressively more appropriate to the real needs of the pupils as growing individuals." (58:ix) Later, referring to the planning of a guidance program, he states:

Many schools, when planning a guidance program, begin by giving detailed attention to the kind of guidance organization that should be adopted. This is of considerable importance, but it is not a matter of first importance. The first duty of those charged with the development of a guidance program is to build a plan that will enable the school to know its pupils.

This is "the major strategy of guidance." Without it, no type of guidance organization can have a very important effect upon the lives of the pupils. With it, a school can achieve considerable success with almost any kind of guidance set-up. (58:xiii)

Had Lincoln High School in Portland been one of the schools contributing to the project mentioned above, the outcomes would probably have been the same. The value of proper records is acknowledged; therefore, a method devised to obtain these records will have value proportional to the extent to which it is used. This study, then, will have value if it provides better means of obtaining basic data for records and if the results of the study are actually used. Otherwise, their value will be limited to certain benefits to the author and improvements in his counseling.

Limitations of the Study

It will be shown in Chapter II, "Development of a Guidance Program at Lincoln High School," that each school of the Portland system is expected to develop its own methods and plans for guidance. It is required only that the plan in each school remain in harmony with the general plan. Suggestions were given as to the principles and the main objectives as seen by the Director of Guidance of the system, but there was no compulsion from above. It follows, then, that the progress of the schools was not uniform, and that the outcomes have been unlike in many respects. Therefore, to expect such a study as this to apply equally well to all the schools, or even to apply at all to all of them, would be to

expect the impossible. Use of the results of this study in any other school than Lincoln can be hoped for but hardly counted upon. Consideration of other schools will be given only as there is some relation to the Lincoln set-up; study of methods advocated by authorities will be made only to see if it is possible or practicable to use them at Lincoln.

This is not a study of the cumulative record card except as a study of the card is necessary in the study of methods of obtaining information to go on the card. It is assumed that a suitable record card is to form the background for the rest of the work, and that the forms, such as questionnaires, rating scales, and so on, must be developed to fit.

The use to which the cumulative record is put is not the concern of this study. Questions as to training of teachers to use records, give tests, or conduct home rooms will be left for others. Inasmuch as it will be necessary to depend a great deal on some sort of group guidance in order to obtain the required information, some attention must be given to the techniques of group guidance, but only as they relate to the assembling and recording of data pertinent to the cumulative records of the pupils.

In short, this is a study of the methods which may be used to gather the information needed to complete the cumulative records of pupils at Lincoln High School, Portland, Oregon. It involves the selection of the best methods and tools, judged from the standpoint of the counselor, and governed by the material and personnel

facilities of the school.

Sources of Material

Four main sources were used to collect material for this study: (1) books on counseling and guidance, (2) personal interviews with individuals whose knowledge of and practical experience in guidance is well advanced, (3) forms used to gather information about students at Lincoln High School, and (4) a check list sent out to a jury composed both of those persons who were interviewed and of some persons who were not. In addition, all issues of the Occupations magazine from December, 1937, to December, 1940, were examined for material pertinent to the problem. The articles selected are, in some cases, only vaguely relevant, which is characteristic of nearly all the textbook material.

Three sources that clearly apply were discovered. First is A Report of the Public School Demonstration Project in Educational Guidance, listed as number 58 in the bibliography; second is Personal Analysis and Vocational Problems, number 49 in the bibliography; and third is Guidance Working Materials of the Roosevelt Junior and Senior High Schools in Seattle, number 14 in the bibliography. Of the three, the first was the most valuable, because it built up an adequate picture of local conditions, a picture that was lacking in the others. The scarcity of material concerned explicitly with methods of obtaining information and not with the reasons for needing it, or the use that should be made of it, and so on, is surprising.

True, in every text there are general directions on how to get information, such as, "We should try to make use of the regular agencies of the school in so far as they are adequate for our purpose." (29:100) Such statements really do not add to our certainty as to what to do when we are forced to stop talking and to act. The difficulty of selecting a series of tests will be considered in Chapter V.

In order to develop constructively the system proposed in the final chapter, the writer organized a group of people to help him. This group, referred to later as the jury, was selected on the basis of knowledge of and interest in guidance, and understanding of the policies and problems of guidance at Lincoln High School. Thirty-two persons were selected. They are:

J. W. Edwards, Assistant Superintendent of Schools,
Portland, in charge of Guidance
Norman C. Thorne, Retired Assistant Superintendent of
Schools, Portland, in charge of Curriculum and Vocational
Education
Henry M. Gunn, now Assistant Superintendent of Schools,
Portland, but for the last seven years Principal of
Lincoln High School, Portland
H. M. Barr, Director of Research of the Portland Schools
Lewis C. Martin, School Psychologist and Director of
the Guidance Clinic, Portland
Harold A. York, now Principal of Lincoln High School,
Portland, but for the last year and a half Vice-
Principal of Lincoln High School, Portland
F. B. Albin, Counselor and Teacher, Lincoln High School,
Portland
O. N. Bittner, Dean, Benson Polytechnic High School,
Portland
A. D. Bosserman, Vice-Principal, Jefferson High School,
Portland
Frank Breall, Counselor and Teacher, Sabin High School,
Portland
A. A. Burnett, Vice-Principal, High School of Commerce,
Portland

Mrs. Nelle W. Demme, Dean, High School of Commerce,
Portland
 Dorothy Flegel, Dean, Jefferson High School, Portland
 Richard Garber, Counselor and Teacher, Roosevelt High
 School, Portland
 H. H. Hargreaves, Vice-Principal, Benson Polytechnic
 High School, Portland
 Elizabeth McGaw, Dean, Grant High School, Portland
 Hazel M. Ohmert, Dean, Washington High School,
 Portland
 Margaret M. Osburn, Dean, Girls Polytechnic High School,
 Portland
 Mrs. Gladys Philpott, Counselor and Teacher, Jane
 Addams High School, Portland
 T. R. Rohwer, Counselor and Teacher, Lincoln High
 School, Portland
 C. E. Scott, Vice-Principal, Grant High School, Portland
 Mildred Whitcomb, Dean, Roosevelt High School, Portland
 Mrs. Golda Wickham, Dean, Lincoln High School, Portland
 Mrs. Ella E. Wilson, Dean, Franklin High School,
 Portland
 L. V. Windnagle, Vice-Principal, Washington High School,
 Portland

V. D. Bain, State Department of Education, who edited
 the guidance pamphlet, Personal and Business Relations

O. R. Chambers, Professor of Psychology, in charge of
 Department, Oregon State College
 R. J. Clinton, Professor of Education, Oregon State
 College
 G. A. Odgers, Dean, Multnomah College
 Karl W. Onthank, Dean of Men, University of Oregon
 Frank W. Parr, Professor of Secondary Education,
 Director of Supervised Teaching, Oregon State College
 Carl W. Salser, Assistant Dean of the School of Educa-
 tion, Professor of Education, Head of Placement, Oregon
 State College
 Hugh B. Wood, Professor of Education at Columbia
 University, University of Oregon Summer School

The first twenty-four members of the panel are all active or
 retired employees of the Portland Public Schools. One member,
 Dr. V. D. Bain, is indirectly connected through the State Department
 of Education. The last seven, college men identified with the

Portland schools in advisory and consultant capacities, or as instructors of graduate courses for teachers, are all known to be interested in guidance and personnel work.

These people were asked to check a list instead of answer a questionnaire. The purpose was to get as many ideas as possible regarding the methods being studied, and to see whether or not there was enough agreement on some of the main issues to indicate a trend. It was felt to be a waste of both time and money to question a large number of persons whose acquaintance with Lincoln High School or even with the Portland schools could not be great enough to validate their answers. Better results were expected from the selected panel than could possibly be obtained from such a group as the principals and superintendents of all Oregon schools. Chapters V and VI deal with the findings. The check list, together with the instructions and aids in checking, is reproduced in Appendix A.

CHAPTER II

THE DEVELOPMENT OF A GUIDANCE PROGRAM AT LINCOLN HIGH SCHOOL

The idea of a definite program in guidance in the Portland Public Schools was by no means spontaneous. It did not bloom overnight nor become an integral part of the curriculum as the whim or the "brainchild" of any one group or individual. As is always true of large-scale developments which are destined to influence the lives of a great many people, guidance has been growing slowly and quite steadily from a very humble beginning. No one person can be pointed out as the instigator of the program, for it did not spring from the mind of any individual. Rather, it sprang from the very source from which it should logically have come—from the teaching staff itself. Teachers all over the city had felt that there was a very definite need for some sort of guidance to help their students along the rocky road to a fuller understanding of life as it should be lived; to an understanding of the "democratic way of life," so these teachers, as individuals, had been doing whatever guidance seemed to them to be necessary.

These teachers, however, did not form any sort of a pressure group in order to put over their ideas to the administration. They went along, doing their work in the usual way, perhaps not even realizing that what they were doing was guidance or orientation, but

realizing quite definitely that they were getting better results than they had previously. The administration came to realize shortly that guidance was a necessary part of education and that it certainly should be given recognition. Schools in other cities were proving that their programs of guidance were actually saving money in spite of the fact that such programs were using teacher hours which had formerly been devoted to classroom instruction. The rapid decrease in the percentage of failures alone led to the saving of a considerable sum of money, while the indirect benefits received by the students in other ways were incalculable. An example from the survey made of five years of guidance in the Plainfield, New Jersey, High School will illustrate this point adequately. (30:41)

Percentage of Failures by Departments for the
Past Six School Years

Department	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39
English.....	15	11	8	7	4	2
Hist.-Soc. Studies....	11	11	10	7	7	5
Commercial.....	25	21	19	16	13	20
Mathematics.....	19	20	13	10	6	9
Languages.....	18	22	16	18	13	13
Science.....	11	11	11	8	8	8
Latin.....	20	11	6	8	2	3
Music.....	5		7	9	6	3
Arts.....	3	5	4	1	2	3
Home-Ind. Arts.....	6	6	6	6	6	4
Drama			0	2	0	0

For the first time the students began to feel that someone was taking a personal interest in their well-being. Someone was helping them to

lay out a four-year program, to form better study habits, to come to a better understanding of the whys and wherefores of this business of getting an education, and was, moreover, actually making an attempt to help them find jobs. Reports from other cities, then, testified to the fact that the program had definite merits. With this evidence on hand, the administrators of the Portland system began to make plans for the organization of a similar set-up.

The official beginning of the guidance program as such may be said to have taken place in the fall of 1937 when the vice-principals and the deans were relieved of teaching duties in order to take over the orientation classes for high school freshmen. This was merely an opening wedge, followed shortly by the release of six classroom teachers for one period a day in order to assume counseling duties. In this particular action, Lincoln High School led the entire field, followed by Grant High School and then by the other schools in the system. In order to take up the load thus dropped by the six teachers who had gone into the new work, the teachers of English and History were asked to forego the pleasure of having a free period in order to take study halls. This they did willingly, with the result that there was very little disturbance of the regular routine of school life.

From the very beginning Mr. J. W. Edwards, Assistant Superintendent in charge of high schools, was the official head of the guidance program for the city. Dr. Eugenie Leonard was brought from San Francisco to serve under him as Director of Guidance. With her leadership

the new system got under way and began to come into some semblance of unity. Regular meetings of the counseling staffs from the various schools were held, and an outline of desirable aims, objectives, and techniques was presented. This outline is reproduced below.*

AIMS AND OBJECTIVES

- I. To make available to youths such information as will best assist their happy and successful adjustment to life.
- II. To aid youths to a fuller and more accurate knowledge of their interests, capacities, and aptitudes for occupational life.
- III. To make available to youth comprehensive and specific information regarding occupational opportunities and requirements, professional and industrial trends, and new expansions in occupational life.

TECHNIQUES

- I. In the High School
 - A. Personnel Supervision (counselors)
 1. Making available such information and knowledge of techniques and point of view as are required through
 - a. Bi-monthly meetings
 - b. Institutes
 - (1) Correlation of high school and college (October, 1938)
 - (2) Correlation with occupational life (November)
 - (3) Correlation with elementary school (December, or January, 1939)
 - c. Developing professional library
 - d. Personal conferences
 - e. Developing records
 - B. Guidance of students by counselors
 1. Freshman orientation classes and advisement
 2. Sophomore and junior advisement
 3. Seniors - college and occupational

*Page one of instruction sheet from the Director of Guidance.

advisement.

- C. Teaching short unit classes with slides, movies, and lectures
 - 1. Industries
 - 2. Job analyses
 - 3. Work applications
- D. Developing high school libraries on
 - 1. Occupational opportunities
 - 2. Work application
 - 3. Job analyses
 - 4. Elementary economics
- E. Cooperating with Service and Civic clubs in the extension of the guidance of youths to actual working situations.

This is the only official document which the counselors received which was concerned directly with the instruction of the counselors in their duties. The other printed matter which came into their hands dealt more specifically with occupations. On a second sheet was set forth what was expected in the way of guidance in four years. Again the best way to present this material is to quote directly.*

IN FOUR YEARS

IN THE HIGH SCHOOLS

1. The counseling personnel should have had experience in counseling in each of the four high school grades. It is reasonable to expect that they would have acquired considerable knowledge about young people and the techniques of effective counseling as a result.
2. The high school students should show a better adjustment to life in:
 - a. A clearer and more comprehensive understanding of themselves and their contribution to the American way of life.
 - b. A broader and more accurate knowledge of occupational life and their place in it.
 - c. Fewer failing grades and fewer "repeaters."
 - d. Fewer attendance problems.

*Page two of instruction sheet from the Director of Guidance.

- e. Fewer serious discipline problems.
 - f. Better understanding of and cooperation with the schools on the part of the students and parents.
 - g. Some changes and expansion of the curriculum to meet the needs of the students.
3. The continuity of the students' education will be furthered through
- a. Effective contacts between high school counselors and elementary school principals and eighth grade teachers.
 - b. A program of pre-college orientation for the students going on to college and conferences between high school counselors and college counselors.
 - c. And a program of personal contact with occupational life for each student going directly into wage earning.
 - d. Adequate high school libraries on occupational life and elementary economics.

When Dr. Leonard prepared this program, she had in mind, apparently, that by the end of the 1941-1942 year all of these aims should be accomplished facts. The best that can be said, however, is that the counseling staff at Lincoln feels that by the end of the four-year period it may be well started toward the realization of these aims. Some of the aims and objectives set forth in the first quotation above are rapidly being realized. Changes in the administrative set-up which have taken place during the time which has elapsed since the guidance program was first established have added to rather than reduced the value of any previous work. Each director has made very definite efforts to increase the information concerning vocational opportunities in Portland and to see that this information was sent on to the counselors and hence to the students interested. Monographs covering a large number of Portland industries have been prepared and

placed in the hands of the counselors as well as on the shelves of the school libraries, and the directors have generously taken time from their other duties to go to the various schools to address classes upon the vocational picture. Thus it may be seen that in due course of time Portland high school students should have a broad and accurate knowledge of occupational life in their own community and should have a far better conception of their own place in it than they have ever had before. The work done by the administrators has been cumulative and has resulted in a reasonably complete picture of the local situation.

In the present set-up of the counseling program the individual principals of the various schools are given free rein as to the actual carrying out of the plan, with the result that the system is not entirely uniform throughout the city. While the skeleton idea is the same, there are some variations between schools as to the time allotted to counselors, the duties which they are to perform, and the system of forms and record cards. It was mentioned above that counseling time was given to the staff through the willingness of the English and History teachers to assume study hall duty, but it has not yet been pointed out that at about the time when this plan was getting started the school population began a very steady decline throughout the city, with the single exception of Lincoln High School, where the population continued to increase for the first year, making it necessary not only for the English and History teachers to assume a heavier load but also for other teachers throughout

the building to accept from three to five more students per class than they had previously had. This was asking a lot, but they all cooperated admirably.

The attitude of the administration toward guidance is very favorable. The superintendents seem to feel that guidance is a valuable part of education and that it should be fostered just as rapidly as it can be and still allow for normal development. They know that it will have to move slowly but are convinced that it is proving itself to be worth while. If it demonstrates its value sufficiently, and there seems to be but little doubt of that, then additional financial aid may be forthcoming.

Principals, vice-principals, deans, and teachers all seem to have quite definite ideas about the guidance program. They say that it is a valuable and necessary school function, and that it should be continued provided it can be done without using funds which should go toward the restoration of salaries. The teaching staff in Portland is still receiving seven and one-half per cent less than was paid before the depression slashes were made and does not welcome anything, no matter how vital, which will hinder the final restoration to normal pay.

The attitude at Lincoln High School concerning the guidance program is a healthy one. The entire staff has been willing to assume heavier loads, in one way or another, to make way for the system. Since counseling was such a new idea to most of the teachers, they did not realize, at first, just what was being attempted, and

the general feeling seemed to be that a panacea for all their worries had at last been devised. When any kind of a problem arose between the teacher and a pupil, the pupil was sent to his or her counselor and promptly forgotten by the sender. The counselors, in other words, were made to do all of the guidance work and were called upon far too often to attend to discipline problems which should never have entered into the counselor-counselee picture at all. The teachers did not avail themselves of the counselors' services in the proper way for the first year or so, but are now becoming familiar with what is being attempted and are realizing that the most effective guidance, after all, is that which is given in the classroom. It is a hopeful sign that at the present time nearly all the teachers avail themselves of the services of the counselors at some time or another during the year. A real start will have been made along the right road when that becomes true throughout the entire system.

Although numerous mistakes have been made during the three years of guidance at Lincoln High School, the outlook as a whole is very satisfactory. Three years ago the members of the counseling staff were so inexperienced and untrained that they had no basis on which to evaluate their work. Three years' experience and study, however, have given the writer confidence in the ability of his fellow counselors to make that evaluation in a fairly accurate manner.

The first point in the list of goals to be attained by the fourth year was that the counseling personnel should reasonably be expected to have matured and gained in experience during that time.

This is certainly true of the staff of Lincoln High School. At the beginning not only were the counselors untrained and inexperienced, but few of them even suspected the Gargantuan size of the task which lay ahead. From that humble beginning the counselors at Lincoln High School have assiduously applied themselves to the task at hand and have only just begun to come to a full appreciation of the fact that no more than a good start has been made. They have read and studied, they have met together and seriously discussed the problems, and they have worked toward a better physical set-up than has been available before. At first very few members of the staff knew enough about cumulative records, filing cabinets, and various other paraphernalia to realize that these things are essential. They are seeing now that the equipment at hand is pitifully inadequate, that the time allotted is far too little, and that there are hours and hours of research and sincere application to duty ahead if the job is to be well done. This new attitude is a very healthy sign and is proof that the counselors of Lincoln High School have matured and gained in experience over the three years just completed.

In Lincoln High School the vice-principal and the dean are counselors of first-year boys and girls respectively. They also conduct freshman orientation classes in which all first-term students are enrolled. At the beginning of the sophomore year the pupils are turned over to one of the six counselors, who keeps them throughout the three remaining years of their high school life. Since the counseling program at Lincoln High School has now been in effect for

three full years, all counselors have had the opportunity of taking one group through graduation. In doing so they have met all of the basic requirements as set up by the administration. They have checked with each student once a year to be certain that he was provided with a plan for the remainder of his high school career; they have worked with the "Dutch Uncles"; they have pushed the laggards through the last trying weeks before graduation; and, with the exception of one class, they have arranged with each student for a day to be spent in the Psychometric Laboratory. The members of this class were the victims of circumstance.*

No conscientious counselor could have taken these young people through these various phases without having gained a vast amount of experience and knowledge about young people. The value of this experience lies, however, in the realization of the fact that the next group to be taken through will not follow the pattern of the first in many respects. Ideas have changed, the program has developed, and the new group will have different experiences. Therein lies the

*At the time when the Psychometric Laboratory was established, the rule was arbitrarily made that all members of the eighth-term graduating class should be given an opportunity to go through the series of tests offered there. Soon it became evident, however, that by the time the results of the tests could be scored, analyzed, and sent to the counselor, the students had graduated, thus destroying any good results which might have been obtained by conference and discussion between counselor and counselee. As a result, the rule was changed so that members of the fifth-term classes might take the tests. Thus there was one class, the graduating class of 1940-41, which was skipped. It is an unfortunate coincidence that this is the particular class which the author was counseling.

advantage of working in a field which is new and which is expanding and only just beginning to feel its strength.

A definite change in attitude on the part of the students is also becoming noticeable, even to those who are in no way connected with the counseling program. The second point in the list of goals to be reached in four years is, "The high school students should show a better adjustment to life." This is true at Lincoln High School. When the counseling system first began, there was not even a semblance of a record card, and the counselors spent considerable time with their vice-principal in the formulation of one which would fill their need temporarily. As soon as this was completed and put into the hands of the staff, the counselors began seriously to attempt to get the information which was needed. For want of a better means, the students were called in for private conferences and were asked questions covering the various items on the cumulative record. In a short time it became evident to some of the counselors that the attitude of the students toward the interviews was not all that could be desired. The students did not know why they were being questioned, and many of them had the feeling, whether they expressed it or not, that the counselors were becoming far too inquisitive. Why should any counselor want to know how many brothers and sisters they had living at home, or how much their father earned?

This is in accord with the feeling of many members of the general teaching staff who, during that same period of time, felt that the counselors were going to make fine disciplinarians. The

students did not seem to resent so much the reprimands of the counselors--these new officers were just one more hurdle for them to leap in their minor escapades. They more or less expected to be caught now and then when they skipped or sneaked down to the neighborhood store for a smoke, the only difference being that instead of being halled into the vice-principal's office they were now sent to their counselor. Thus it may be seen that the picture was all wrong.

Gradually, however, out of that chaotic beginning, the counselors have been able to improve the attitude of both the teachers and their counselees. It has been almost an evangelistic effort. Faculty meetings have been devoted to explanations and discussions of the aims and principles of the guidance program, and every counselor has taken advantage of every opportunity to explain, individually, to as many of his counselees as possible just what the whole thing is attempting to do.

It is an unfortunate reflection upon the guidance situation as it now is that there has been no opportunity provided for group guidance. There have been a few attempts made in regular school assemblies to explain what is being done, and some of the counselors have gone to great trouble to meet with their groups during class meetings or at similar gatherings. This situation is far from satisfactory from the counseling point of view and has distinctly handicapped the work.

For the first year or so the attitude of a student called by his counselor for a conference was, "Well, what have I done now?" That

attitude is becoming less and less evident, and some of the students are actually seeking the aid and advice of their counselors when personal problems arise. In another year the old defiant attitude should be the exception rather than the rule. Counselors have gone out of their way upon numerous occasions to act as attorneys for the defense when their counselees were called in to the office for infractions of the rules, and gradually a feeling of confidence has supplanted the previous suspicion. Counselors have been instrumental in obtaining positions for their counselees, but in few cases could the cumulative record cards, because of their incompleteness, be used as a basis for choice. Thus, counselors have begun to see that it is essential to have an accurate card, kept up-to-date. In many cases, the students also have realized its possible effect upon their futures. They see that they cannot be expected to hold positions of trust if their school records reveal that they have forged excuses, skipped classes, or stolen money from their schoolmates.

The teachers still seem to be somewhat in doubt as to just what is expected of them. They have shown over and over again that they are willing, and even eager, to cooperate, but they do not have the grasp of the situation which the counselors have gained through experience. Too many of them still do not seem to realize that, in order to build an adequate anecdotal record, the counselor must be acquainted with the admirable as well as the not-so-admirable traits of his counselees. The teachers are willing to fill out the proper form and send it to the counselor when a child has done something to

warrant correction, but when life is going along smoothly they never send a form commending a student. Perhaps, as time goes on and the teachers themselves become more certain of the ability of the counselors to do what they have set out to do, these small details will automatically take care of themselves.

Because of the guidance set-up at Lincoln High School, there have been some changes and expansion of the curriculum to meet the needs of the students, just as it was originally hoped there might be. The outstanding change was the addition of the orientation classes for freshmen, but that is by no means the only one. The classes in economics and sociology have added to their regular offering a unit dealing with the proper means of applying for jobs, the filling out of application blanks, and the art of interviewing. Another of these was the addition of the "Dutch Uncle" program, unique in the Portland school system and greatly publicized when an article written by Frank J. Taylor, entitled "Portland's 600 Dutch Uncles," was published in the June, 1940, Forum and condensed in the July, 1940, Reader's Digest. Through this program high school students have been able to make direct contacts with business men who are actively engaged in a business which interests the young people and who are willing to talk to them like "Dutch Uncles" about their futures. This is in no way intended to be an employment service, but only a means of getting information to the students. It is interesting, however, to note that many young people have been given employment as a direct result of their interviews with a "Dutch Uncle." Results of the interviews are sent to the

counselor and are later discussed with the student in question. Because Lincoln High School is located so near the center of the city, it may be surmised that a greater percentage of these students will have had some sort of occupational experience before graduation than is normally true. This is rather verified by the fact that 54 per cent of the boys in the June, 1941, graduating class had work excuses for one or more periods a day. Some of these jobs may have been very temporary, but the contact was made nevertheless.

The experience at Lincoln High School has been such as to deny the strict interpretation of one of the principles of guidance quoted in Chapter I: "'Guiding' in the absence of data is quackery." (33;35) It has been pointed out that sufficient data is lacking; it can be assumed that a better job of counseling can be done with adequate records; but it can not be concluded that guidance at Lincoln High School has been "quackery." Quackery infers deceit, and there has been no attempt at deceit at any time. Counselors are aware of their weaknesses and they do not impose on the gullibility or trust of students, parents, or superiors. In this awareness lies the hope of guidance at Lincoln High School.

In Chapter I the necessity of adequate records of the individual was made apparent. In Chapter II the inadequacy of the records at Lincoln High School has been contrasted to the excellent attitudes and efforts of the counseling staff in other respects.

The two objectives for Chapter III are: (1) the determination of the original sources of material for records at Lincoln High School, and (2) the use made of this material in the school.

CHAPTER III

BASIC RECORDS USED AT LINCOLN HIGH SCHOOL

The persons responsible for gathering the first items of information about Lincoln High School pupils are the vice-principal and the dean. Contact is made with the contributing elementary schools in the following manner. A letter to each elementary school principal reminds him that it is now forecasting time and suggests that either the dean or the vice-principal or both call upon the 8B pupils for the purpose of discussing problems relative to entering the high school. In the letter attention is called to certain special courses, to the Course of Study bulletin, and to the restrictions in number of credits allowed. The letter ends with, "We will be more than glad to meet you, your teachers, and your 8B students to discuss all problems that arise in connection with preparing for entrance into high school. We will be glad, in this connection, to describe our guidance and counseling program and our student body activities to your boys and girls.

"The following items are enclosed for your use:

- (1) Several Courses of Study
- (2) One sample of our self-programing sheet
- (3) Several sheets showing the subjects with their abbreviated signs which are open to freshmen
- (4) Several forecast cards, which are to be filled out by each student who plans to enter Lincoln and returned to us after careful study and consideration of materials and instructions. Great care should be taken in filling out these forecast cards for it is

from them that we make out the programs.**

After studying the Course of Study bulletin and the list of freshman offerings, and after conferring with teacher, principal, or parent, the pupil makes out his forecast card. Only if the principal of the elementary school indicates his desire for help from the high school does the vice-principal or the dean visit the school. Such tactful considerations have maintained cordial relations between the elementary school and the high school without any hint of either compulsion or condescension.

The forecast card, a simple three-by-five filing card, mimeographed on both sides, is reproduced below.

<p>LINCOLN HIGH SCHOOL</p> <p>FORECAST CARD</p> <p>Grade School.....</p> <p>Name.....</p> <p>Home Address.....</p> <p>Phone.....</p> <p>Check 3: Math... Gen. Math...</p> <p>Eng... Gen. Eng... P. E. & H...</p> <p>Check 1: (Honor students may check 2 if principal or teacher approves.)</p> <p>Gen. Sci... Hist... Latin...</p> <p>French... German... Spanish...</p>	<p>(Continued)</p> <p>You may check <u>one</u> of these half-credit subjects if you checked <u>only four</u> above:</p> <p>Band... Orchestra... Gen. Art...</p> <p>Cartooning... Com. Art... Dress</p> <p>Design... Metal Art... Mechanical</p> <p>Draw... Glee Club... Metal Shop..</p> <p>Manual Tr... Domestic Sci...</p> <p>Teacher or Principal.....</p> <p>Parents Signature.....</p>
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*From a form letter in the files of the vice-principal, Lincoln High School.

Discussion of the self-programing sheet mentioned above will be reserved until later, because it is not used by students until their second term.

When the time for entering the high school arrives, the new first-term students meet in the auditorium, where they are welcomed and given a few instructions. Registration rooms are assigned to them, whereupon they leave the auditorium, to be duly registered by the teacher of the room assigned. In the registration room the following forms are given to them:

(1) Enrollment form

This form is made out at once and sent to the office the day of registration. It is intended to give only the most essential data, such as name, address, telephone, birth date, school last attended, and parents' names.

(2) Program card

All boys and girls, regardless of term in school, fill out one of these for the office files and one for the counselors' files. Girls only fill out a third card for the files of the dean of girls. One side of this card duplicates the information given on the enrollment form plus a few other items of similar nature. The counselor's name is written on this card. The other side is a study program blank, with spaces for every period of the school week. The new pupil is given the program which has been made out for him by the school

office staff, and the program card is made out from that.

There is enough information on the program card to start the permanent record of the pupil.

(3) Registration blank

Duplicate copies of this blank are taken home to be filled out by the parents. The important new items obtained are the parents' signatures and the verification of a few statements which the pupil made on the other forms. One copy of the registration form goes to the administration office; the other stays at the Lincoln High School office.

First-term orientation classes are conducted twice a week, with no outside preparation required and no credit given. The first form given to the pupils in these classes is the entrance questionnaire. This questionnaire is filled out with the help of the parents, and it is probably the best single source of data for the permanent record. The new material obtained in this way includes one of the most important items of all: the four-year study program. Dr. H. D. Richardson states, "The making of this four-year plan may be regarded as the most significant of all the guidance activities of the freshman year. It is the most significant because the individual's whole present and future is bound up in it. . . . In planning an individual's educational program for four years, his life is being planned. Hence, all of the available personnel resources and data must be brought to

bear on the job." (47:32) If this be true, then the extent and accuracy of the picture obtained before the first week of high school will be determining factors in the making of the four-year plan. Lacking sufficient data, the teachers of the orientation classes find that adequate time must be given for discussion and careful consideration of the needs, aptitudes and interests of the pupils before completing the plan. Even then, revisions are expected from time to time.

A line of the entrance questionnaire is allotted to each of several new items: parents' occupation, number in the family, nationality of family, church affiliations, college plans, vocational plans, and work plans. Items of more or less stable character, such as the first four, can be entered at once on the permanent record card, while items of a more temporary or shifting nature, as are the last three, are discussed in class. If the entrance questionnaire is given a week or two after school begins, it can be filled out after instead of before class discussion.

Several forms resembling tests are prepared for use in orientation classes. Some of these that are effective in arousing interest, in developing proper attitudes, and in acquiring necessary knowledge about the school and themselves relate to the following aspects of life:

- (1) Attitudes toward school and work. This form contains such questions as,
"Why are you going to high school?"

"Why did you choose Lincoln High?"

"Do you plan to go to college?"

"What do you hope to make your permanent vocation?"

(2) Study habits and study conditions. Some sample questions

are:

"What subjects can your parents help you with?"

"Where do you study at home?"

"What about the radio when you study?"

"How many hours do you usually sleep on school nights?"

(3) General information. This test includes miscellaneous questions, with no instructions for scoring or interpreting.

(4) Likes and dislikes. This is a check list divided into six parts, each part asking if the pupil likes, dislikes or neither likes nor dislikes certain things, as:

Occupations

Detective L D N

Florist L D N

People

Babies L D N

Very quiet
people L D N

(5) Knowledge of the school and of school rules. The pupil is to complete such statements as:

"The names of six of your teachers are"

"The nurse is here only on"

"One is allowed days to bring an excuse."

"If one begins a foreign language, he must take
terms of it to get credit."

- (6) Budgeting of time. Two forms are given to the pupil to fill out: "The Way I Spend Twenty-four Hours," a clock used as a circle graph; and a program sheet, having room for the school program, the out-of-school program, and a proposed program for a week.
- (7) Interests and activities. This questionnaire records interests in school studies, social organizations, sports and games, work, reading, music, and other activities of the individual.

These forms are presented for two purposes. Many of the facts divulged are entered in the permanent record. Discussions in class lead to the development and expression of interests, attitudes, and ways of thinking. When sufficiently crystallized the most significant of these attitudes and interests are also recorded as fully as seems practicable.

A list of library material on guidance is furnished the students of orientation classes. This list gives the names of the authors, the titles, and the call numbers of twenty-one books on various phases of personal adjustment, the names of authors, the titles and the call numbers of twenty books on occupations, the titles of twenty-five occupational monographs and guidance leaflets, the title of one periodical (Vocational Trends), and the names of authors and the titles of sixteen vocational novels for young people.

Perhaps the first term of high school is too early for this literature to have much interest or value, which may account for the

poor circulation of guidance literature reported by the librarian. Suggestions will be given in Chapter VI on this aspect of guidance.

Usually near the end of the 8B term, but sometimes not until a week or two after the pupil's entry into high school, the vice-principal receives two six-by-nine cards for each pupil sent from the contributing elementary schools. The front of one card has space marked off for the following data: pupil's name and address, elementary school, graduation date, high school to enter, date of entry, I. Q., age at graduation, grade placement test results in reading, language, arithmetic and social studies, and remarks. A general statement regarding pupil's scholastic work with recommendations to high school counselors is requested. The factual part of this side of the card is usually complete, but there are few remarks or recommendations to counselors. On the reverse side of this card spaces are allowed for: physical condition, special abilities, and suggestions as to these two items which may be of use to high school counselors. This side of the card is usually blank.

The second card pertains to health. The front of this card is the permanent weight record, with space allowed for recording school, year, grade, age, height, and weight. Allowance is made for recording height at the beginning of each term and for recording weight each month. The reverse side contributes data of two kinds. Results of examinations and treatments of visual and auditory defects are to be recorded in the first section, and results of physical examinations and the immunizations against communicable diseases are to be recorded

below. Space for remarks is provided. In actual practice this card usually contains one recording of school, year, grade, age, height and weight, and nothing else.

The information from these cards is transferred to the permanent record card, and, though incomplete, is a valuable beginning of a new kind of information; that concerning health and special abilities. The absence of remarks and recommendations concerning such vital aspects of pupil growth as special abilities, deformities, and debilitating diseases makes the conscientious counselor more determined than ever to make up for it by completeness in his own records.

The permanent record card at Lincoln High School is called the "Student's Record." It is divided into ten sections as follows: Sections I and II are devoted to the home and family background of the student. Section III is the health record. These three sections are reproduced on page 44 and filled in much the same as they would be in actual practice by the time the student has reached the end of his first term. Section IV, the test record, is broken up into four divisions for recording achievement, aptitude, intelligence, and personality measurement. Sixteen spaces, broken up for the name of the test, date, score, and interpretation, are provided. As the only standardized test given to date is that reported by the eighth-grade teacher, the only entry would be the I. Q. and approximate date, which, in this case, is,

	Test	Date	Score	Interpretation
Intelligence		Sp. 1941	99	

STUDENT'S RECORD

I STUDENT

Name Yoshizaki, Bob Entered Lincoln Sept. 1941
 Address 1142 S.W. 3rd Ave. Boy Girl Phone None
 Nativity Portland, Oregon Date 6/19/26 Age 12 13 14 16 17 18 19 20 21
 Graduate of Couch School Attended _____ H. S.
 at Portland at _____

II FAMILY

Father Kazuo Yoshizaki Business Address 211 S.W. 4th Ave.
 Occupation Restaurant owner and manager Phone At. 5930
 Mother Deceased 1931 Business Address _____
 Occupation _____ Phone _____
 Guardian _____ Business Address _____
 Occupation _____ Phone _____
 No. in Family 5; 2B-15 Nationality Japanese Welfare Level 1 2 3 5 6 7
 Church Affiliation Buddhist
Ambitious for higher ed. - devoted to daily work - shy and
temperamental. Has difficulty with language.

III HEALTH RECORD

Date of Exams

Physician _____
 Results Health excellent - eyes weak
 Recommendations Glasses
 Vacc.-Immuniz. S. Pox 1936
 Diseases-Illness Measles-(7) Mumps-(9)
At age 15 (9/16/41) Ht. 69, wt. 146

STUDENT'S RECORD (continued)

V HIGH SCHOOL PLANS

Course College Prep.

	Math.	Eng.	Sci.	Lang.	Gym	Art	Mus.	Com.	Other	HIST. Eng.	Credits
1:	M ¹	E ¹		Sp ¹	P.E. ¹ *	Ag ¹			H.E. ¹ *		4 1/4
2:	M ²	E ²		Sp ²	P.E. ²	Ag ²			H.E. ²		4 1/4
3:	M ³	E ³	S ³	Sp ³	P.E. ³						4 1/4
4:	M ⁴	E ⁴	S ⁴	Sp ⁴	P.E. ⁴						4 1/4
5:		E ⁵	S ⁵			Ag ³		T ¹		H ⁵	4
6:		E ⁶	S ⁶			Ag ⁴		T ²		H ⁶	4
7:		E ⁷	S ⁷						E ^{6d}	H ⁷	4
8:		E ⁸	S ⁸						?	H ⁸	3 / 32

* P.E. is Physical Education; H.E. is Health Education; E^{6d} is Public Speaking

VI SCHOOL GRADE RECORD

VII ACTIVITY RECORD

VIII AFTER SCHOOL PLANS

College or School Oregon State Course Mechanical Engineering
 Work or Mech. Eng.
 Vocation _____

IX FOLLOW UP RECORD

X COUNSELING AND CONFERENCE RECORD:

12/7/41, re Sec. V Discussed difficulty of C.P. course with Science major. Boy determined to continue. May succeed, but because of effort, not brilliance.

12/16/41 re "5"s in E¹ and Sp¹ Language, including Eng. difficult. Not yet ready to drop C.P.

Section V is devoted to high school plans and is reproduced on page 45 with suitable entries. Section VI is the school grade record. The form is identical to that of Section V, but it cannot be filled in until grades are received. Section VII is the Activity record, in school and out, and, at this time in the pupil's schooling, would probably be blank. Section VIII is reproduced on page 45, with proper entries. Section IX is the follow-up record, allowing one line each for (1) college or schools attended, (2) occupations followed, and (3) achievements. Section X is the counseling and conference record which is merely a quarter page left blank for entries. This is also reproduced on page 45 with the entries complete to date.

Near the end of the term all pupils, except those about to graduate, forecast the next term's studies. In order to call the pupils' attention to the necessity of considering the new subjects in relation to a four-year program, the following card is available to all counselors.

COUNSELOR'S FORECAST MEMO TO	
Name <u>Bob Yoshizaki</u>	Reg. <u>314</u>
For <u>Spring</u>	
For <u>Fall</u>	Year <u>1942</u>
Your permanent record card calls for the following subjects next term. If you have failed at any time or have changed your plans please see me at your earliest convenience.	
Forecast: <u>M²</u> <u>E²</u> <u>Sp²</u> <u>P.E.²</u> <u>H.E.²</u> <u>A²</u>	
 Counselor <u>12</u>	

This card leads to many conferences in regard to changes in educational plans.

The method of forecasting the next term's work is interesting. A form for student self-programing developed by a teacher at Lincoln High School is used. The entire form cannot be duplicated here because of the size of printing, so only enough of it will be illustrated to make it clear. It consists of two main parts, the program blank and the class or study hall tickets. The program blank is not filled in at forecasting time except for the name and registration room number. The class tickets, of which there are twelve, allow for the forecasting of any subject offered by the school. The tickets and program blank are on one sheet of heavy paper, perforated so that separation is easy. An illustrative sketch of two of the tickets is given here.

Mathematics* Algebra <u>X</u> 5 8 General <u>1</u> 2 Geometry <u>3</u> 4 6 Trigonometry 7 Student <u>Bob Yoshigaki</u> Reg. <u>314</u> Teacher _____ Period _____ Room _____	Parents' Approval <i>Yoshigaki</i>	Study Hall Student <u>Bob Yoshigaki</u> Reg. <u>314</u> Teacher _____ Period _____ Room _____
--	---------------------------------------	---

Tickets for mathematics, English, science, history, language, commercial subjects, music, art, and physical education and health, and three study hall tickets are provided. A study hall ticket can be

*A line (/) through the number means that a grade of 3 or better was earned in that term in the subject. A cross (X) means a grade of 4 or 5. A circle (③) means that the third term of the subject is forecast. The line (1 2) indicates that these two subjects must both be taken in order to get credit.

changed into a subject ticket if an extra ticket is needed.

The forecasting time is a busy one for counselors, for they have to initial all forecasts calling for doubles in subjects or for more than four and three-quarters credits. If sufficient data about the individual were at hand, the job of deciding whether or not a student is capable of extra work or a different kind of work would be minimized. The value of the cumulative record increases term by term.

Another type of permanent record card for Lincoln High School has just been adopted. This is a form worked out by the school secretary to improve upon the one which has been used for many years. The face of this record card provides these items: name, address, and telephone of the student, former school, birth date, birthplace, parents' names, high school course, number in class, rank, graduation date, and place to which credits will be sent; every subject offered in the school with spaces for term grades in each subject taken; registration room, registration teacher, and year registered. The other side of the record has been revised so that the secretary may better answer the many questions asked her about individual students. Here five lines are allowed for test results, the name of test, date administered, form, score, I. Q., and percentile. Six lines are allowed for the activity record and eight lines are given to the post-graduation record. Space in the lower left-hand corner is provided for the photograph of the student, which is to be clipped from the class pictures in the school annual. This form is planned to eliminate many steps and reduce the uncertainty connected with record

transcripts, recommendations to college, and many other questions. It is used for a different purpose than is the counselor's cumulative record and should not conflict with it in any way. One card may be used to amplify or verify the other.

An attendance record form is provided for each student and filed in loose-leaf style according to registration rooms, boys and girls separately. The attendance secretary keeps this record up-to-date. On it, besides the usual personal and family data, similar to that on the enrollment blank, there is room for the student's program of studies, and a small rectangle for each school day. The secretary indicates absence or tardiness by code, and as soon as a certain number of unexcused absences or tardinesses are recorded an "Attendance Notice" is sent to the parents.

This "Attendance Notice" is made out in triplicate, one copy going to the parents, one to the counselor and one to the vice-principal. This notice leads to many opportunities for counseling.

Whenever a classroom teacher thinks that a pupil in his class needs counseling, he may use a form called the "Counselor's Report." This has proved successful when use has been made of it, but teachers are apt to forget to use it. In any case it is used only for the maladjusted cases when ideally it should be used whenever any unusual behavior indicates exceptional worth as well as whenever a pupil misbehaves. The form is unique enough and valuable enough to be reproduced here. (See page 50.)

The basic source of grade records is, of course, the grade book

COUNSELOR'S REPORT

Term Fall 1941

1. Pupil or teacher fills out routine information on this form.
2. Teacher tells why pupil needs counseling on back of card under first report and puts card in counselor's mail box.
3. Counselor has interview with pupil and makes recommendations on back of card under first report. Puts card in mail box of pupil's reg. room teacher so that this teacher may know what is going on.
4. Reg. room teacher, after examining the information on the card, returns it to the teacher who started it. This teacher keeps it in class book until pupil needs counseling again, then repeats the procedure using the same card, and supplying information under second report.
5. At the end of the term, all cards with teacher's summary on attitude, etc., are turned over to counselor where they become a part of the permanent record.

Name Bob Yoshizaki Reg. 314 Age 15

Subj. Sp' Teacher Miss Spencer Room 220 Term 1

Counselor Mr. Phillips

Reg. Tchr. Check

: :
: : :

Student Program

	BS	I	II	III	IV	V	VI	VII	VIII
RM		202	PE M-W	220	309 H	X	104	301	
Sub.		E'	M.E. T-Th-F	Sp'	S.H. Gwi		M'	Ag'	

Ex. why excuse? failing Sp'!

Activities Japanese school - junior football

Parent or Guardian Kazuo Yoshizaki

Address 1142 S.W. 3rd Ave. Phone Home _____ Bus. AT. 5930

	1st Q.	2nd Q.	3rd Q.	Final
Times Abs.	<u>3</u>	<u>2</u>	_____	_____
Grade	<u>4</u>	<u>5</u>	_____	_____

Class Teacher's Final Report: _____

of the teacher, but the convenient source is the result sheet. Each quarter all grades reported by classroom teachers to registration room teachers are recorded on the result sheet for that particular registration room, and at the end of the term examination grades and final averages are computed and entered. The office secretary, the honor committee, and the counselors use the result sheet as their official reliable record.

So far in this chapter the writer has attempted to keep the records in a sort of chronological order. The only way to do this was to mention the records in the order of first appearance. The danger of this method lies in the misleading conception that by far the greatest amount of guidance is done during the first term. The truth is that a great deal more is done during the first term than during other terms, but many of the records first used at the beginning of school should be and are used at other times as well.

There are several minor forms that are used to facilitate counseling. A student who has been absent is required to have an admittance slip, a white one for excused absence and a yellow one for unexcused absence, with "Truancy" written across the yellow one if the student has skipped. A single white slip is used for tardiness and checked if the tardiness is excused. If the student has been absent for a period in excess of five days, he is required to bring a slip from the City Health Office. Sometimes reports on performance of students are needed urgently by the office or by the counselor. In that case, a mimeographed form for entering the week's

or month's grades is available. This is taken personally to the classroom teacher whose grades are wanted. The form merely saves written explanations.

The forms used in guidance classes, those used directly by counselors, and those affecting counseling and the making of cumulative records have been discussed. There are three more sources of information remaining, one which is primarily for fifth-term students and two which are primarily for eighth-term students.

Mention was made in Chapter II of the testing carried on at the Psychometric Laboratory of the Portland schools. This testing was formerly confined to eighth-term students, but it is now limited to fifth-term students. Two good reasons for this change are apparent to the writer: (1) the results of the tests on eighth-term pupils could not reach the counselor in time to help him with his counseling before the time of graduation, and (2) there are many pupils in need of such testing as that given at the laboratory who will drop out of school before the eighth term. The benefits derived by the non-academic type of student, who is apt to drop out of high school and look for a job, will be obvious after reading the list of tests given.

The front of the profile card of the Psychometric Laboratory, if completely filled out, would reveal a great deal about a student.

Provision is made for reports on the following tests:

English vocabulary	Personality
English usage	Executive and technical ability
Visual acuity	Musical sensitivity
Color blindness	
Vocational interest (Room is allowed for expressed interest.)	

The reverse side reports results of several different types of tests. The following list appears on the left end of the card, and spaces extend to the right for marking graphically percentile scores and also the A B C D E ratings based on the probability curve.

Classification	Art Ability
Verifying	Art Judgment
Clerical	Kwalwasser Musical
Manual	Nursing Aptitude
Finger	Stenogauge Typing
Tweezer	Stenogauge Shorthand
Mech. Assembly	Speed Typing
Spatial Relations	Speed Shorthand
Wiggly Block	

This profile card is returned with the marks on tests given, and the counselor adds it to the cumulative record of the individual tested.

Another guidance feature mentioned in Chapter II is the Dutch Uncle program. The new principal of Lincoln High School classes it in this way, ". . . the most helpful of all is the now-famous Dutch Uncle program, with which we are all familiar. We, at Lincoln, are convinced that this program is one of the most significant contributions to vocational counseling that has ever been tried."

(71:144) The report of the interview with the "Dutch Uncle" is given to the counselor, and it, too, becomes a part of the cumulative record.

The last source of materials for basic information about students is the classroom. This source is mentioned last, not because it is unimportant, but because it is an illustration of the type of work that has been completely neglected by the cumulative record keepers. A great deal of good counseling is done in the classrooms of all

subjects, but the subjects of sociology and economics lend themselves more readily to group guidance than any others. The vocational supervisor of the high schools lectures on vocations to these classes and some of the instructors use quite ingenious means to carry on guidance work. A list of titles of mimeographed test material and some illustrative questions prepared by one instructor of sociology should be interesting. The list is given with no attempt at arrangement.

INVENTORY OF SCHOOL BEHAVIOR

VII. I have cheated in work handed in

A. How often?

Never _____ Once _____ Occasionally _____ Habitually _____

On exams only _____

B. Why?

- ___1. Someone offered to help me
- ___2. I was afraid I wouldn't get a good grade
- ___3. Impulse
- ___4. Didn't study for examination
- ___5. Fun to get away with it
- ___6. Others do it

VIII. I have forged excuses. (Same type of responses)

TESTING YOUR EMOTIONS (from Donald A. Laird)

- 1. Do you get blamed for things you do not do?

- 3. Do you think that your parents picked on you?

30. Do you get so mad you can't talk?

HOW EMOTIONAL ARE YOU?

2. Do you hoard things which to you have a sentimental value?

3. Are you always ready to take a chance?

ACHIEVING PERSONALITY (from Donald A. Laird)

8. Are you somewhat bookish?

.

17. Are you fond of discussion or argument?

HOW WELL DO YOU READ?

HOW MUCH TIME DID YOU WASTE TODAY?

ATTITUDE REGARDING ONE HUNDRED QUESTIONS

CHECK YOUR PERSONALITY VIRTUES (A test on the "vital fifty"

points of personality—a rating scale for teachers.)

DRAW YOUR PERSONALITY PROFILE (Lester F. Miles)

2. Are your feelings easily hurt?

3. Are you a grouch?

4. Are you a worrier?

ARE YOU A GOOD SPORT? (Eleanor Early)

DO YOU CARRY YOUR WEIGHT IN CLASS AND SCHOOL ACTIVITIES?

(A project undertaken by the social studies students of Kansas City, Missouri.)

SELF-APPRAISAL QUIZ

COULD YOU PASS THIS JOB TEST? (Charles F. McKivergan)

(Contains the type of questions that might be

asked by a prospective employer.)

The students score themselves on this material, and the value lies principally in changing of attitudes.

The background of principles and practices of guidance as these relate to obtaining information to be included in individual cumulative records at Lincoln High School has been the object of the first three chapters. In Chapter IV, "Basic Records as Presented by Current Textbooks," the writer has attempted to determine the trend in practices, first with regard to the methods of obtaining records, and second with regard to the agencies best suited to the gathering of the information.

CHAPTER IV

BASIC RECORDS AS PRESENTED IN CURRENT TEXTBOOKS

In Chapter I it was pointed out that there is general agreement upon the principle that a cumulative record of the individual must be kept or guidance becomes a farce. The acceptance of this principle leads to four questions: What elements or phases of a pupil's life should the counselor attempt to record? By what devices can the information concerning these elements best be obtained? At what time should the devices be used? Through what agency should the reports concerning the pupil come?

This chapter is an attempt to indicate some of the results when answers to these questions are sought from twenty-eight textbooks and authoritative treatises on guidance, counseling, and personnel work.

Concept of the Scope of Guidance

The first question above means, in effect: What is your concept of the scope of guidance, and, within this scope, what items should be recorded?

Brewer states, "Pupils should be guided in all their life activities." (11:113) If the statement of Ruth Strang that "personnel records are important only as they contribute to the development and guidance of individuals" (54:29) is applied in connection with Brewer's concept of the scope of guidance, personnel records would be

all-inclusive and our first question would be answered. However, Allen would center guidance efforts on certain phases of life. He writes, "Experiments in measuring individual differences of persons are far more interesting and socially worthwhile than many of the chemical, physical, and biological experiments taught in the curriculum." (4:xiii) Allen says:

Among the items that are indispensable (for cumulative records) are the following, which are not usually found on the traditional school records.

1. There should be records of mental growth, showing several I. Q.'s, obtained at intervals of one to three years.
2. There should be an objective record of the educational achievement of each pupil at the time of entrance and a record of growth in each of his subject fields.
3. There should be reports from teachers regarding the attitude, personality development, and work habits of each student.
4. There should be records of the evidences of special abilities and interests of each pupil.
5. Data that may change from time to time should be collected periodically.
6. The records of nurses and physicians on the health cards, and the reports of home visitors or attendance officers, should be available to counselors. (4:20-21)

Cox and Duff would add: (1) social and anti-social reactions, (2) amusements, and (3) working history. (17:178)

Williamson and Hahn list six types of guidance, which are:

(1) vocational guidance, (2) securing employment, (3) social and emotional, (4) intellectual, (5) moral, religious, philosophic, and (6) health, physical, adaptation to disabilities. (69:44-69) In order to carry on these six types of guidance, and in order to complete the picture of the individual, several types of information must be

secured. The types of information which should be sought by the counselor are, according to Williamson and Hahn:

1. Relationships with and attitudes toward all members of the family and other non-school individuals with whom the student comes into contact; community activities; significant changes and tendencies in social and emotional development in the family situation.
2. Social, personal, and emotional relationships with teachers and with other students; participation in school activities and social affairs, and satisfaction with and attitude toward this participation; significant tendencies revealed over a period of years.
3. Moral and religious practices, beliefs, and attitudes; philosophy of life; changes in these beliefs and attitudes.
4. Educational and vocational ambitions and goals, and changes in these goals.
5. Aptitudes, interests, and work experiences.
6. Progress in school work, and changing or constant attitudes toward and interest in this progress.
7. His present health status and development record of physical and health and recreational habits and interests. (69:148)

A qualification of this list, made later in the same book, is:

No two schools will collect exactly the same data or utilize the same methods of collecting. In programs which are efficiently administered, certain types of information are collected for all pupils and additional special information is collected when a student seeks assistance from a counselor. (69:270)

Further qualifications or restrictions which have to be considered are expressed by Lefever, Turrell, and Weitzel. The cost of record keeping raises the question of how complete the records can be. Lefever, Turrell, and Weitzel mention semester grades of achievement in each subject as generally agreed upon.

Other items recommended for recording include personal and family data, and certain kinds of test data.

Among the latter should be intelligence test results, measure of personality and temperament, an inventory of the student's interests, and results of testing for a few specific aptitudes. Considerations of cost usually make it impossible to record achievement test results except, perhaps, in the field of English." (33:301)

These authors recommend a confidential folder which is not a part of the record card.

Brewer divides the general "all of life" field of guidance into three elements: "skilled activity, technical knowledge, and wisdom." (11:91) Throughout the book, Brewer lists 173 skilled activities and the technical knowledge and the wisdom allied to each. The numbers in the rectangles of the chart on page 61 refer to the number of skilled activities listed in each division. The numbers under the rectangles refer to pages in Brewer's Education as Guidance.

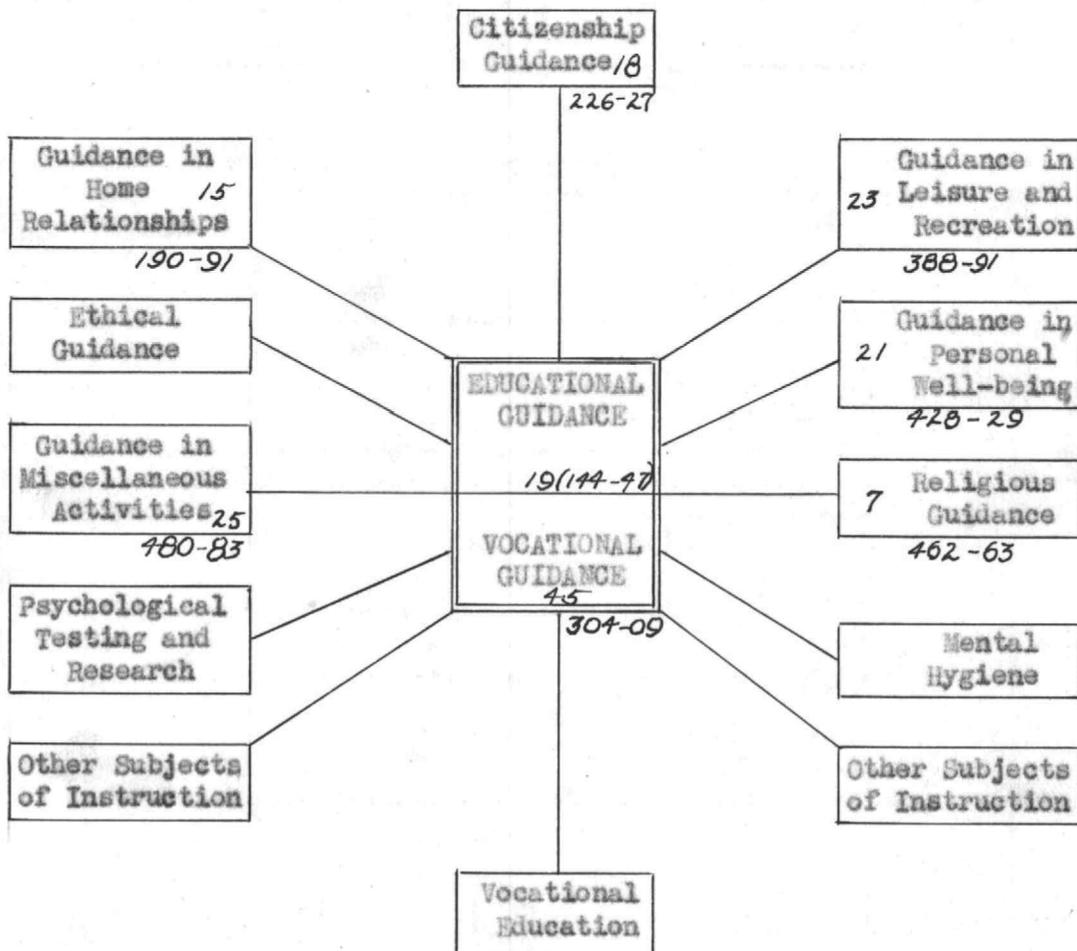
A more specific expression demanding an extension of personnel activities into extra-curricular departments is given by Terry. "Education must attempt to discover the qualifications that are characteristic of successful leaders and teach youth to look for and to recognize those traits in those who are ambitious for positions of influence." (56:54) What tools for obtaining this phase of basic information does this imply?

Terry illustrates the tremendous influence which skilfully conducted guidance can exert, thus:

. . . . one who understands the optimism of the American people and their willingness to experiment in education cannot doubt the eventual achievement of their aims. Educational leaders in this country have been profoundly impressed with the old German system of education. They deny the righteousness of its aims, but the results which

BREWER'S GUIDANCE CHART

Educational guidance and vocational guidance are accorded equal value, with both at the center of a system which involves all of education.



Educational Guidance as the Center of Education (12:181)

it achieved cause it to stand out as the most striking example the world has ever seen of what a nation can accomplish with its schools, once it has decided what it wants to do. (Even if it wants to conquer the world!) When the people of the United States learn to think of the school as a means of training in the practical arts of citizenship, and when they learn to utilize the splendid laboratory possibilities of the community life of the student body, a new generation of citizens will appear to whose hands the new republic can be safely entrusted. (56:63-64)

Thus it would seem that the items of most significance on a student's permanent record card would be those that show growth in the practical arts of citizenship.

The preceding quotation was taken from a book copyrighted in 1930, before Hitler's educated Nazis began to rise.

A major consideration of guidance is the mental health of the individual pupil and teacher. This aspect permeates all school life, and, according to Morgan, it should be given the attention it deserves.

. . . . mental health is dependent in large part upon the formation of certain mental habits and the elimination of others. It is believed that it is just about as easy to form the beneficial habits as it is to fall victim to the detrimental habits if the person involved can be given a clear conception of their relative significance. Furthermore, it is believed that the practice of those habits which bring mental health is just as enjoyable, or more so, than the practice of the pernicious mental habits which lead to mental disease. It is ignorance that does the damage. (38:v)

The chapter titles of his book give a good idea of the extent to which the mental hygiene viewpoint applies to the general field of guidance. Chapter titles are:

1. How to Evaluate Your Mental Health
2. Mental Conflicts
3. The Mastery of Fear
4. What to Fight For
5. How to Fight (not pugnacity)
6. Emotional Maturity
7. Correct Thinking
8. Counteracting Defects
9. Exaggerating Defects
10. Crime
11. Overcoming Emotional Depressions
12. How to Get Things Done
13. Getting Along With People
14. Self-confidence

(38:vii-ix)

Some of the orientation courses conducted in schools throughout the country include many of the mental hygiene problems listed by Morgan. Allen (2, 3, and 5), Endicott (21), Shively and Shively (49), and ZuTavern and Bullock (74) are illustrations of such courses.

Bird brings up a question as to the importance of how to study. Is the recording of improvement in study ability necessary to the complete picture which we are seeking? Bird says, "It is a superficial opinion that only those who have failed to pass courses are in need of training in methods of study, for the fact is that the more successful a student has been the more he can profit from guidance." (11:ix)

It would be misleading if one of the major difficulties in the gathering of data were not mentioned. According to Jones:

Probably the least satisfactory of the items usually recorded is that regarding leaving school. . . . It is extremely difficult to follow up pupils after they have left and to keep in touch with them. . . . it requires so much machinery and involves so much expense that most schools have not been able to do much along this line. (29:105)

The selected quotations given so far in Chapter IV indicate considerable agreement on the data considered essential for a good cumulative record. It is difficult to make a composite list of items because authors have many different arrangements and many different ways of expressing their ideas. For example, on page 58, Allen's list of "indispensable" items does not include some that Cox and Duff would have, but Allen's list is not claimed to be complete. Williamson and Hahn, page 59, rather than list types of information essential to a good permanent record card, give a list of types of information needed by the counselor. It is left to the reader to judge whether or not the items in Williamson and Hahn's list are essential for records.

The best way to judge whether an author agrees or disagrees with data for recording is to test each datum separately in the light of what is known about the authors' opinions. For this purpose the writer selected the itemized list given by Williamson and Hahn, which is taken, item by item, from the cumulative record form issued by the American Council on Education.

(Front Face)

1. Last name
First name
Middle name
Religion
Date and place of birth
Sex
Color
2. Year
3. Grade _____, achieved, attended
4. Age:
Mental
Chronological

- 5-15. Graph space for percentiles and grades for:
 Achievement tests and school marks
 Standardized tests
 Local percentiles
 Letter grades
 Height and weight
 [Elementary school record (1-2)—Space for
 two records]
 [Space for seven years of records, divided
 into four groups for each year, according
 to months. (3-30)]
- 16-23. Studies, credits, grades
 24. Discipline
 25. Counselors
 26. Names and types of schools
 27. Reasons for leaving
 28. Number of days absent
 29. Year
 30. Age
 31. Notable accomplishments; unusual experiences
 32. Clubs, offices
- 33-36. Extracurricular experiences:
 Athletic—hours a week
 Non-athletic—hours a week
- 37-40. Vocational experiences:
 Type and duration
 Weekly pay
 Hours a week
41. Support of self and dependents
 42. Loans and scholarships
 43. Study conditions and hours of study a week
 44. Summer experiences
 45. Educational plans
 46. Educational suggestions
 47. Vocational and professional preferences
 48. Interests reported
 49. Physical disabilities
 50. Health
 51. Mental health
 52. Social adjustments and home conditions
 53. Commuting time, hours a week
 (Reverse Face)
54. Students' addresses
 H - home
 S - school
 T - telephone
- 55-59. Personality ratings
 60. Personality measurements:
 Names of tests used

61-64. Father, mother, stepparent, guardian:

Name
 Health
 Religion
 Deceased, date
 Place of birth
 Arrived in U. S. and date
 Education, degree and kind
 Occupations
 Addresses
 Telephone

65. A. Boys in family:

Age
 Living at home
 Schooling
 Occupation

B. Girls in family:

Age
 Living at home
 Schooling
 Occupation

C. Language spoken in the home:

Before 10
 After 10

D. Type of home community:

Before 10
 After 10

E. If parents are separated, give date

Notes:

66. Year
 67. Age
 68-99. Space for notes (69:153-154)

The following numbered items would probably be required by all:

1	48
2	49
3	50 (not the complete
4	health record)
16-23	51 (not necessarily as
25	named, but always re-
26	corded in some manner)
27	52
29	54
30	55-59
33-36 (not hours, necessarily)	61-64
37-40 (type only)	65 A, B, C, and E
45	66
47	68-99

Additional items required by most writers, but not all, would be:

1 (color)	33-36 (complete)
5-15 (except for time divisions--some other divisions are made)	37-40 (complete)
	41
	46
24	60
28	65 D
31	67
32	

Additional items required by some writers, but not many, would be:

5-15 (space for seven years of records, divided into four groups for each year, according to month)	42
	43
	44
	53

All the authors agree that some space should be available for follow-up records, but they are not completely in accord as to how many years of follow-up should be recorded. Most authors seem to agree on a minimum of four years.

Ideas of what is necessary on a record card are bound to depend upon the type of institution, the experience and training of the staff, the financial backing expected, the philosophy of education accepted by the school, and many other things. Some writers list in order the items which they consider necessary. An example which not only lists the items desired, but also discusses the placement of the items, is the following list from Lefever, Turrell, and Weitzel.

The face of the record sheet, then, would need

to provide space only for the following: (1) the name of the student, (2) date of birth, (3) place of birth, (4) sex, (5) race or nationality, (6) the name of the school furnishing the record, (7) names of other schools furnishing data within the span of time represented by the record, (to be used in the case of "transfers" offering work for advanced standing), (8) date of entering the institution, (9) date of graduation from the institution, (10) date of leaving the institution other than by graduation, (if there is any break in continuous attendance), with dates of re-entrance, (11) semester grades showing subjects, course numbers (if any), letter grades, number of units of credit, and grade points, and lastly (12) a list of institutions or individuals to whom transcripts have been sent. Since there is a pronounced tendency at the present time for educational institutions to photostat their records (i.e., provide a "dixigraph" copy of the record) when called upon to furnish transcripts, it is expedient to have on one page only those data which may safely be revealed to parents, employers, and educational institutions.

The "Back" of the Sheet.--Attention is again called to the fact that the record sheet will remain face up on the desk during interviews with students and parents. They should be permitted to "look over the counselor's shoulder," to examine and discuss with him the types of data mentioned and their significance. Periodic inspection is desirable as a check on the student's progress.

There are, however, other kinds of data which it is best that the students and parents do not see. While not as intimate as many of the items to be found in the counselor's confidential folder, they are sufficiently so to warrant careful shielding. All of these items may be placed on the back of the record sheet. They include: (1) the names of father and mother, or guardian, (2) birthplace of the parents, (3) their occupations, (4) the address at which the student lives, (5) data concerning brothers and sisters, (6) intelligence test data, (7) personality trait data, (8) interests, (9) mechanical-aptitude test results, (10) educational test data, (11) the employment record, and (12) the cumulative grade-point ratio.

In addition to what has already been mentioned, space should be reserved on the back of the cumulative record sheet for dated "Memoranda." In this space might be written any significant information about broken homes or the social and economic situation of the family. Such data as the size of the student's graduating class and his rank in that class might profitably be entered. A small photograph might also be pasted in this space. Since photographs do not photostat properly, it should be placed here rather than on the face of the sheet.

From the above, the reader will readily understand why it is not wise to reveal all of the information on the back of the record sheet. Of the various items mentioned, however, the I. Q. is perhaps the most dangerous to come into the possession of students, parents, and all others who do not understand the limitations of, or know how to make wise use of, such data. Intelligence test scores should be reported to students by trained counselors--not as an exact numerical index, but in general terms--and in such a way as to cause neither bitter resentment nor undue elation. (33:289-292)

Even if all the writers were as specific as these the task of building a list suitable to all would be a trying one. The sample cumulative record card in Appendix I contains all the items which the writer has found to be commonly included in a first-class record card. However, the items from the card of the American Council on Education will continue to be used in this chapter as a basis for selecting the techniques approved by the authors studied. It represents, as Ruth Strang points out, "the high point in the development of the discrete-item type of record." (54:12) Notwithstanding the criticisms that this record form is "too intricate" and that it "emphasizes diagnosis to the neglect of treatment," most authors agree that "every item on it is of value in the guidance of students." (54:13)

The problem of answering the other three questions raised at the beginning of this chapter is evidently more difficult than might casually be expected. If counselors are going to measure any or all of these aspects of life and record the results, how are they to do it?

Obtaining Information in Guidance

Strang summarizes the technics of guidance thus:

Each technic makes a unique contribution to the study of the individual, one supplementing the other. The interview supplies information a person is willing to give in a face-to-face relationship; the questionnaire evokes only facts or opinions which a person feels free to write under given conditions. Intelligence tests indicate the student's ability to see certain kinds of relationships and to acquire certain kinds of knowledge from his experience. Achievement tests measure information gained in certain fields of knowledge. Observation supplies information on the student's overt behavior in certain situations. Ratings show how the subject impresses other people; self-ratings, biographies, diaries, and other types of introspective reports aim to reveal the student's idea of himself. The daily schedule supplies detail about his twenty-four-hour activities. All these technics contribute to the case study and the cumulative record which coordinate and give permanence to the information obtained through many avenues. (54:8)

That all schools are not running neck-and-neck in the race to guide the individual is attested by Williamson and Darley.

These, then, are the six steps involved in guidance work: analysis, synthesis, diagnosis, prognosis, treatment, and follow-up. . . . The present status of student personnel work may best be summarized by saying that on some fronts it has outrun its research evidence, on other fronts it has not yet utilized to the fullest its available research evidence, and on still other fronts research evidence is completely lacking. (68:179)

As to analyzing pupil behavior, the first of the six steps just quoted:

The overdoing of detailed analysis would tend to destroy the possibility not only of progress but also of education itself. . . . the process of teaching would degenerate into one of mere training, carrying out directions or following recipes. Wisdom would quickly be supplanted by routine. (11:85)

Brewer recommends "alternating periods of guidance experience and group instruction and discussion, thus combining and integrating practice and theory." (11:85) But he attacks certain motivating dodges generally used, when he says:

The continued use of all kinds of extraneous motivation in schools, such as home work, credits, marks, formal examinations, periodical promotions, granting and withholding of degrees, and other like bits of machinery, indicates the distance yet to be traveled by the great body of our schools before we can say that the requisites of guidance are being supplied. (11:75)

Guidance might well be applied to most of the teachers, according to Allen, who writes: "If the experience of the last decade (1923-1933) has shown anything, it is this: Unless the great majority of teachers become guidance-minded, nothing can save us from traditional administrative conformities, or from our subject-matter-bound tacticians in the classroom." (4:xv)

One of the principles listed by Cox and Duff is, "The proper adaptation of curriculum and method to the needs of individual pupils is best promoted through guidance activities of teachers working in a democratically organized school system." (17:15) Evidently they think that curriculum revision is an aspect of guidance rather than a

separate procedure prior to the adoption of guidance. The curriculum is a concern of guidance; guidance is not merely a part of the curriculum.

Teachers' grades, considered as absolute truths by some teachers, draw the following criticisms from Jones:

Teachers' marks are ordinarily recorded accurately and have real value. The danger lies in the use to be made of them and in the kind of reliability that is attached to them.

Many studies have shown that teachers' marks are not reliable data regarding the ability of students, nor even regarding their actual achievement in school work. Marks given to students in history are supposed to represent achievement in history. As a matter of fact, they represent not only the teacher's estimate of achievement in history, but native ability, effort, interest, attitude (school virtues), neatness, English, and many other things. As estimates by teachers, they (teachers' marks) are facts; as definite and accurate measures of anything, they are not facts. They are, of course, accurate measures of the pupil's success in school, for success in school is dependent upon the estimates of the teachers. (29:104)

Jones suggests three ways to make teachers' grades more reliable than they are:

- (1) agreement by teachers on what elements should be considered in making up the mark.
- (2) comparison of marks with objective achievement tests and intelligence tests.
- (3) comparison of the total distribution of marks in a given class with the normal curve of distribution to see whether there is a marked divergence from the normal curve. (29:104)

Allen would like education to become more scientific.

It is not yet possible completely to eliminate all opinion from education, but in proportion as counselors attempt to measure rather than to guess, become skilled in methods of measurement, and insist upon a

scientific approach to problems of individual differences, education will more nearly approach the status of medicine and engineering.

This book is intended as a first step toward the time when human values will supersede material values. (3:vii)

The effect of educational measurement upon pupils as expressed by Allen, is:

The use of measurements of educational achievement, if properly understood and appreciated by pupils, should do much to make some pupils more confident of their abilities while preventing others from attempting the impossible. (4:xiv)

The counselor should not overlook tests as a means of improving his work, according to Williamson and Hahn. They say:

The integration of such test records with other case data would permit the counselor to identify at an early date those students who are in immediate need of educational and personal counseling as well as remedial instruction. (69:160)

Testing does not always measure what it purports to measure. Incongruity between objectives and criteria used to measure the attainment of the objectives is apparent in some tests. Tests avowedly used to measure personality and character development quite often actually measure quantity of information and degree of intelligence. (13:48)

Weidemann, acting as a reviewer of tests for Buros, has this to say concerning a certain test used extensively in the high school:

It would be a shame if the repeated use of such a test or similar ones tended to standardize and encourage over the nation a type of plane geometry instruction much of which is of little value. (13:83)

Watson, in a review of a new attitude scale for Buros, says:

There is too much word magic in such scales, and too little evidence of the exploration of actual differences in individual concepts, feelings, and behavior. (13:48)

Only a few of the many cogent remarks made by Bingham in regard to aptitude testing may be mentioned here. No explanation is needed, so they will be quoted without much comment.

With only a few exceptions, the many tests and questionnaires which have been offered as means of measuring educational and vocational interests have proved rather unreliable.

.....

To ascertain his interests, a person's own description of the kinds of activities in which he most likes to engage, and of the growth and changes which have taken place in his ambitions, may be supplemented in several ways. Direct evidence of his preferences is found in the record of those activities, school subjects, recreations, and employments which have in the past captured his attention and absorbed his time. Next, his relative achievement in these different fields, furnishes a secondary or indirect but quite objective indication of his interest in them. Third, quantitative measures of certain significant aspects of his interests may be obtained. Fourth, clues may be secured from statements and ratings made by supervisors, teachers, or associates who have had ample opportunity to observe behavior expressive of his interests. Fifth, a systematic inventory, made with the aid of a well-designed questionnaire, supplies a useful picture of the pattern of his interests.

.....

Fortunate is a student on whose cumulative record are several "behaviorgrams"—to use Bradshaw's word—notes of doings clearly indicative of interests. (9:64-65)

Bingham believes that action speaks louder than words. He writes that "samples of actual preference are more valid indicators

of likes and dislikes than verbal statements about them can possibly be." (9:66) The sampling of actual preferences is more time consuming than a test for likes and dislikes. This may account for the larger use of the latter method.

Speaking again of interests, Bingham writes:

We defined interest in an object, a person, an activity, or a field of occupation, as a tendency to give attention to it, to be attracted by it, to like it, to find satisfaction in it. . . . Interest, then, is not only a symptom, it is of the very essence, of aptitude. (9:69)

The prognostic feature of testing is mentioned in this quotation from Bingham:

Stated in terms of the person's own concern, expressions of interest skillfully elicited have value chiefly as symptoms of his capacity to acquire a liking for the work in question; next, as symptoms of congeniality with others in the occupation; and only incidentally, as indicators of capacity to acquire the needed proficiency, without which, to be sure, there can be little enjoyment of the work. (9:82)

Bingham endorses the Cooperative Test Service. He says:

The Cooperative Test Service prepares and issues each year, about May 1st, examinations in the fundamental subject-matter of many courses taught in junior and senior high school and in college. The great advantage of these tests is that, being available in several equivalent forms, they make possible the measurement of individual growth year after year. Nearly all of these examinations have reliabilities above .90 and may appropriately be used for individual counseling. All are distinctly superior in this respect to ordinary examinations, as well as to school marks. (9:88)

Can a counselor analyze causes of failure of an individual when the measurement of success depends so much on points of view? The

two tests of causes for failure, listed by Brewer and reproduced below, indicate that analysis is difficult.

CAUSES OF FAILURE IN SCHOOL STUDIES
as presented by

The high school teacher,
representing the system:

1. Absence
2. Carelessness
3. Indifference
4. Immaturity
5. Lack of attention
6. Lack of study
7. Poor memory
8. Laziness
9. Poor written work
10. Spasmodic work
11. Poor foundation
12. Inaptitude

The mental hygienist,
representing the child:

1. No adequate examination
2. Overemphasis of the subject
3. Overemphasis of instruction
4. Antagonism between pupils and teachers
5. Lack of concrete tasks
6. Neglect of types (children)
7. Neglect of the individual
8. Neglect of the exceptional
9. Neglect of the defective
10. Prizes for the best
11. Mistakes at home
12. Confused aims
13. The fetish of symmetrical development
14. Overemphasis of the machine
15. Social failure

(12:56-57)

Other types of devices or techniques for measurement attempt to measure the so-called intangibles of human behavior. Some of these are the interview, rating scales, introspection, observation, inventories, and questionnaires.

Strang says that the interview "enables the personnel worker to see relationships between factors revealed by tests, questionnaires, and observations." (54:53) She states that "self ratings have low reliability," (54:101) and, with respect to ratings of others, she maintains:

The accuracy of the rating varies not only with the judge but also with the subject who is judged, with the nature of the judgment and with the conditions

under which it is given. There is a unique relationship between the particular judge and the particular person rated. (54:106)

Sometimes rating scales must be used for lack of something better. According to Strang:

In those areas in which no adequate measuring instruments have been developed, the rating scale serves the useful purpose of detecting needs and ascertaining progress in personality development. (54:109)

Speaking of the value of direct observation, Strang says:

Direct observation of behavior, important as it is in the study of individuals, is of practical value only if used in conjunction with other sources of information, interpreted by a wise person and applied in a relationship with an emotionally mature person. (54:53)

The meaning of behavior is not understood or the basis of emotional reactions is not known unless an exhaustive study of the child has been made. A single specimen of behavior is not an index of the individual's personality. However, anecdotal records, each one reporting an incident, can build a good cumulative picture of an individual.

Later Strang gives subjective observation a place in guidance when she says that "there is a place for subjective observation in the personnel worker's repertory of technics. . . . (They) give clues to the meaning of his observed behavior; they aid in interpreting all kinds of personal data." (54:113)

Finally, Wrightstone has developed a technique for the measurement of the intangibles. A table of instruments for the appraisal

of certain behavior aspects is reproduced below.

Aspects of Behavior and Instruments of Appraisal

Aspects of Behavior Appraised	Instruments of Appraisal
A. Intellectual Factors	
1. Recall or recognition of facts, concepts, names, dates, etc., in social studies, natural sciences, mathematics, languages, and arts.	1. <u>Cooperative Test Series in history, sciences, mathematics, and languages; Meier-Seashore Art Judgment Tests.</u>
2. Obtaining data in social studies and natural sciences.	2. Wrightstone, J. W. (a) <u>Working Skills in Social Studies;</u> (b) <u>Working Skills in Natural Sciences.</u>
3. Organizing data in social studies and natural sciences.	3. Wrightstone, J. W. (a) <u>Organizing Data in Social Studies.</u>
4. Interpreting data in social studies and natural sciences.	4. Wrightstone, J. W. (a) <u>Interpreting Facts in Social Studies;</u> (b) <u>Interpreting Facts in Natural Sciences.</u>
5. Applying generalizations to events in social studies and natural sciences.	5. Wrightstone, J. W. (a) <u>Applying Generalizations to Social-Studies Events;</u> (b) <u>Applying Generalizations to Natural Science Events.</u>
B. Dynamic Factors	
1. Civic beliefs and attitudes.	1. Wrightstone, J. W. <u>Scale of Civic Beliefs.</u>
2. Science beliefs and opinions.	2. Wrightstone, J. W. <u>Scale of Science Beliefs.</u>
3. Personal adjustment attitudes.	3. Maller, J. B. <u>Character Sketches.</u>
4. School and social adjustment attitudes.	4. Symonds-Block. <u>Student Questionnaire.</u>

Aspects of Behavior and Instruments of Appraisal (cont.)

Aspects of Behavior Appraised	Instruments of Appraisal
C. Social Performance Factors 1. Self-initiated activities. 2. Cooperative activities. 3. Recitational activities.	1-3. Controlled-observation techniques; (a) "Constructing an Observational Technique" by J. W. Wrightstone, <u>Teachers College Record</u> , Vol. 37, October 1935, pp. 1-9; (b) "An Instrument for Measuring Group Discussion and Planning." <u>Journal of Educational Research</u> , Vol. 27, May 1934, pp. 641-650.
D. Physiological Factors 1. Physical fitness index.	1. Rogers, F. R. <u>Physical Capacity Tests</u> .

(70:126)

There is less agreement among authors of textbooks on guidance as to the means best used for gathering data for permanent records than there is on the kind of data to be gathered. On the preceding pages are mentioned many techniques, some of which are accepted by all, others accepted with reservations, and still others accepted by some but rejected by others. Among the techniques mentioned are the following:

Student Questionnaires
 Parent Questionnaires
 Teacher Questionnaires
 Employer Questionnaires
 Teachers' Marks
 Tests: achievement, aptitude, interest, preference,
 attitude, diagnostic, prognostic
 Ratings by others than self
 Self ratings

Interviews
Observations
Autobiographies
Letters
Daily Schedules
Anecdotal records
Behaviorgrams
Inventories
Try-out

These techniques are not mutually exclusive. For instance, the questionnaire may include rating scales, or be a disguised form of rating scale; observation is used by teachers to help in determining their marks, by raters in making rating scales, by counselors in the interview, by those reporting anecdotal records or behaviorgrams. It is impossible to separate the techniques into definite categories; nevertheless, this writer, being faced with the problem of determining what techniques are advocated by authors, has attempted to indicate the points of agreement and the points of disagreement in a fairly definite form.

In order to reduce the size of this task, the items upon which there is no evidence of disagreement are listed first. Again the listing of items used previously in this chapter will serve the purpose.

The following items may be easily and, in most cases, quite accurately obtained by student questionnaires:

1. Name, last, first, middle; religion; date and place of birth (checked by other means if necessary); sex; color.
4. Age (chronological) (checked by parents' questionnaire or birth certificate)

- 26. Names and types of schools
- 27. Reasons for leaving school (checked by interview, parents' questionnaire)
- 31. Notable accomplishments, unusual experiences (supplemented by parents' questionnaire)
- 32. Clubs, offices (checked by office records)
- 33-36. Extra-curricular experiences
 - Athletic--hours a week (checked by coach)
 - Non-athletic--hours a week (checked by club reports, sponsors)
- 37-40. Vocational experiences (checked by questionnaire to employer or parents)
- 41. Support of self and dependents (checked by questionnaire to employer or parents)
- 43. Study conditions and hours of study a week (checked by teacher questionnaire; by parents' questionnaire)
- 44. Summer experiences
- 45. Educational plans (checked each year by interview; by parents' questionnaire)
- 47. Vocational and professional preferences (checked by observation, by parents' questionnaire, by interview, by try-out, by employer's questionnaire)
- 48. Interests reported (checked by parents' questionnaire)
- 49. Physical disabilities (checked by observation, by nurse's or doctor's record, by parents' questionnaire)
- 50. Health (checked by same means as physical disabilities)
- 53. Commuting time, hours a week
- 54. Student's addresses, home, school, telephone
- 61-64. Father, mother, stepparent, guardian; name, health, religion, deceased, date, place of birth, arrived in U. S. and date, education, degree and kind, occupation, addresses, telephone (all checked by parents')

questionnaire)

65. A. Boys in family; age, living at home, schooling, occupation
- B. Girls in family; age, living at home, schooling, occupation
- C. Language spoken in the home; before ten, after ten (if important enough, check by visitation)
- D. Type of home community; before ten, after ten (checked by parents' questionnaire)
- E. If parents are separated, give date (checked by parents' questionnaire)

As to follow-up records, authors have definite means to suggest. Without exception, these means are too expensive for most schools. Boston, for example, has a system of following up all the young persons placed by the Vocational Guidance Department. They send out questionnaires, use the telephone, and make home visits, as well as make visits to employers. "(It takes) an enormous amount of time and considerable money to follow up those who have left school and gone into occupations." (29:359) The follow-up of those who continue their schooling is neither so difficult nor so expensive.

If the student's questionnaire is taken home to be endorsed and completed by the parents, the answers are more apt to be correct, although there is still some chance for falsification. The following list is composed of the items listed above that may be verified in this manner, or by separate parents' questionnaires.

4. Age (chronological)
27. Reasons for leaving school
31. Notable accomplishments; unusual experiences
(This may be added to by parents.)
- 37-40. Vocational experiences

- 41. Support of self and dependents
- 45. Summer experiences
- 47. Vocational and professional preferences
- 49. Physical disabilities
- 50. Health
- 61-64. Father, mother, stepparent, guardian; name, health, religion, deceased, date, place of birth, arrived in U. S. and date, education, degree and kind, occupation, addresses, telephone (If parents wish to hide the truth, the school should not insist.)
- 65. C. Language spoken in the home; before ten, after ten.
- D. Type of home community; before ten, after ten.
- E. If parents are separated, give date

A generally effective way of checking both students and parents in their replies to questionnaires is to repeat the same questionnaire several times. The time suggested by those who mention it at all is the beginning of each school year. The changes occurring in one repetition "center around 20 per cent," according to Strang; "the greatest change is found on subjective personal items, and the least on factual personal questions." (54:120-121)

To obtain new information or to verify certain statements of the student, an employer questionnaire is often advocated. Such a questionnaire is concerned with the following items:

- 37-40. Vocational experiences -- type and duration -- weekly pay -- hours a week
- 41. Support of self and dependents
- 47. Vocational and professional preferences.

Other subjective means of verifying answers to the student's

questionnaire are:

The interview, which is used to verify and supplement the items on notable accomplishments, to encourage the making of educational plans, to evaluate them, and to see how vocational preferences can be used to benefit the student;

Observation, which is used to help determine the student's vocational preferences and to verify student's statements as to physical disabilities and state of health;

Sponsor's report, which is used to verify the student's statements about club activities.

Some objective means of verifying the answers to the student's questionnaire are:

Birth certificate, to verify date and place of birth;

Office records, to verify notable accomplishments and club activities;

Anecdotal records, to give more clues as to notable accomplishments;

Student-body records, to verify club activities;

Coach's report, to verify hours spent on athletics;

Club reports, to verify membership and participation in clubs;

Try-out, to see if vocational preferences are justified;

Nurse's and doctor's records, to verify and supplement statements regarding physical disabilities and health.

All items which must come from the elementary school are not the responsibility of the high school, although spaces must be allowed for recording these data. The grade school diploma is the means of verifying grade placement. Other facts, such as test scores, grades, and physical and health examination results should

be recorded, if they are furnished by the grade school.

A few items on the record card are matters which require no technique to obtain, such as:

- 16-23. Studies, credits, grades
- 25. Counselors (these are assigned or selected)
- 28. Number of days absent
- 29. Year (calendar)
- 30. Age (repetition of or estimated from item 4)
- 42. Loans and scholarships (reported directly to counselor)
- 66. Year (repetition)
- 67. Age (repetition of item 4)

Wherever subjective means of checking the data furnished by the student are used, differences between two sources of information will show that one or the other, or both, are incorrect, which should lead to further checking. In all cases where one subjective item is checked against another, agreement does not always lead to the truth, but disagreement always should lead to further inquiry. If many opinions are obtained, the results may be quite reliable and valid. On page 70, Strang was reported as favoring observation, which she calls a "major technic." (54:1) Rating scales are directed observation, and most of the other methods of measurements depend to some extent upon observation. Even objective tests of achievement have a subjective basis: the validation of such tests is made according to someone's opinion; the value of each question is weighed subjectively

and tried out to make it more objective; and the value of each subject and each branch of the subject is determined by what someone thinks is valuable. Most authors agree to all this, but they insist that measurements should be made as objective as possible.

Whatever may be the differences of opinion on the means of obtaining the data thus far discussed, there is some assurance that no important matters hang in the balance. This cannot be said of the remaining items, however. These remaining items constitute the main difference between the old type office record card and the new type cumulative record card. The material easiest to obtain has usually been recorded in some fashion even in schools which lay no claim to a guidance program. It is these hard-to-get bits of information that are most important in building a true picture of an individual, and the harder they are to get, the more variable are the opinions on how to get them. These items will be taken one at a time in order of appearance on the list.

The first, number 4, deals with the mental age of the pupil. There are no authors who deny that the mental age should be measured and recorded, but there is some difference of opinion as to the timing of the tests and the value to be assigned to them. Wherever the time for repeating measurements of intelligence is considered, the suggested minimum is about twice during the high school course, or every two or three years throughout the entire school career. Usually no special test is recommended; the reader is expected to select from a few good tests discussed.

The number, kind, and value of other standardized tests are subjects of much more disagreement than intelligence tests. Text-books all admit the value of achievement tests to check teacher work, to compare achievement as measured by teacher-made tests with well-established norms, and to act as bases for prognosis and diagnosis. Again it is a question of how many to give and when to give them. The tendency seems to be toward a minimum of one good general achievement test given annually at the end of the year in which the subjects to be tested are taken or at the beginning of the following year. The maximum is to give all the tests possible in the time and with the money available. Achievement tests can become aptitude tests if so considered.

Pupils should not only be required to state their interests, but they should also be expected to fill out at least one interest inventory to supplement their professed interests and the interests shown by indicative elements of behavior.

Warning is given by almost every writer that it is dangerous to attach too much importance to the results of one test. Series of tests, scattered over a period of time and covering as many different phases of life as possible, will give a fair picture of the individual provided that they are used along with teacher grades, teacher estimates, observations of behavior and any other revealing types of subjective or objective measurement.

A few texts include annotated bibliographies (9, 13, 32, 43, 48, 68, 69), some describe a few representative tests in special

fields (29, 33, 67), one gives sample tests in full (37), and others discuss tests in general terms only. In the final analysis, it may be well to listen to the words of practical wisdom quoted from Lefever, Turrell, and Weitzel:

In fact, any deliberation as to what data should be recorded and stored, when and how often such data are to be gathered, and who shall enter data on the records are matters of organization and administration which must finally be reckoned in dollars and cents. . . . It is good business to buy no more, educationally speaking, than one can pay for. (33:277)

Enough has been said concerning teachers' grades (numbers 16-23), to indicate a difference of opinion in that respect. Regardless of the low opinions held by some authors as to the reliability and validity of teachers' grades, there is a somewhat common agreement that teachers' grades are probably as good a single index of school success as any, and that teachers' estimates in other lines of activity than their own subject classes are to be considered. One thing that may be said of teachers' grades which may not always be said of other means of measurement is that the grades are already there without any added cost.

Another point in question is discipline (number 24). What kind of a record should be kept of discipline and how should the facts be obtained? Deportment marks on cards are not valid. Anecdotal records, unless there are many of them all pointing in one direction, cannot be depended upon. Neither can personal observation and interviews be depended upon. Here again much evidence has to be assembled

before a record of discipline can have any real value.

Mental health (number 51) can be evaluated chiefly by long time observation by many people. Such a general, all-pervasive characteristic as mental health is something that is not categorized or labeled by test or by grades. Anecdotal records give evidence, as do ratings by self and others. Certain tests of emotions, likes and dislikes, and so on, give evidence, but not conclusive evidence. Authors agree that whenever a case of obvious mental maladjustment becomes apparent psychological and psychiatric aid should be called for.

The evaluation of social adjustment (number 52) follows the same pattern as that of mental health. Both are hard to evaluate. They are some of the intangibles for which the progressive schools have been trying to find measures. Wrightstone, in his report (70), mentions some of the newer devices for measuring the intangibles (see page 78-79), but these devices are not in common use and cannot be considered as illustrating the trend of expert practice.

One more important item upon which opinions differ is that of recording personality ratings (numbers 55-59). The word "ratings" signifies observation as the only technique. Such observations should be made by many fair-minded, experienced people, and they should be gathered together and synthesized by a trained specialist. Whatever the ratings recorded on the card may be, they should never be interpreted as final or absolute. They, along with ratings of mental health and social adjustment, are only a few elements in a

picture which requires many elements to complete.

Finally, there is general agreement by authors that a good cumulative record should be:

- (1) A comprehensive picture of the individual, showing all phases of development;
- (2) A long-time story covering as many years as possible;
- (3) A useful, accessible tool for diagnosis, prognosis, and other assistance in individual counseling;
- (4) A record capable of being kept by a reasonably well-trained, well-equipped, sufficiently numerous staff.

The means of obtaining information for such a record would be:

- (1) Extensive: all persons having connection with the individual may be considered contributors.
- (2) Comprehensive: all techniques which can be used, be they subjective or objective, should be used; no one technique nor one datum should be considered by itself.
- (3) Expensive: the obtaining of information, the recording, the analyzing, the synthesizing, the diagnosing, the prognosing, the treatment, and the follow-up take far more money than is available to the average school system.
- (4) Idealistic: the principles, aims, and objectives of counseling demand a set of techniques for gathering records that is seldom seen in actual practice. Nevertheless, they constitute a worthwhile goal.

When Should Measuring Be Done?

Little direct evidence is at hand concerning the time element in measurement. Aside from stating in the most general terms that records should be cumulative, that records should give a running

account of the life of the individual, most authors are silent on this point.

Allen states in one sentence why certain problems should be treated in a certain manner, what agency should treat them, when they should be treated, and by whom the agency for treatment should be controlled, when he says: "Economy and effectiveness demand that these problems (of guidance) be met by group instruction in a continuous orientation course taught by a trained counselor." (5:vii) Three of his group guidance volumes consist of class orientation problems with the time element worked out for each. Other volumes having similar aims, such as Endicott (21), Shively and Shively (49), and ZuTavern and Bullock (74), consider the time and sequence of material. The homeroom programs so well outlined by McKown depend a great deal upon the sequence of materials with respect to time. Grade placement level (37:92-105) and calendar placement (37:106-122) are both considered.

Morgan considers the time element when he writes:

Most mental diseases come from faulty adjustments to the problems of life. . . . Certainly, the way to prevent other persons from following in their footsteps and arriving at the same pitiable end is to direct them so that they do not make the same mistakes. To suggest to students as early as possible in their college careers that they substitute certain healthful forms of adjustment in place of the ones which produced the dire results in victims of mental diseases seems to be a sound policy. (33:vi)

The revelation of trends is important to Williamson and Hahn.

They declare:

Information items (cumulative records) are to be recorded for each year of the student's residence in the school. This last feature is the significant one; inspection of these annual entries will reveal trends in the student's behavior, a most useful diagnostic datum. (69:152)

Through What Agency Should Appraisal Be Done?

To the three elements necessary to be acquired by pupils--skilled activity, technical knowledge, and wisdom--Brewer adds three agencies to do the work. They are: "Sample activities, classes for information and discussion, and individual counsel." (11:91) He includes group counseling in the second agency, and maintains that the first and third are undeveloped in both school and environment.

Some writers bemoan the fact that trained personnel is lacking, that teachers do not wax enthusiastic over added counseling duties, that even if they did become enthusiastic, the temperament and training needed for successful counseling might be lacking. Lefever, Turrell, and Weitzel state that "a cooperative improvement of personnel and instructional techniques is thus needed." (33:60) They believe that "the specialist should have personal conferences with each student at least once a term. . . . This is the most time-consuming but may be the most fruitful of all guidance procedures." (33:83) They speak of the administrative or coordinative duties of a counselor thus:

Certain group procedures may be conducted by the counselor. However, there are so many worthwhile and essential activities of this nature to be found in the modern school that a complete program of group guidance work leaves little time for individual counseling.

Also, as more units of group work are provided, guidance becomes more like instruction. This is highly desirable, since such progress must be made if we are ever to fuse guidance and instruction into an indistinguishable unity. (Here they infer that guidance and instruction should be identical.) However, to burden the guidance leader or specialist unduly with group responsibilities is to do two things, neither of which is educationally or economically defensible: (1) We may rob the teacher of a body of vitalizing activities essential to progressive teaching, and (2) we will assign the job to a person who usually is, and certainly ought to be, more highly paid. The chief function of the counselor should be to direct, educate, and supplement the teacher in this work. (33:83-84)

Allen's ideas as to the duties of counselors differ from this. The Inor Group Guidance Series (2, 3, 4, 5) is based on Allen's conviction that, while much guidance is done incidental to instruction, supervision, and administration, our most efficient guidance from the standpoint of economy and results is that built around expert group guidance, and that the counselor should not only be responsible for the carrying out of the program of group guidance, but he should also actively lead the classes in discussion and testing. His definition of counselor seems to be broader than that expressed by Lefever, Turrell, and Weitzel.

Williamson distinguishes between counselor and teacher-counselor. The teacher-counselor has limited counseling duties, but is more than just a teacher. The teacher does guidance as occasion arises in class but has no time set aside for counseling.

Williamson expects the counselor to be a highly trained individual. This is expressed in all his books which have come to the

writer's attention, but especially strongly in "How to Counsel Students," where he says:

The functions of only one type of personnel worker are outlined. In many places throughout the book the term counselor is used always in the sense of a clinical counselor and never in the sense of an untrained counselor who uses what has been called the single-interview method of counseling. The fundamental purpose of this book is the adaptation of the principles, procedures, and techniques of clinical psychology to the adjustment problems of high school and college students. (67:vii)

There is much evidence to indicate that many writers hold poor opinions of teacher ability in guidance. Paterson, Schneider, and Williamson say:

Another serious obstacle to the immediate expansion of worth-while student guidance services is to be found in the lack of technically trained workers who can be entrusted with the heavy responsibilities necessarily involved in the attempt to provide adequate guidance for youth.

Another obstacle to the development of effective student personnel programs in schools and colleges is the alleged indifference of teachers to the needs of their students. The authors believe that such indifference, when it exists, is due primarily to the fact that teachers have been unable to obtain a fairly complete picture of the ways and means that now exist for disclosing the characteristics of students as individuals. (43:viii)

If it were not for lack of understanding or indifference among teachers, anecdotal records would be a more certain source of information. Ruth Strang reports that a study of anecdotal records shows that "a teacher can make six records a day with a total expenditure of fifteen minutes' time." (54:31)

Wood, in the introduction to Allen's book on self-measurement

projects, states that "teachers must learn to place the welfare of the pupil above departmental loyalty" (4:xv) and repeats the warning.

Guidance is a philosophy, but it cannot realize its full potentialities until (1) a greater share of the educational budget is allowed to its functions, and (2) a majority of administrators and teachers genuinely accept, with both mind and heart, that the welfare of the child is more important than departmental loyalty or curricular pattern. (4:xvi)

Cox and Duff include in their list of twelve principles of guidance, "The major work of guidance must be done by classroom and homeroom teachers." (17:14) In answer to the criticism that this is "hopelessly impractical," they say that "changes must be made, not so much in the teachers themselves, but more in those who influence and control them." (17:95)

That this lack of proper attitude and training contributes to the defection of the homeroom is the stand taken by Brewer, when he says:

It should be remembered first of all that the so-called homeroom teachers in most junior and senior high schools are merely subject teachers in disguise. Administrators often set great store on their homeroom organization, but they fail to note that teachers have almost never been prepared for this form of personnel work, and oftener than not have a frank distaste for many phases of it. Later, we shall maintain that the homeroom organization, except under unusual circumstances, is an exceedingly poor medium for any form of educational guidance. (11:135)

Allen has this to say about the homeroom:

A few of the teachers who are especially interested in the task and adapted to it may do splendid work, secure special training, and follow up individual pupils. Other teachers either cannot or will not do work which seems to them to be an additional task for which they are

not paid and with which they are not in sympathy. At best, it is obviously impossible to train an entire faculty as every counselor should be trained, and it is certainly true that only a very small proportion of the members of any faculty are possessed of the personal and professional qualifications or the experience which would justify their selection as counselors. The obvious weaknesses of a plan that depends solely upon the final responsibility of untrained homeroom teachers should suggest a further delegation of guidance functions to more highly selected, trained, and responsible people. (3:117-118)

On the other side of the homeroom debate are Hamrin and Erickson, who show that

Very few innovations in American secondary education have enjoyed the rapid growth which has characterized the homeroom. The idea . . . has spread until now there are few high schools not using some phase of the homeroom plan. (24:338)

They maintain that "all teachers must be guidance workers" (24:17), and that "the teacher can and should become the chief guidance functionary." (24:19) Their book is based on the homeroom as the center of guidance services. (24:151-181, 338-410)

With still more faith in the homeroom and in the ability of the homeroom teacher, Richardson has worked out a plan for obtaining information by means of an individual record made out by the pupil and filed in the homeroom. (47)

McKown is willing to take the broad view of guidance as to what it includes, but he insists that the homeroom "epitomizes the very soul of the modern conception of education." (37:20)

Williamson and Hahn voice a generally-accepted opinion as to the value of several other agencies when they say:

A number of school and community resources are listed with the type of assistance they can give to students if the counselor will but enlist their cooperation by word of mouth, mail, or telephone:

1. The student's teachers, for remedial assistance with specific study and learning difficulties; for information about educational and occupational opportunities; for anticipated difficulties with advanced classes in high school and college in specific courses; for personalized encouragement regarding intellectual growth and development as an individual--in some cases substitute affection for a lack in student-parent relationships.
2. The sponsors of activities and student government for assistance in inducting the student into activities and giving him personal encouragement in his attempts to grow emotionally and become an active citizen of the school.
3. The student's pastor, teachers, athletic coach, or anyone else having the student's confidence for assistance in thinking through moral, religious, and philosophic problems.
4. The librarian, teachers, and local business and professional men for interviews concerning occupational information.
5. Where available, the manager of the local Federal-State Employment Service and local employers for part-time or permanent employment.
6. The student's parents for cooperation in development of new relationships in the home, new attitudes in the student, and personalized encouragement of the student's efforts to develop his own individuality.
(69:205-206)

Cole writes about vocational guidance from the standpoint of the boys' club counselor (16), but there are many points of application of his ideas to school guidance. He would agree with Williamson and Hahn that many agencies outside of the school can be utilized to improve school guidance services.

Authors do not agree on the proper agencies to obtain records for high school counseling. Important points on which there is disagreement are:

1. The homeroom
2. Group guidance
3. Clinical guidance
4. The role of the teacher
5. The role of the specialist

The opinions of authors are of little moment unless they can influence

- (1) the concept of guidance held by school administration officials,
- (2) the financial provision for carrying out guidance programs, and
- (3) the philosophy of the corps.

TABLE I

Twenty-eight Books Used as Sources for Chapter IV

Bibliography: Primary Sources		Bibliography: Secondary Sources	
No.		No.	
3	: Allen, Richard D., <u>Organization and Supervision of Guidance in Public Education</u> , New York: Inor Publishing Company, 1934.	9	: Bingham, Walter Van Dyke, <u>Aptitudes and Aptitude Testing</u> , New York: Harper and Brothers, 1937.
12	: Brewer, John M., <u>Education as Guidance</u> , New York: The Macmillan Company, 1932.	13	: Buros, Oscar Krisen, <u>The Nineteen Thirty-Eight Mental Measurements Yearbook of the School of Education, Rutgers University</u> , New Jersey: Rutgers University Press, 1938.
24	: Hamrin, Shirley A. and Clifford E. Erickson, <u>Guidance in the Secondary School</u> , New York: D. Appleton-Century Company, 1939.	16	: Cole, Robert C., <u>Vocational Guidance for Boys</u> , New York: Association Press, 347 Madison Avenue, 1941.
33	: Lefever, D. Welty, Archie M. Turrell and Henry I. Weitzel, <u>Principles and Techniques of Guidance</u> , New York: The Ronald Press Company, 1941.	17	: Cox, Philip W. L. and John Carr Duff, <u>Guidance by the Classroom Teacher</u> , New York: Prentice-Hall, Inc., 1938.
48	: Ruch, Giles M. and David Segel, <u>Minimum Essentials of the Individual Inventory in Guidance</u> , Vocational Division Bulletin No. 202, Occupational Information and Guidance Series No. II, United States Department of the Interior, Office of Education, 1939.	21	: Endicott, Frank S., <u>One Hundred Guidance Lessons</u> , Scranton, Pennsylvania: International Textbook Company, 1937.
		27	: Hawkins, Layton S., Harry A. Jager and Giles M. Ruch, <u>Occupational Information and Guidance</u> , Vocational Division Bulletin No. 204, Occupational

TABLE I (cont.)

Bibliography: No. :	Primary Sources	Bibliography: No. :	Secondary Sources
54	:Strang, Ruth, <u>Counseling Technics in College and High School</u> , New York: Harper and Bros., 1937.		: Information and Guidance Series No. I. United States Department of the Interior, Office of Edu- cation, 1940.
69	:Williamson, E. G. and M. E. : Hahn, <u>Introduction to High School Counseling</u> , New York: McGraw-Hill Book Company, Inc., 1940.	29	:Jones, Arthur J., <u>Princi- ples of Guidance</u> , New York and London, McGraw- Hill Book Company, Inc., 1934.
		31	:Kooz, Leonard V. and Gray- son N. Kefauver, <u>Guidance in Secondary Schools</u> , New York: The Macmillan Company, 1937.
		37	:McKown, Harry C., <u>Home Room Guidance</u> , New York and London: McGraw-Hill Book Company, Inc., 1934.
		38	:Morgan, John J. B., <u>Keeping a Sound Mind</u> , New York: The Macmillan Company, 1934.
		40	:Myers, George E., <u>Princi- ples and Techniques of Vocational Guidance</u> , New York: McGraw-Hill Book Company, Inc., 1941.
		43	:Paterson, Donald G., Gwen- dolen G. Schneider and Edmund G. Williamson, <u>Student Guidance Tech- niques</u> , New York: McGraw-

TABLE I (cont.)

Bibliography No.	Primary Sources	Bibliography No.	Secondary Sources
		67	Williamson, E. G., <u>How to Counsel Students</u> , New York: McGraw-Hill Book Company, Inc., 1939.
		68	Williamson, E. G. and J. G. Darley, <u>Student Personnel Work</u> , New York: McGraw-Hill Book Company, Inc., 1937.
		70	Wrightstone, J. Wayne, <u>Appraisal of Experimental High School Practices</u> , New York: Bureau of Publications, T. C., Columbia University, 1936.
		74	ZuTavern, A. B. and A. E. Bullock, <u>The Business of Life</u> , South Pasadena, California: Commercial Textbook Company, Ltd., 1936.

CHAPTER V

THE NEXT STEP IN THE EVOLUTION OF GUIDANCE AT LINCOLN HIGH SCHOOL

One of the accepted principles of guidance is that any guidance program must grow or evolve gradually. Success cannot be expected from a transplanted system. Evolution passes through several stages, and each stage brings the actual practice of guidance in the school nearer to the ideal. Williamson and Hahn describe the evolution of guidance as presented by Allen.

Stage One -- "Provision is made for the guidance and adjustment of problem pupils at critical periods in their school careers."

During this stage we may characterize the program as dealing with discipline problems through the traditional methods. The principal or the superintendent keeps the student after school, takes away privileges, and sometimes suspends or discharges him from school. Few competent personnel workers are employed at this stage and the counseling of problem cases is usually done by teachers with sentimental rather than professional techniques. The program does not reach a great number of the students enrolled, and is, in fact, only rudimentarily related to effective personnel work.

Stage Two -- "A better understanding of principles and functions of guidance. In this stage guidance functions are delegated to homeroom and subject teachers."

This stage often represents the highest level of development in many schools. From certain points of view it is an advantageous stopping place; absence of special workers keeps costs low and there is little disruption of administrative and instructional routine. The claim can be made that the school has a personnel program, and few people raise embarrassing questions as to the validity of

method or outcomes. Much of the present misunderstanding of pupil personnel work comes from these people who have become "professionalized" at this amateur level.

Stage Three -- "An appreciation on the part of educators concerning the importance of the scientific study of individual differences as the basis for the adjustment of education to individual needs."

When evolution stops here, personnel work is characterized by over-awareness to test scores, the possibility of their misuse, and uncritical devotion to "individualization of education." Intelligence and achievement tests are widely used; homogeneous grouping of students often is made in terms of test scores. Methods of instruction may be changed, and teachers may become acutely conscious of individual pupil differences--albeit without knowing just what to do about them.

Stage Four -- "A thoroughgoing reorganization of the school program and curriculum. It implies the abolition of mass diagnosis and mass prescription and its replacement by individual diagnosis and treatment."

When this stage is reached administrators may speak of their personnel program without fear of challenge. In whatever areas the school seeks individual adjustment, competent workmen are likely to be available. Proper distribution of pupils to curriculums is attempted on an individual basis. Longitudinal and cross-section case histories are available for the majority of students. Counseling for the more complex problems tends to be the responsibility of experienced, professionally trained workers.

.....

Stage Five -- "We find group guidance a regular part of the curriculum."

Finally the quarrel between generalists and specialists disappears. Workers are allocated to their appointed places in the program. When this point is reached, the administrator may expect that his heaviest chores are under control. Delegation of authority for certain functions leaves him with direct administrative duties in the program.

(69:252-254)

All aspects of a school guidance program do not evolve at the same rate; there is bound to be a great deal of unevenness. In general, however, the development can be traced through just such stages as those of Allen. Authors do not agree either on the details of the separate stages or on the final ideal to be reached. The opinion of most writers seems to be that guidance should finally become the center of educational processes rather than remaining, as it is in some places today, an appendage that is carried to please a few violent progressives. The chart by Brewer (12:181) (see page 61) shows guidance as the central service for all of education. Lefever, Turrell, and Weitzel (33:83) say that the merging of guidance and instruction is desirable. Others place guidance in various positions, but all hold high hopes for the educational system that decides to give guidance an important place.

Lincoln High School clearly is past Allen's first stage in most of its activities. It is more nearly at the second stage than any other, although some evidence of stages one and three are apparent. The comparative outline in Table II, page 106, has been prepared to give a better idea of the position Lincoln High School holds in relation to the ideal. The second column is the outline of a composite ideal and it represents the writer's opinion based on the work done in preparing Chapter IV.

Somewhere between the position held at present by Lincoln High School and the position held by the composite ideal is the new position of guidance at Lincoln High School at the end of five years.

TABLE II

Guidance Services at Lincoln High School Compared with the Ideal

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Authors Consider Ideal as Shown in Chapter IV
A. Counselors	:	:	A. Counselors
(1) Teacher counselors untrained	:	:	(1) Trained specialists
(2) With one period a day	:	:	(2) Half time or more
(3) No extra pay	:	:	(3) Paid in keeping with training
B. Teachers	:	:	B. Teachers
(1) Evolving into pupil-mindedness	:	:	(1) Individual pupil minded
(2) Tolerant of guidance services	:	:	(2) Enthusiastic for guidance services
(3) Giving incidental aid to counselors	:	:	(3) Giving all aid possible to coun- sellers
(4) Receiving incidental aid from coun- sellers	:	:	(4) Receiving all aid possible from counselors
(5) Not trained in personnel work	:	:	(5) Well trained in personnel work
(6) Paid to teach subject	:	:	(6) Paid to guide pupils
(7) Friendly but officious toward stu- dents	:	:	(7) Friendly and democratic toward students
C. Students	:	:	C. Students
(1) Treated en masse	:	:	(1) Treated as individuals
(2) Tolerant toward guidance	:	:	(2) Enthusiastic about guidance
(3) Only beginning to be self-directive	:	:	(3) Self-directive
(4) Friendly toward teachers and administration	:	:	(4) Friendly toward teachers and administration

THE STAGE OF DEVELOPMENT OF THE GUIDANCE
PROGRAM AT LINCOLN HIGH SCHOOL IS EXPECTED
TO BE SOMEWHERE BETWEEN THESE TWO STAGES
WITHIN FIVE YEARS

TABLE II (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Authors Consider Ideal as Shown in Chapter IV
<p>D. Administrators</p> <ul style="list-style-type: none"> (1) Helpful (2) Handicapped by lack of funds (3) Community not ready for advanced program (4) Dutch Uncle program as a good start <p>E. Curriculum</p> <ul style="list-style-type: none"> (1) Somewhat narrow (2) Unsited to individual differences (3) Experiments encouraged (4) Revision studied by committees on subject-matter basis <ul style="list-style-type: none"> (a) Distaste of teachers apparent (b) Students do not participate (5) Evaluation not a part of learning <ul style="list-style-type: none"> (a) Teachers do all the testing <p>F. Records and Forms</p> <ul style="list-style-type: none"> (1) Many good miscellaneous forms unorganized--no common purpose (2) Fair cumulative record card not kept up 	<p>THE STAGE OF DEVELOPMENT OF THE GUIDANCE PROGRAM AT LINCOLN HIGH SCHOOL IS EXPECTED TO BE SOMEWHERE BETWEEN THESE TWO STAGES WITHIN FIVE YEARS</p>	<p>D. Administrators</p> <ul style="list-style-type: none"> (1) Enthusiastic (2) Well equipped financially (3) Supported by guidance-minded community (4) Continue ideas such as Dutch Uncles <p>E. Curriculum</p> <ul style="list-style-type: none"> (1) Broad (2) Suited to individual differences (3) Experiments encouraged (4) Revision studied by committees on guidance basis <ul style="list-style-type: none"> (a) Cooperation of teachers evident (b) Students participate (5) Evaluation a major part of learning <ul style="list-style-type: none"> (a) Self-evaluation combined with teacher evaluation <p>F. Records and Forms</p> <ul style="list-style-type: none"> (1) Many good forms organized and integrated for a common purpose (2) Good cumulative record card kept up-to-date 	

TABLE II (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Authors Consider Ideal as Shown in Chapter IV
F. Records and Forms (cont.)	:	:	F. Records and Forms (cont.)
(3) Much information which could supply data for permanent record not used for this purpose	:	:	(3) All information on individual per- tinent to permanent record used for that purpose
(4) Anecdotal records seldom used -- then only to report misbehavior or maladjustment	:	:	(4) Anecdotal records used extensively in all aspects of behavior
(5) Forms for guidance purposes lacking for terms 2 to 7	:	:	(5) Forms for guidance purposes used for all terms
G. Equipment	:	:	G. Equipment
(1) Inadequate	:	:	(1) Superior
(2) No counseling rooms	:	:	(2) Each counselor has private room
(3) Hand-made files in closets	:	:	(3) Steel filing cabinets -- filing room
(4) No telephone for counselors	:	:	(4) Private telephone for counselors
H. Techniques	:	:	H. Techniques
(1) Interviews by counselors based on a minimum of data	:	:	(1) Interviews by counselors based on case-history record
(2) Teacher-student conferences about lessons or poor behavior	:	:	(2) Teacher-student conferences, with personnel-trained teacher ready to help in any phase of life
(3) Observation used principally to check bad behavior	:	:	(3) Observation and allied techniques used to help build up a picture of the pupil

THE STAGE OF DEVELOPMENT OF THE GUIDANCE
 PROGRAM AT LINCOLN HIGH SCHOOL IS EXPECTED
 TO BE SOMEWHERE BETWEEN THESE TWO STAGES
 WITHIN FIVE YEARS

TABLE II (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III		Conclusions Concerning What Authors Consider Ideal as Shown in Chapter IV
H. Techniques (cont.)		H. Techniques (cont.)
(4) Self-appraisal attempted in some classes		(4) Self-appraisal encouraged in all classes and outside the classroom
(5) Vocational try-out encouraged by issuance of work excuses		(5) Vocational try-out encouraged and much accurate vocational informa- tion given
(6) Very limited group conferences		(6) Every class a group conference -- Guidance and instruction merged
(7) Almost no testing for permanent record purposes		(7) Systematic use of standardized tests plus teacher-made tests, re- ported for permanent record
(8) Encouragement of student government		(8) Encouragement of student government and student self-control. The school a working democracy
(9) Psychometric Testing Laboratory services for fifth-term students		(9) Similar testing services for stu- dents of any term
(10) Many techniques not used because of lack of knowledge and of training		(10) Many other techniques used with growing confidence

THE STAGE OF DEVELOPMENT OF THE GUIDANCE
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The determination of what that position might be was made much easier by a study of the results of the check list described on pages 15, 16, and 17. The characteristics that determine that position are given in Table VIII, page 118. The recommendations in Chapter VI are intended to suggest how the next evolutionary step can be taken.

Three groups of persons--college professors, secondary school administrators, and high school counselors--were asked for opinions on four subjects: the cumulative record card, subject-matter tests, tests of the "intangibles," and the follow-up. The following types of replies were expected and received:

(1) Comments on the cumulative record card, either item by item, page by page, or general criticism. Replies were generally complete, expressive, and informing.

(2) Comments on testing, concerning what tests to give, when to give them, where to give them, and for what purpose. Although space was provided for itemized checking, and a list of 356 standardized tests was provided, it was hardly expected that many replies would be specific. Two reasons for this were: it would take a great deal of time to complete the list carefully, and few persons are sufficiently informed to give expert advice on such a variety of subjects. In most cases tests were selected by the checker for the subject-matter fields best known to him, and the rest of the spaces were left blank. In some cases the checker admitted inability to give any valid information. There is good reason to believe that wherever an opinion is expressed at all it is based on sufficient knowledge to make that

opinion valuable. This was the main reason for choosing the informal check list over the more formal questionnaire. An interesting side light in this respect is that two of the members of the jury whose knowledge of the secondary educational field is extensive expressed unwillingness to check the list because of their lack of specific information on testing and guidance records.

Although the check list was not made up with the intention of tabulation or statistical study of the results, there are certain facts which can be made apparent most easily by simple tabulation. The following tables are for this purpose.

TABLE III

Number of Check Lists Sent Out and Returned

Total number sent out	32
Total number of replies	21
Number replying who failed to check any items	4
(a) Because of lack of special knowledge	2
(b) Because of lack of time	1
(c) Because of late receipt of check list	1
Total number of checked replies	17

The fact that eleven persons were not heard from does not necessarily mean lack of interest or unwillingness. The list was sent out about August 1, and expected back before August 25. As this is a

vacation period for the eleven persons, it is likely that they did not receive the lists in time.

The number of returns giving specific suggestions or criticisms, general suggestions or criticisms, and the total number checking each division of the check list are given in Table IV.

TABLE IV

The Number of Persons Who Made Specific or General Criticisms or Suggestions for Each of the Divisions of the List

Division of the check list	Number criticizing each division		
	Specifically	Generally	Total
Cumulative record card	12	11	15
Subject-matter tests	12	9	14
Intangibles	8	8	11
Intelligence tests	9	0	9
General Achievement	10	1	11
Follow-up	4	0	4
Suggestions on the work in general	--	10	10

The criticisms and suggestions are summarized in Appendix B.

No one person checked all divisions, but no one was expected to do so. No single division was completely neglected. Two persons neglected the record card, three failed to check the subject-matter tests, and, lowest on the list, thirteen failed to give suggestions on follow-up even though this was mentioned both on the record card

and in the check list. In several cases both specific and general suggestions were made by the same person, thus making the total number of suggestions greater than the total number of lists checked.

While simple quantitative conclusions may safely be drawn from this and the tables that follow, no qualitative conclusions whatever can be made. It is impossible to weight the answers so that degrees of intensity can be considered, nor can the degree of expertness of the testimony be fairly judged. Therefore, the conclusions based on the check list, while important, will be simple and quite obvious.

The amount of criticism of the cumulative record card was proportional to the strength of the disapproval of it. College professors limited comment either to unqualified approval or to a few suggested changes involving more space or more items. Secondary school administrators generally conceded that the card had value as an ideal, but denied that it could be made to fit the program at Lincoln High School as it now is. The usual opinion was that the card should be much simpler. The protests became more violent as the counselors entered the field. They pictured the card in use in their schools and imagined themselves keeping it up-to-date in the short time allowed to counselors; and they condemned it, one and all, as too bulky, unwieldy, and detailed.

One important conclusion may be drawn from the check list results so far discussed; not only is it out of the question to transplant a whole guidance program, but it is also out of the question to make up in advance a single form as important as the

cumulative record card and expect it to be accepted. As a corollary to this it could be said that any device designed to provide data for the cumulative record card would have to await acceptance of the card before it could be used effectively.

The next three tables show the results of checking the list of tests attached to the check list. Table V has to do with the frequency with which certain tests were mentioned.

TABLE V

The Number of Tests Mentioned from One to Nine Times Each

Total number of tests in list	356
Number added to list by jury	4
Total number mentioned	103
Number of tests mentioned; once	55
twice	23
three times	10
four times	6
five times	2
six times	5
seven times	1
eight times	0
nine times	1
more than nine times	0

It can be seen by Table V that a large variety of tests was considered. No one test enjoyed outstanding popularity. The Strong Vocational Interest Blank was mentioned nine times; the American Council on Education Psychological Examination for High School Students was second with seven checks. There is no way of knowing whether the Strong Vocational Interest Blank was preferred on account of known excellence or because its name is better known.

The purposes for which these 103 tests should be used are shown in Table VI. The apparent disparity in numbers is due to the fact that one test may serve more than one purpose.

TABLE VI

The Purposes for which Tests Should Be Given
and the Number of Tests Given for Each Purpose

Purposes	Number
To measure achievement	60
For diagnosis	53
For self-evaluation	32
For prognosis	27
To determine interest	18
For other purposes	10

Wherever one test was recommended for an entire subject field, it was counted only once, but when one test was used for more than

one purpose it was counted for each purpose. Nothing more definite than a tendency one way or another can be obtained from this table. It is interesting to note that 32 of the tests were mentioned as being of value in self-evaluation.

The best place to give tests is another question not too well settled. Table VII shows the number of times different places were mentioned.

TABLE VII

The Place Where Tests Should Be Administered
and the Number of Tests Mentioned for Each Place

Place	Number
Subject class	85
Group guidance, other than orientation class	27
Homeroom	22
Orientation class	9
Registration room	2
Psychometric Laboratory	2
Other	0

One significant thing about this table is that subject classes are strongly recommended as places to do standardized testing. The next move, which is to report the results of tests to the counselors, should not be difficult.

A study of the tables and comments reported in this chapter forces the readoption of the principle that new developments in guidance must await acceptance by all concerned before they can hope for success, and that no one person can hope to lay down definite rules and procedures governing guidance services. Suggestions can be made, however.

Some suggestions as to what may reasonably be expected are given in Table VIII, page 118. The present status of guidance at Lincoln High School is given in the left-hand column, while the expected status of guidance within the next five years is presented in the right-hand column.

This table may be compared with Table II, page 106. The left-hand columns of the two tables are identical, but the right-hand column of Table II gives the composite ideal obtained from textbook study. The two tables considered together give a fair picture of what the possible final outcome of the evolution of guidance at Lincoln High School might be.

TABLE VIII

Present Guidance Services at Lincoln High School
 Compared with Services Expected Within Five Years

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Might Reasonably be Expected Within the Next Five Years
A. Counselors	:	:	A. Counselors
(1) Teacher counselors untrained	:	:	(1) Receiving training
(2) With one period a day	:	:	(2) With two periods a day
(3) No extra pay	:	:	(3) \$100 a year extra
B. Teachers	:	:	B. Teachers
(1) Evolving into pupil-mindedness	:	:	(1) Pupil-minded
(2) Tolerant of guidance services	:	:	(2) Fully cooperative with the guidance program
(3) Giving incidental aid to counselors	:	:	(3) Giving planned and purposeful aid to counselors
(4) Receiving incidental aid from counselors	:	:	(4) Receiving increasing aid in proportion to time and material available
(5) No training in personnel work	:	:	(5) Studying personnel work and developing interest in it
(6) Paid to teach subject	:	:	(6) Paid to influence pupil growth
(7) Friendly but officious toward students	:	:	(7) Friendly and cooperative with students
C. Students	:	:	C. Students
(1) Treated en masse	:	:	(1) Treated more as individuals
(2) Tolerant toward guidance	:	:	(2) Seeking aid of counselors
(3) Only beginning to be self-directive	:	:	(3) Sixth, seventh, and eighth-term students almost entirely self-directive

TABLE VIII (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Might Reasonably be Expected Within the Next Five Years
C. Students (cont.)	:	:	C. Students (cont.)
(4) Friendly attitude toward teachers and administrators	:	:	(4) Friendly attitude, but with more reason
D. Administrators	:	:	D. Administrators
(1) Helpful	:	:	(1) Actively helpful in planning for the improvement of guidance services
(2) Handicapped by lack of funds	:	:	(2) Funds provided for essential services
(3) Community not ready for advanced program	:	:	(3) Increased community interest
(4) Dutch Uncle program has good start	:	:	(4) Continue and broaden Dutch Uncle service
E. Curriculum	:	:	E. Curriculum
(1) Somewhat narrow	:	:	(1) Broadened to suit individual needs
(2) Unsited to individual differences	:	:	(2) Beginning to be based on individual differences
(3) Experiments encouraged	:	:	(3) Entire faculty interested in each others' experiments and research
(4) Revision studied by committees on a subject-matter basis	:	:	(4) Revision studied by committees on a guidance basis
(a) Distaste of teachers apparent	:	:	(a) Interest growing
(b) Students not participating	:	:	(b) Students participating
(5) Evaluation not a part of learning	:	:	(5) Evaluation beginning to become a part of learning
(a) Teachers do all the testing	:	:	(a) Self-evaluation experiments

TABLE VIII (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Might Reasonably be Expected Within the Next Five Years
<hr/>			
F. Records and Forms	:	:	F. Records and Forms
(1) Many good miscellaneous forms unorganized--no common purpose	:	:	(1) Forms organized and integrated for a common purpose
(2) Fair cumulative record card not kept up	:	:	(2) Good cumulative record card fairly well kept--growing in value
(3) Much information which could supply data for permanent record not used for this purpose	:	:	(3) All pertinent information of value recorded
(4) Anecdotal records seldom used--then only to report misbehavior or maladjustment	:	:	(4) Anecdotal records a matter of course for examples of good as well as of bad behavior
(5) Forms for guidance purposes lacking for terms 2 to 7	:	:	(5) Adequate forms for all terms
<hr/>			
G. Equipment	:	:	G. Equipment
(1) Inadequate	:	:	(1) Adequate for the stage of development
(2) No counseling room	:	:	(2) A classroom near the office turned into a properly divisioned counselors' room
(3) Hand-made files in closets	:	:	(3) Filing booth with serviceable files
(4) No telephone for counselors	:	:	(4) Private telephone--single party for counselors' room
<hr/>			
H. Techniques	:	:	H. Techniques
(1) Interviews by counselors based on a minimum of data	:	:	(1) Interviews by counselors based on increasing quantity of data

TABLE VIII (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Conclusions Concerning What Might Reasonably be Expected Within the Next Five Years
H. Techniques (cont.)	:	:	H. Techniques (cont.)
(2) Teacher-student conferences about lessons or poor behavior	:	:	(2) Increasing teacher-student guidance activity on all phases of life
(3) Observation used principally to check bad behavior	:	:	(3) Observation used to build anecdotal evidence, discover need for guidance
(4) Self-appraisal attempted in some classes	:	:	(4) Pupils encouraged to evaluate their own work and actions
(5) Vocational try-out encouraged by issuance of work excuses	:	:	(5) More encouragement of vocational try-out. Better methods of measuring success
(6) Very limited group conferences	:	:	(6) Increasing appreciation of the value of group guidance
(7) Almost no testing for permanent record purposes	:	:	(7) Establishment of a systematic but limited testing service. Results recorded permanently
(8) Encouragement of student government	:	:	(8) Student government given more responsibility
(9) Psychometric Testing Laboratory services for fifth-term students	:	:	(9) Broadening Psychometric Laboratory service to include other than fifth termers
(10) Many techniques not used because of lack of knowledge and training	:	:	(10) A gradual awakening of the staff to the possibilities of many different techniques

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this thesis has been to study guidance as it is at Lincoln High School, with special attention to the records used for counseling, to see in what respects the accomplishments have fallen short of the desires of the directing heads of the guidance program, and to design a system by which the school can, without appreciable changes in time allowed for counseling, and without a great deal of additional expense, build up a fund of knowledge about each student which will make possible effective guidance.

Guidance workers and writers agree that each school system must work out its own guidance program to fit its own needs. There are only a few principles upon which authors do not agree. The outstanding ones are concerned with who should do the counseling and where it should be done. There is general agreement that guidance as a whole must be a gradual development, that it must include all students and teachers, and that very little effective work can be accomplished without the keeping of rather extensive records. The cumulative record is the culmination of all record-keeping efforts, and as such is the object of discussion between authors on this subject. Who should keep the records; where should they be kept; should they be secret or available to all? Is the average homeroom

teacher well enough trained to carry on an effective counseling program, or should trained guidance workers be called into the picture in every instance?

Effective guidance work should have definite value and should give observable results. There should be a decrease in failure, an improvement in scholarship, a lower number of drop-outs, and an increasing opportunity for superior students to realize the fullest extent of their capacities.

The value of the present study lies in the acknowledged value of proper records. A method devised to obtain these records will have value proportional to the extent to which it is used.

In approaching this study the author felt it imperative to give rather a full development of the background for it. The guidance program as it now exists at Lincoln High School was discussed and a brief history of its development over the three years that it has been in existence was given. No attempt was made in this particular portion of the thesis to condemn or to justify. The only object was to establish in the mind of the author as well as in that of the reader just what the situation is. Only thus could it be shown what changes are advisable or possible and why these changes should be made.

Together with this study of the actual guidance program as it now exists at Lincoln High School, an analysis of the records and forms used at Lincoln High School was made with the object in mind of ascertaining what records are used, the use to which they are put,

and whether or not they are essential to the guidance program. The results of this analysis were interesting. It was discovered that Lincoln High School has a surprisingly large number of forms and records which are very good and which compare favorably with similar records in other schools. Few of them are used, however, to reveal information that is recorded in the permanent records of students. Thus the many forms, as they are now used, serve a single and somewhat transitory purpose, while, with reorganization and redirection, they could be made to serve in their present capacity and at the same time aid decidedly in the keeping of the so-essential permanent record.

In the matter of standardized tests, little is done at Lincoln High School. An intelligence test is administered to each student whose I. Q. has not been forwarded from the grade school, and each fifth-term student is given a series of tests at the Psychometric Laboratory. Other than this, no school-wide recognition of the value of tests is apparent. The results of whatever tests are given in classes are not reported and have not been used by counselors.

Twenty-eight textbooks and authoritative treatises were analyzed in an effort to find the answers to four important questions. These four questions were: What elements or phases of a pupil's life should a counselor attempt to record? By what devices can the information concerning these elements best be obtained? At what time should the devices be used? Through what agency should the reports concerning the pupil come? In other words, the "what," the "how,"

the "when," and the "by whom" sign posts have directed the author's thinking concerning this important phase of his work.

Two very different results came from this analysis. The first result dealt with the agreement or disagreement of the authors of these books concerning the four questions, and the second result had to do with the aid which the writer was able to gain from the analysis.

On the whole, there was a high degree of accord concerning the first question relative to the data to be included in the permanent record. Authors stressed different phases, and they used terminology peculiar to themselves, but they agreed in general on the basic information to be recorded.

The second question, which dealt with the devices by which this information can best be obtained, was agreed upon to a far less extent than was the first. For example, there is great divergence of opinion concerning the validity and worth of the results obtained from standardized tests. There are those who say that standardized tests should be given regularly in each subject taken and in each aspect of life that can be tested, while others claim that they should be used merely to supplement other measures. Some say that teachers' marks are worthless except as expressions of teachers' opinions, opinions based upon any number of unscientific influences, such as personal likes and dislikes, discipline, response to methods, and clashes of personality. The matter of subjective ratings has provided fuel for a great deal of argument. All authors are willing

to admit that such ratings have some value, but they cannot agree on the extent to which ratings may safely be used.

The third question dealt with the time when the devices should be used. Except for the timing of the material to be presented in group guidance classes, the time element was almost entirely ignored by the authorities reviewed. In a few cases it was stated that standardized tests, such as intelligence, achievement, aptitude, and interest tests, should be given at regular intervals, but no definite time schedule was suggested.

It was not possible to formulate a representative answer to the question about the agencies which should be used to obtain information. Here authors' opinions are both varied and vigorous. Some authors stoutly maintain that no person who is not a fully-trained guidance expert should have anything to do with these reports, while others maintain just as stoutly that it is the task of the homeroom teacher to take charge of them. However, it is not essential to this study that an agreement be reached upon this question. The statement that there is no generally recognized trend will have to suffice.

Further evidence as to the kind and quantity of data desirable for counseling records was obtained by means of a check list sent to thirty-two persons. College professors, secondary school administrators, and high school counselors were interviewed in person and by mail, and the replies were considered along with the opinions of textbook writers in the final determination of the possibilities for improvement of guidance at Lincoln High School.

The present guidance service at Lincoln High School was compared in twelve different fields with the ideal as expressed by textbooks and with the expected development within the next five years. Recommendations as to how these expected outcomes may be accomplished are presented in Table IX, page 131.

Conclusions

- (1) Thus far, guidance at Lincoln High School has developed healthily.
- (2) Guidance at Lincoln High School has passed out of Allen's first stage into his second stage.
- (3) Guidance at Lincoln High School is ready for a more advanced stage.
- (4) There are many good forms that could be used to gather information for counseling students; but these forms must be organized to be so used.
- (5) Textbooks generally aim at an idealistic stage of guidance, but they recognize two important principles that apply to Lincoln High School:
 - (a) The caution with which guidance must be initiated and advanced, and
 - (b) The fact that, regardless of how good a system may be, it cannot be successfully transplanted.
- (6) Textbooks agree closely as to the kind and amount of data to be gathered for permanent records.
- (7) Textbooks agree to a less extent, but still quite closely, on the techniques needed to get the necessary data.
- (8) Textbooks often do not consider the time element.
- (9) Textbooks disagree greatly on the question of what agency should carry on major guidance activities.

- (10) Any new forms for guidance records must be acceptable to the rest of the staff to assure their proper use.
- (11) No definite program can be laid out for Lincoln High School by any one person with much hope of success.
- (12) All persons connected with guidance at Lincoln High School, including teachers, administrators, counselors, and students, will have to be convinced of the value of the present guidance efforts before a new stage of development can be reached.

Recommendations

The success of any plan depends upon staff cooperation more than any other thing. This plan then proposes to develop the confidence in the value of guidance which will result in full cooperation. To accomplish this, two things will be necessary:

(1) A demonstration by means of numerous instances of the practical value of guidance work as carried on by counselors under the present limited set-up. This would also demonstrate the value to be expected from an improved set-up.

(2) A developing knowledge of guidance and of the role of the teacher in guidance. If this were accomplished, all the other factors would have to fall in line. Teachers would have to become less subject-matter conscious if their interests were turned to the needs of the individual pupils. Students would respond to the interest of the teachers. The curriculum committees would attack their job with a feeling that something worth while could result. Those in control of finances would be willing to invest where returns were almost

certain, and satisfactory equipment would be provided. Gradually, by practice and by study, better techniques would be learned by teachers and counselors, so that gathering information would become incidental rather than an end in itself.

The first recommendation, then, is to search out those teachers who are already interested in and sympathetic toward guidance and put them to work as a committee to determine plans for the immediate future. With this committee as a nucleus, attempts would then be made to include more and more of the staff in the undertaking.

Concurrently, the counselors would be busy acquainting all teachers and students with their hopes for guidance and demonstrating by active personnel work that their hopes are justified. This procedure has already demonstrated its effectiveness at Lincoln High School.

In the study of guidance by committees of teachers, the deficiencies of the present system of records would become apparent. A study similar to that undertaken by the author in preparation for this thesis might be conducted in groups. This would probably result in records and forms which would be accepted as the product of cooperative endeavor.

The author anticipates the acceptance of a few forms with very little question. It is hard to foresee any argument concerning a pupil-parent entrance questionnaire designed to obtain the factual information about the pupil and his family. Several of the forms already in use at Lincoln High School might be fitted into a plan

without any internal changes. However, there is no more assurance that a single simple form will be accepted without reservation than there is that the cumulative record card in Appendix A will be so accepted. To judge by the replies of the jury of thirty-two, it would be best to lay down no specific instructions whatever.

The methods judged best for the achievement of the desired outcomes are outlined in Table IX, page 131.

TABLE IX

Methods Proposed for Achieving Expected Outcomes

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	:	:	Methods That May Be Used by Counselors
<hr/>			
A. Counselors	:	:	A. Counselors
(1) Teacher counselors untrained	:	:	(1) Go to summer school
	:	:	Do professional reading
	:	:	Receive supervision on the job
	:	:	Conduct group research
(2) With one period a day	:	:	(2) Sell administration by demonstrating value of guidance done by counselors
	:	:	Keep track of time actually used for guidance under the present one-period set-up
(3) No extra pay	:	:	(3) Demonstrate that this is not too much as an award for extra work
	:	:	Allow no one to think it a bribe to do better work
	:	:	
B. Teachers	:	:	B. Teachers
(1) Evolving into pupil-mindedness	:	:	(1) Take every opportunity offered to prove relative importance of the individual over subject-matter
	:	:	Encourage group study of the curriculum based on the needs of individuals
	:	:	Encourage reading of guidance literature by suggestion and example
(2) Tolerant of guid- ance services	:	:	(2) Prove value of guidance by actual cases
	:	:	Show appreciation of cooperation
	:	:	Recognize individual differences among teachers

TABLE IX (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	: : : : : : : : : : : :	Methods That May Be Used by Counselors
<hr/>		
B. Teachers (cont.)	: : : :	B. Teachers (cont.)
(3) Giving incidental aid to counselors	: : : :	(3) Consider teachers in their plans Demonstrate what can be done under planned cooperation
(4) Receiving incidental aid from counselors	: : : :	(4) Continue to work overtime to convince others of the need for a greater time allotment to guidance
(5) No training in personnel work	: : : :	(5) Suggest and encourage such study, but never try to force it Realize that Lincoln High School teachers need only to be shown the value
(6) Fail to teach subject	: : : : : : : :	(6) Try to work for supervisory recognition of the guidance role of teachers Influence objectives set for teachers by their own example Lead in curriculum revision study based on individual needs
(7) Friendly but officious toward students	: : : : : : : :	(7) Assure students of friendship of teachers Show students how teachers will be more willing to cooperate if plans are fairly well laid
<hr/>		
C. Students	: : : :	C. Students
(1) Treated en masse	: : : :	(1) Influence teachers in every way possible as shown in part B
(2) Tolerant toward guidance	: : : : : :	(2) Be fair, considerate, and helpful to students who come Set up appointment sheet where counselees can use it Get teachers to influence students
(3) Only beginning to be self-directive	: : : : : : : :	(3) Gradually shift responsibilities for little things over to the student Convince teachers of the benefits to be derived in the long run Start with first-term students

TABLE IX (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	: : : : : : : : : :	Methods That May Be Used by Counselors
<hr/>		
C. Students (cont.)	: : : :	C. Students (cont.)
(4) Friendly attitude toward teachers and administrators	: : : : : :	(4) Give them reason to be friendly Convince them that someone is definitely interested in them as individuals
D. Administrators	: : : :	D. Administrators
(1) Helpful	: : : : : : : :	(1) Appreciate help already given Prove value of guidance services Show how guidance can be the central point of the educational system
(2) Handicapped by lack of funds	: : : : : :	(2) Show that the services are essential Give concrete evidence so that the board of education will not have to guess
(3) Community not ready for advanced program	: : : : : :	(3) Develop interest by giving the community a job to do Consider the community in guidance planning Work with parents through the students
(4) Dutch Uncle program has good start	: : : : : :	(4) Show appreciation for what they are doing Enlist other service clubs
E. Curriculum	: : : :	E. Curriculum
(1) Somewhat narrow	: : : :	(1) Study individual needs and apply what is learned
(2) Unsuitable to indivi- dual differences	: : : :	(2) Show practical value of basing curriculum on individual needs

TABLE IX (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	Methods That May Be Used by Counselors
<hr/>	
F. Records and Forms (cont.):	F. Records and Forms (cont.)
(3) Much information which could supply data for permanent record not used for this purpose	(3) Influence teachers to forward all pertinent information of value for recording
(4) Anecdotal records seldom used--then only to report misbehavior or maladjustment	(4) Demonstrate to teachers the value of anecdotal material for good as well as bad incidents
(5) Forms for guidance purposes lacking for terms 2 to 7	(5) Urge the adoption by committee of adequate forms for all terms
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G. Equipment	G. Equipment
(1) Inadequate	(1) Move the adoption of material adequate for the stage of development
(2) No counseling rooms	(2) Request properly divisioned counselors' room located near the school office
(3) Hand-made files in closets	(3) Urge the inclusion of a filing booth with serviceable files within the counseling room
(4) No telephone for counselors	(4) Request a single party private telephone for counseling room

TABLE IX (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	: : : : : : : : : :	Methods That May Be Used by Counselors
<hr/>		
H. Techniques	: :	H. Techniques
(1) Interviews by counselors based on a minimum of data	: : : : : :	(1) Record data available and use it, with regard for time required
(2) Teacher-student conferences about lessons or poor behavior:	: : : : : :	(2) Show teachers how much more pleasant "education as guidance" is Influence teachers to consider more than grades and bad behavior
(3) Observation used principally to check bad behavior	: : : : : :	(3) Demonstrate that anecdotal records require little time Show how interesting the anecdotes make the student Allow teachers to use certain parts of records
(4) Self-appraisal attempted in some classes	: : : : : :	(4) Initiate at least three group meetings a term to enlighten pupils as to their part in their own advancement Encourage teachers to allow for pupil self-evaluation
(5) Vocational try-out encouraged by issuance of work excuses	: : : : : :	(5) Make contact with employers wherever possible Get reports of progress Get recommendations for permanent file Give information about vocation
(6) Very limited group conferences	: : : : : : : : : :	(6) Start with three group meetings a term (terms 2 to 6), scheduled definitely for counselors Work toward more time allowed, provided it is shown to be valuable (Group guidance can easily fail if poorly directed.)

TABLE IX (cont.)

Conclusions Concerning What Already Exists at Lincoln High School as Shown in Chapters II and III	Methods That May Be Used by Counselors
H. Techniques (cont.)	H. Techniques (cont.)
(7) Almost no testing for permanent record purposes	(7) Begin by having teachers report results of class testing Make arrangements with Research Department for aid in select- ing tests and grading Watch that testing does not become an end in itself
(8) Encouragement of student government	(8) Strive for student direction in all fields--controlled by veto power of school authority Insist on new responsibility for every new element of freedom
(9) Psychometric Testing Laboratory services for fifth-term stu- dents	(9) Utilize the service as given at present Record results and use them in counseling Expect added help in testing only if present system proves out
(10) Many techniques not used because of lack of knowledge and training	(10) Advocate study of techniques of guidance Loss no opportunity to demonstrate new techniques

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APPENDIX A

THE CHECK LIST SENT TO
THE JURY OF THIRTY-TWO

A CHECK LIST FOR
METHODS OF OBTAINING BASIC RECORDS

The purpose of this study is to find methods of obtaining the basic information about students which is so badly needed in high school counseling. This is not a questionnaire in the true sense, but it is a means devised to check the work of the author in setting up a practical, working program for Lincoln High School. No attempt is being made to propose an ideal guidance set-up. You are helping to answer the very practical questions, "How, specifically, are we going to get these data about pupils which every writer on guidance insists we must have when we are so limited in time and equipment?" and "How are we going to fit our plans into the actual picture?"

You have been selected as a member of a jury to weigh the evidence and form a basis for the answers to these questions. The jury is restricted to people who are interested in guidance in the high schools, who have had some experience in guidance work, who are acquainted with the guidance program of the Portland schools, and who know something about the part Lincoln High School has played in that program.

Regardless of whatever desires administrative officers may have had to perfect the guidance of children in Portland, there are certain conditions present within the Lincoln set-up which limit the effectiveness of all the agencies dealing with guidance in that school. Some of these limitations, which should be kept in mind while checking the items on the accompanying list, are:

1. Each counselor has only one period a day for guidance work.
2. All counselors have been chosen from the teaching staff and are not yet expert in the field of guidance.
3. There are no small rooms available for counseling; consequently, the effectiveness of interviews is limited.
4. There is no suitable filing system provided as yet.
5. No means for counselors to meet counselees in groups has been worked out, except for the first-term orientation classes.
6. The homeroom idea is very unpopular.

The replies on this check list are not going to be counted and tabulated or treated statistically in any way. They will be considered as indicating trends, or, what is as important, complete lack of uniformity of opinion. Space is provided for remarks. Please feel free to write anything you wish anywhere on the paper. Ideas are what is wanted.

CHECK LIST INSTRUCTIONS

Instruction for checking Part I.

Be sure you have read page 1.

The background for the study of methods of obtaining records is the cumulative record card. Such a card will be found accompanying this list. Please study this card (four pages representing front and back of two cards). Suggest any changes on the card. Do not be afraid of spoiling your copy, for another may be had on request.

Instruction for checking Part II.

Notice that there is a list of 356 standardized tests, arranged alphabetically by subject and numbered. The check list proper has space allowed for the indication of tests by number. If you are well enough acquainted with tests to make a selection, put the number of the test under the heading "Test No." and opposite the subject to which the test applies. If you know of a better standardized test for the purpose, write "S" instead of a number. If you prefer a teacher-made test, write "T." If you prefer no test at all, write "No." If you are not sufficiently acquainted with any tests on the subject, or if you prefer not to bother with subjects you are not particularly interested in, leave blank. Space is left in the left-hand margin for your comments.

Under "Purpose" follow this code:

A for Achievement
 P for Prognosis (measure of Aptitude)
 D for Diagnosis
 I for Interest, determination of
 S for Self-Evaluation of the pupil
 O for Other purpose you prefer

Next indicate in the next two columns the time the test should be given. Terms are to be numbered from 1 to 8, quarters of the term given are to be numbered 1, 2, or 3. If more than one test is to be given for the same subject, crowd the numbers one under the other. In the last column indicate the agency to give the test, using the following code:

Reg for Registration Room with no attempt at
 class or guidance
 HR for Homeroom with guidance attempted
 O for Orientation class, for first termers only
 SC for Subject Class under subject teacher
 GG for Group Guidance other place save homeroom
 P for Psychometric Testing Laboratory
 Write in any other you prefer

Sub- ject	Test No.	Pur- pose	Term	Quar- ter	Where	Sub- ject	Test No.	Pur- pose	Term	Quar- ter	Where
Sci- ence						Fre nch					
5 Chem						1					
6 Chem						2					
7 Phys						3					
8 Phys						4					
						5					
Math						6					
1 Alg						7					
2 Alg						8					
3 Geom											
4 Geom						Span ish					
5 Alg						1					
6 Geom						2					
7 Trig						3					
8 Alg						4					
1g Gen						5					
2g Gen						6					
						7					
Lat- in						8					
1											
2						Ger- man					
3						1					
4						2					
						3					
8						4					

Sub- ject	Test No.	Pur- pose	Term	Quar- ter	Where	Sub- ject	Test No.	Pur- pose	Term	Quar- ter	Where
Mech Dr. 1						Comm erce					
2						Typ ing 1					
3						2					
4						Bkp ing 1					
5						2					
6						3					
7						4					
8						Sht hand 1					
						2					
						3					
						4					

ART and MUSIC are omitted because of the inadequacy of standardized pencil-and-paper tests in these subjects. Knowledge relating to these subjects is not a measure of performance.

Page two of the cumulative record card contains items that can easily be obtained by student questionnaire. Such items as the birth date and the occupational status of the parents may be falsified, but the repetition of the questionnaire each year should check that fairly well. Please comment if you think otherwise.

CHECK LIST: Part III

Instructions for Part III.

On page three of the record card are items concerning interests and aptitudes, emotional and social maturity, home influences, and personality ratings. There is much controversy over the question of subjective ratings of pupils in this respect, so it is expected that you will make some comment. The right-hand column of the following part of the check list allows space for these remarks.

Subject	Test No.	Purpose	Term	Quarter	Where	Other means than Tests
Vocational Interests						
Vocational Aptitude						
Educational Interests						
Educational Aptitude						
Emotional Balance						
Social Sensitivity						
Home Influences						
Personality Ratings						

PART IV

This part deals with page four of the record card. The question is, "How shall we obtain the records of our pupils after they leave high school?" Again, as in Part III, you are asked to suggest methods that have a reasonable chance of getting what is wanted without taking too much time or money.

N.B. The results of this study will be available at the Curriculum Library under the title, "A Study of Methods of Obtaining Basic Records Used in High School Counseling."

Name		M F		Address				Tel.									
Last School Attended			Entered LHS		Term	Age	Counselor										
Grade-Year-Age			GRADE RECORD		High School Course												
Test for MA---IQ			9	10	11	12											
Term. 1 to 8			1	2	3	4	5	6	7 8								
Elementary Grade Placement	TEACHERS' MARKS	1				1			1								
IQ		2				2			2								
Reading		3				3			3								
Language		4				4			4								
Social Studies		5				5			5								
Total Credits																	
PHOTO	STANDARDIZED TESTS	Test	Sc %ile	Test	Sc %ile	Test	Sc %ile	Test	Sc %ile								
Interpretation of tests, analysis and remarks						Term	1	2	3	4	5	6	7	8			
						Days Absent											
						Times Tardy											
						Attendance Notices											
						Issued	Ab-NX	T-NX	T-Class	Tru	Clear						

Name		M F		Birth Place		Birth Date	
Address (Indicate date moved)		Date	Phone	Living with: Father		Mother	Other person
				Registration room teacher			
1				1		5	
2				2		6	
3				3		7	
4				4		8	
Father		Health	Education	Religion	Nationality	Citizenship	Occupation
Mother							
Other person							
Other members of family		Older x Young -	Educ	Married	Address (if with family, write "home")		
1							
2							
3							
4							
5							
Special conditions: Language		Parents separated		Divorced		Other	
Father's Occupation		Where	Temp--Perm	Exact name of job		Income	
Mother's Occupation							
Parents' Plans for son--daughter		Educational Vocational					
Grade-Year-Age	8	9	10	11	12		
Vocational Choices							
Vocational Experiences							
Educational Plans							
H. S. Activities Athletic							
Non-athletic							
Outside Organisations							
Notable Accomplishments							
Hobbies							
Remarks							

Name		Counselor				
PERSONAL						
Grade-Year-Age	8	9	10	11	12	
Vocational Interest Test or Opinion						
Vocational Aptitude Test or Opinion						
Educational Interest Test or Opinion						
Educational Aptitude Test or Opinion						
Emotional Balance Test or Opinion						
Social Sensitivity Test or Opinion						
Home Influences						
Personality Ratings	+2					
	+1					
	0					
	-1					
	-2					
HEALTH AND PHYSICAL RECORD						
Height						
Weight						
General Health						
Teeth						
Eyes						
Physical Disabilities						
Accidents						
Operations						
Immunization for:	Small Pox	Diphtheria	Typhoid	Scarlet Fever	Others	
Date						
Diseases:	Measles	Mumps	Frequent Colds	Chicken Pox	Whooping Cough	Others
Date						
Permanent Results:						

Name		Counselor		
Date		CONFERENCE RECORD		
Sent or called by		Notes on interview		
Nature of conference				
FOLLOW-UP				
Summary of school work				
Cause of leaving school				
Year after school	Occupation / College	Income / ^{STATUS} Grade Points	Dependents / Major	Advancements / Honors
1st				
2nd				
3rd				
4th				
5th				
Lodges or social orders:				
Recognitions received:				

STANDARDIZED TESTS FOR HIGH SCHOOL

GROUP INTELLIGENCE

1. American Council on Ed. Psych. Exam. for HS Students; 9-12
2. Army Alpha Exam; first Nebraska edition; HS-adult
3. California Test of Mental Maturity; 7-9
4. Army Group Exam Alpha; Schrammel-Bramman Revision; 4-16
5. Auditory Scale for Group Meas. of Mental Ability; 7-12
6. Carnegie Mental Ability; HS
7. Detroit Advanced; HS
8. Henmon-Nelson T of Mental Ability; 7-12
9. Intelligence Scale CAVD, Inst. of Ed. Research; 3-college
10. Kelvin Meas. of Mental Ability; 8-14: 4th Ed. 9-12
11. Kentucky Gen. Scholastic Ability; 11-13
12. Kuhlmann-Anderson; 9 to maturity
13. Mental Alertness, Center for Psych. Service; 12
14. Multi-Mental Scale; 2-12
15. Ohio State Univ. Psych. Test; 9-16
16. Otis Group, Advanced Exam, Form 18; 4-college
17. Otis Quick-Scoring Mental Ability; 4-9, 9-16, revision of SA tests
18. Otis SA Tests of Mental Ability, Int. and Higher; 4-9, 9-college
19. Terman Group Test of Mental Ability; 7-12
20. Thorndike Int. Exam. for HS Graduates

INDIVIDUAL INTELLIGENCE

21. Detroit Test of Learning Aptitude; 4-adult
22. Revision and Extension of the Binet-Simon Scale; 1½-16 yrs.
23. Stanford revision of the Binet-Simon Intelligence Scale; 1-12

ACHIEVEMENT BATTERIES

24. Carnegie HS Ach. Exam; 9-13
25. Comprehensive Testing Program; 3 or 4 to 9
26. Cooperative General Ach; HS and college placement
27. Cooperative General Culture; 12-16
28. Iowa HS Content Exam; 12-13
29. Iowa Placement Exams; 12-13
30. New Stanford Ach; 4-9
31. Progressive Ach, Intermediate Battery; 7-9
32. Progressive Ach, Advanced form; 10-12
33. Progressive Ach, Revised; 7-9, 9-13
34. Sones-Harry HS Ach; 9-13

ENGLISH AND RELATED SUBJECTS: GRAMMAR AND LANGUAGE USAGE

35. Barrett-Ryan English Test; 7-12
36. Briggs English Form Test; 7-9
37. Clapp's Test for Correct English; 5-12
38. Clapp-Young English Test; 5-12
39. Cleveland English Composition and Grammar; 7-12
40. Columbia Research Bureau English Test; 11-15
41. Cooperative English Test, Series I, 1932; Secondary schools
42. Cooperative English Test, Series II, 1932-33; Secondary schools

43. Cooperative English Test Form 1937
 44. Cross English Test; 9-13
 45. Diagnostic Tests in English Composition (Pressey); 7-12
 46. Eaton Diagnostic Accomplishment Test in English; 7-10
 47. English Minimum Essentials Test; (Tressler); 8-12
 48. English No. 4, Grammar and Style, (Midland Attainment Tests);
Age 6-14
 49. English Tests, (Nat'l Ach. Tests); 7-12
 50. English Usage; Every-pupil Test, (Ohio Scholarship Tests)
7-9, 10-12
 51. Iowa English Organization Test; HS and college
 52. Iowa Every-pupil Test in English Correctness; HS
 53. Kentucky English Test; A general ach. test for HS and college
freshmen
 54. Leonard Diagnostic Test in Punc. and Cap; 5-12
 55. Los Angeles Diagnostic Tests, Language; 3-9
 56. Nelson HS English Test; HS
 57. Purdue Diagnostic English Test; 6-12
 58. Purdue Placement Tests in English; 12-13
 59. Risland-Beck Natural Test of English Usage; 12-13
 60. Schutte English Diction Test; 7-14
 61. Shepard English Test; 12-13
 62. Survey Test of English Usage (Psych. Institute) Two sets,
3-6 and 7-13
 63. Survey Test of English Usage (Psych. Institute) Five forms,
7-10
 64. Tests in English Fundamentals (Davis); HS
 65. Wisconsin Language Usage Test, Form 1937; 9-12
- ENGLISH LITERATURE
66. Accomplishment Tests in Literature, (Sallee); Jr and Sr HS
 67. American and English Literature: Ohio Every-Pupil; 9-12
 68. Awareness Test of Twentieth Century Literature; HS, College
and up
 69. Barrett-Ryan Literature Test; HS
 70. Carroll Prose Appreciation Tests; 7-9, 10-12
 71. Cooperative Literary Acquaintance; Secondary school
 72. Cooperative Literature Comprehension Test; 9-14
 73. English Literature: (Center for Psych. Service); HS and college
 74. English No. 5, Knowledge of Literature (Midland Attainment);
Age 6-14
 75. English: Understanding and Appreciation of Poetry (Indiana
State); HS
 76. Iowa Every-Pupil Test in reading Comprehension in Literature; HS
 77. Literature Appreciation Tests; Bixler
 78. Literary Background (Logan and Parks); 11-13
 79. Literature Test; National Achievement; 7-12
 80. New Eaton Literature Tests; HS
 81. Objective Tests in American Literature (Call); 9-12
 82. Objective Tests in English (Satterfield et al); 7-college
 83. Rigg Poetry Test; HS and college
 84. Stanford English Literature Test; HS and Jr college

85. Tests in Comprehension of English Literature (Burch); 7-12
- ENGLISH READING AND VOCABULARY**
86. Detroit Reading Test, Test IV; 7-9
87. English No. 2, Vocabulary: Midland Attainment Tests; Age 6-14
88. English Recognition Vocabulary Test (Seashore); 7-16 and adults
89. Haggerty Reading Exam., Sigma 3; 6-12
90. Inglis Tests of English Vocabulary; 9-16
91. Iowa Elementary Reading Tests; 4-9
92. Iowa English Organization Tests; 9-16
93. Iowa HS Silent Reading Tests; Advanced Exam; 7-12
94. Lower Extension of the Eng. Tests of Eng. Vocabulary (Downing & Thomas); 6-10
95. Markham English Voc. Tests for HS and College Students
96. Nelson-Denny Reading Test; 12-college
97. Poley Precis (Paragraph Summary) Test; HS-college
98. Pressey Diagnostic Reading Tests; 3-9
99. Technical Vocabularies of the Public School Subjects (Pressey);
HS
100. Thorndike Test of Word Knowledge; 4-9
101. Traxler Silent Reading Test; 7-12
102. Wide Range Vocabulary Test (Psych. Corp.); 3-16
- FOREIGN LANGUAGE: FRENCH**
103. American Council Alpha: Aural Comprehension; 1-6 semesters
104. American Council Alpha: Voc. and Grammar; Silent reading and comp.; 9-college
105. American Council Beta; 7-11
106. American Council French Grammar; 9-college
107. Columbia Research Bureau Aural French Test; 9-15
108. Columbia Research Bureau French Test: Comp. and Grammar; 9-15
109. Cooperative French Test; Secondary Schools
110. First Year French; Indiana State HS Tests
111. French Vocabulary-Harvard Tests; 1-8 semesters
112. Miller-Davis French Test; 1st year
113. Sammartino-Krause Standard French Tests; HS
114. Second Year French; Indiana State HS Tests
115. Silent Reading Tests in French (Broom and Brown); HS and college
- GERMAN**
116. American Council Alpha; 9-college
117. American Council German Reading Scales; HS
118. Columbia Research Bureau German Test; 9-15
119. Cooperative German Test, 1932, 1933; Secondary schools
120. Cooperative German Test, 1937; Secondary schools
121. First Year German Test (Aiken and Held); 1st year
- LATIN**
122. Cicero Test; Bureau of Ed. Meas.
123. Cooperative Latin Test, 1932, 1933; Secondary schools
124. Cooperative Latin Test, 1937; Secondary schools
125. Deferrari-Foran Test in Latin Comprehension; 3 or more semesters
126. Deferrari-Foran Test in Vocabulary and Forms; 1 or more semesters
127. First and Second Year Latin; Every Pupil Test, Ohio Scholarship
128. First Year Latin Test; Indiana State HS Tests

129. Holtz Vergil Test; Bureau of Ed. Meas.
130. Iowa Every Pupil Test in Latin Reading Comprehension; HS
131. Latin Grammar Test (Hutchinson); HS
132. New York Latin Achievement Tests; 1 or 2 years
133. Powers Diagnostic Latin Test; 1st year or survey
134. Second Year Latin Test; Indiana State HS Tests
135. Ullman-Kirby Latin Comprehension Test; 9-12
136. White Latin Test; 9-12

SPANISH

137. American Council Alpha; 9-college
138. American Council Beta; 7-11
139. Columbia Research Bureau Spanish Test; 9-15
140. Contreras-Broom-Kaulfers Silent Reading Tests; 9-11
141. Contreras-Broom-Kaulfers Vocabulary Tests; 9-11
142. Cooperative Spanish Test, 1932, 1933; Secondary schools
143. Stanford Spanish Tests; HS and college

PROGNOSTIC LANGUAGE TESTS

144. Foreign Language Prognosis Test (Symonds); 8-9
145. Language Aptitude Test (Center for Psych. Service); HS and college
146. Luria-Orleans Modern Language Prognosis Test; 7-13
147. Orleans-Solomon Latin Prognosis Test; 8-9

MATHEMATICS: ALGEBRA

148. Breslich Algebra Survey Tests; 1st and 2nd semester
149. Columbia Research Bureau Algebra Tests I and II
150. Colvin-Schrammel Algebra Test; 1st year
151. Cooperative Algebra Test; 9-10 Beginning
152. Cooperative Algebra Test; 11-14 Intermediate
153. Elementary Algebra; Every Pupil, Ohio Scholarship Tests; 1st year
154. First Year Algebra Test; Indiana State HS Tests; 1st year
155. Garman-Schrammel Algebra Test; 3rd semester
156. Iowa Every Pupil Test in Ninth Year Algebra
157. Iowa Unit Achievement Tests in First Year Algebra
158. Standard Survey Tests for Elementary Algebra; 9
159. Wisconsin Algebra Test; 9

GEOMETRY AND TRIGONOMETRY

160. American Council Solid Geometry Test; 11-15
161. American Council Trig. Test; 11-15
162. Becker-Schrammel Plane Geometry Tests
163. Breslich Geometry Survey Test, First and Second Semesters
164. Columbia Research Bureau Plane Geometry Test
165. Cooperative Plane Geometry Test
166. Cooperative Solid Geometry Test
167. Cooperative Trigonometry Test
168. Iowa Every Pupil Test in Plane Geometry; 10
169. Lane and Greene Unit of Achievement in Plane Geometry; 10
170. Orleans Plane Geometry Achievement Test; 10
171. Perry Geometry Test (Plane); 10
172. Plane Geometry; Every Pupil, Ohio Scholarship Tests; 10
173. Plane Geometry Test; Indiana State HS Tests; 10
174. Renfrow Diagnostic Tests in Plane Geometry. One for each semester

175. Schorling-Sanford Achievement Test in Plane Geometry; 10
 176. Seattle Solid Geometry Tests. Semi-monthly and final; 11-12
 177. Webb Geometry Test; 10
 178. Wisconsin (Plane) Geometry Test; 10

GENERAL MATHEMATICS

179. Cooperative General Math Test for HS Classes; 10-12
 180. Problems in Quantitative Thinking (Coop Bureau of Ed. Research); 10-18

PROGNOSTIC MATHEMATICS TESTS

181. Iowa Algebra Aptitude Test; 8-9 before taking subject
 182. Lee Test of Algebraic Ability; 8-9 before taking subject
 183. Lee Test of Geometric Aptitude; 9-10 before taking subject
 184. Mathematical Ability Test (Ryerson Press); 4 and higher
 185. Nelson-Richardson Plane Geometry Readiness Test; HS
 186. Orleans Algebra Prognosis Test; 8-9 before taking subject
 187. Orleans Geometry Prognosis Test; 9-10 before taking subject

PHYSICAL EDUCATION AND HEALTH

188. ACH Index of Nutritional Status (Am. Public Health Ass'n); 7-12
 189. Gates-Strang Health Knowledge; 3-12
 190. Health Education and Hygiene: Every Pupil, Ohio Scholarship Tests; 7-9
 191. Kilander Health Knowledge Test; 12-13
 192. Lehman Play Quiz; 3 and above
 193. Scale of Motor Ability Tests (Brace); Jr HS to college

SCIENCE: GENERAL

194. Analytical Scales in Elementary Science, Div. 4; grade 9
 195. Cooperative General Science Test, 1st year HS
 196. Cooperative General Science Test; HS and college entrance
 197. General Science: Every Pupil, Ohio Scholarship Tests; HS
 198. General Science: Indiana State HS Tests; 1st and 2nd semesters
 199. General Science Test: Nat'l Ach. Tests; 7-9
 200. Iowa Every Pupil Test in General Science; 9
 201. Powers General Science Test; 7-9
 202. Rich-Popencoe General Science Test; 7-8-9
 203. Science Information Test (Calif. Test Bureau); 7-9
 204. Wisconsin General Science Test, Form 1937; 9

BIOLOGY

205. Achievement Test in Biology (Richards); HS and college freshmen
 206. Biology: Every Pupil, Ohio Scholarship Tests; HS
 207. Biology Tests (Jordan and Foran); HS
 208. Biology Test: Indiana State HS Tests
 209. Cooperative Biology Test; HS and college entrance
 210. Iowa Every Pupil Test in Biology; HS
 211. Presson Biology Test: Plant, animal, human; 9-13
 212. Rich-Cossmann Biology Test; 9-13
 213. Test of General Biology (Oakes and Powers); 9-10
 214. Van Hagenen Reading Scales in Biology; HS
 215. Wisconsin Biology Test; HS

CHEMISTRY

216. Chemistry: Every Pupil, Ohio Scholarship Tests; HS
 217. Chemistry Test: Indiana State HS Tests

218. Columbia Research Bureau Chemistry Test; 11-13
219. Cooperative Chemistry Test; HS and first year college
220. General Chemistry Test (Center of Psych. Service); HS or college
221. Glenn-Welton Chemistry Achievement Test; HS
222. Harvard Test in HS Chemistry; 11-12
223. Malin Diagnostic Test in the Mechanics of HS Chemistry; 11-12
224. Persing Laboratory Chemistry Test; Form for each of two semesters
225. Rauth-Foran Chemistry Tests I and II; Form for each of two semesters

PHYSICS

226. Columbia Research Bureau Physics Test; 11-14
227. Cooperative Physics Test; HS and college
228. Elementary Physics -- Harvard Tests; End of HS Physics
229. Final Test in HS Physics (Rurd); 11-12
230. Fulmer-Schrammel Physics Test; 11-12
231. General Physics: Every Pupil, Ohio Scholarship Tests; HS
232. Iowa Every Pupil Test in Physics; HS
233. Stewart-Ashbaugh Physics Test; HS
234. Physics: Indiana State HS Tests
235. Wisconsin Physics Test; HS

SCIENTIFIC THINKING AND APPLICATION

236. Common Science Vocabulary (Coop Bureau of Ed. Research); 10-18
237. Science Applications Test (Robert Gibson and Sons, Glasgow); 12-14
238. Scientific Attitudes (Wisconsin Ed. Ass'n); 9-13
239. Scientific Methods (Wisconsin Ed. Ass'n); 9-13
240. Scientific Thinking: Every Pupil, Ohio Scholarship Tests; HS
241. Steps in Problem Solving (Coop Bureau of Ed. Research); 10-18
242. What Do You Think? (Bureau of Pub.); 7-12

SOCIAL STUDIES: CIVICS AND ECONOMICS

243. Almack Tests in American Civics and Government; Jr HS to Jr college
244. American Council Civics and Government Test; 11-college
245. American Council Economics Test; 11-college
246. Brown-Woody Civics Test; 7-12
247. Burton Civics Test; 5-9
248. Civics: Every Pupil, Ohio Scholarship Tests; 8-12
249. Columbia Research Bureau Test in Civics; HS
250. Cooperative Economics Test; HS and college
251. Hill Tests in Civic Information and Attitudes; 6-12
252. Hill-Wilson Civic Action Test; 6-12
253. Iowa Every Pupil Test in American Government
254. Iowa Every Pupil Test in Economics
255. Junior HS Civics Test; Indiana State HS Tests; 9
256. Magruder-Chambers-Clinton American Civics and Government Test for High Schools and Colleges
257. Senior HS Civics; Indiana State HS Tests
258. Wesley Test in Political Terms; 11-16
259. Wesley Test in Social Terms; 6-16

AMERICAN HISTORY

260. American History: Every Pupil, Ohio Scholarship Tests; 7, 8, 11, 12
261. American History Test: Indiana State HS Tests
262. Barr Diagnostic Test in American History; 7-12
263. Barr-Daggett Tests in American History; 11-12
264. Columbia Research Bureau American History Test; 10-14
265. Cooperative American History Test; 7-12
266. Gregory American History Tests (Revised), Test III for 10th grade
267. Iowa Every Pupil Test in U. S. History
268. Iowa General Information Tests in American History; 7, 8, 11, 12
269. Junior American History Test (Carman, Barrows, Wood); 7-9
270. Keltly-Moore Test of Concepts in the Social Studies; 4-9
271. Test of Factual Relations in American History; HS
272. Wisconsin American History Test, Form 1937; 12
273. Social Studies Achievement Tests (Stein and Moulton); 7-9

MODERN, EUROPEAN AND WORLD HISTORY

274. American Council European History Test; 10-14
275. Cooperative English History Test; HS
276. Cooperative Medieval History Test; HS
277. Cooperative Modern European History Test; Jr and Sr HS
278. Cooperative World History Test; HS
279. Gregory-Owens Test in Medieval and Modern History; HS and normal
280. Iowa Every Pupil Test in World History
281. Modern European History Test (Center for Psych. Service); HS or college
282. Modern History: Every Pupil, Ohio Scholarship Tests; 10
283. Sloyer Test in World History; HS
284. World History Test: Indiana State HS Tests; 1st and 2nd semesters

GENERAL SOCIAL STUDIES

285. Beard-Erbe Social Science Tests; HS Comprehensive
286. Cooperative Tests of Social Studies Abilities
287. Historical Development and Cultural Change (Coop Bureau of Ed. Research)
288. Melbo Social Science Survey Test; 10-16
289. Social Situation Interview (Coop Bureau of Ed. Research); 10-18
290. Social Studies Test; Nat'l Ach. Tests; 7-9
291. Tests of the Socially Competent Person (Bureau of Publ.); 7-12

MECHANICAL DRAWING

292. Badger Mechanical Drawing Tests; 7-12
293. Castle Mechanical Drawing Tests; HS
294. Industrial Arts Test, Test I, Woodwork (Nash and Van Duzee); 7-12
295. Industrial Arts Test, Test II, Mechanical Drawing (Nash and Van Duzee); 7-12
296. Mechanical Drawing Tests (Fischer); 9-10
297. Mechanical Drawing (Jackson and Schrammel); 1 year HS
298. Mechanical Drawing Performance Test (Baxter); HS

299. Wright Achievement Test in Mechanical Drawing; HS

COMMERCIAL SUBJECTS

300. Blackstone Stenographic Proficiency Tests: Typewriting; HS
 301. Blackstone Stenographic Proficiency Tests: Stenography; HS
 302. Bookkeeping Tests (Carlson)
 303. Bookkeeping Test: Indiana State HS Tests
 304. Clem Junior and Senior Typewriting Tests; 1st and 2nd year
 305. Commercial Education Survey Test: Jr and Sr Shorthand
 306. Commercial Law Achievement Test (Peters, Pomeroy, Green)
 307. Elwell-Fowlkes Bookkeeping Test; 9-13
 308. General Clerical; Every Pupil, Ohio Scholarship Tests
 309. Shenwell-Whitcraft Bookkeeping Test; 1st year
 310. Shorthand I; Every Pupil, Ohio Scholarship Tests
 311. Shorthand II; Every Pupil, Ohio Scholarship Tests
 312. Shorthand Test; Indiana State HS Tests; 2 years
 313. Stuart Objective Tests in Typewriting, Series A; End of 1st year
 314. Thompson Business Practice Test; 7-12
 315. Typewriting I; Every Pupil, Ohio Scholarship Tests
 316. Typewriting II; Every Pupil, Ohio Scholarship Tests
 317. Typewriting Test; Indiana State HS Tests; 2 years
 318. Vocabulary, Reading and Writing Tests in Gregg Shorthand,
 (Hoke); 2nd, 3rd, and 4th semesters shorthand

319. Westin Commercial Law Achievement Test; HS and college

PERSONALITY, ADJUSTMENT AND CHARACTER

320. The Adjustment Inventory (Bell); HS and college
 321. Aspects of Personality (Pintner and others); 4-9
 322. BEC Personality Rating Schedule (Business Ed. Council);
 7-16, adults
 323. Case Inventory, Third Edition (Bureau of Pub.); 5 and above
 324. Character and Inventory Chart (Dougherty, O'Reilly, Mannix);
 6-12
 325. Character Sketches (Maller); 5-college
 326. Cowan Adolescent Personality Schedule, Revision 1; Ages 12-20
 327. Nebraska Personality Inventory
 328. Personal History Record; 13, but could be used for 12
 329. Personal Index (Loofbrow and Keys); Boys, 7-9
 330. Personality and Interest Inventory (Hildreth); 4-9, 9-12
 331. Personality Inventory (Bernreuter); HS to adults
 332. Personality Schedule (Thurstone and Thurstone); 11-college
 333. Personality Sketches (Maller); 4 and above
 334. Self-Appraisal Schedule (C.K.A. Wang); 9-16 and adults
 335. Student Questionnaire (Symonds and Block); 7-12
 336. Washburne Social Adjustment Inventory (Syracuse); 9-16 and
 adults

INTERESTS AND ATTITUDES

337. Attitude-Interest Analysis Test (Terman and Miles);
 Adolescent-adult
 338. Interest Questionnaire for HS Students (Garretson and Symonds);
 8, 9, 10
 339. Inventory of Activities and Interests (Psych. Corp.);
 Ages 12-19, Grades 7-12

340. Personal Attitude Test for Boys (Sweet); 12-14
341. Pressey Interest-Attitude Tests; 6-adult
342. Scales for the Measurement of Social Attitudes (Edited by
Thurstone); 9 and up
343. Strong's Vocational Interest Blank; HS and college
344. Test of International Attitudes (Neumann, Kulp, Davidson);
HS and college
345. Watson Test of Public Opinion; 11-16
MISCELLANEOUS
346. Baker's "Telling What I Do" Tests; 7-9
347. Haggerty-Olson-Wickman Behavior Rating Schedules; 5-12
348. Lewerenz-Steinmetz Orientation Test; HS and up
349. New York Rating Scale for School Habits; 3-HS
350. Objective Test of Honesty (Maller); 5-10 Best in 7-8
351. Scale for Evaluating the School Behavior of Children Ten to
Fifteen (Psych. Corp.)
352. "Shall I Go To College?" (Open Letter to HS Seniors)
353. Sims Score Card for Socio-Economic Status; 4-12
354. Social Intelligence Test (Center for Psych. Service); HS or
college
355. Study-Habits Inventory (Wrenn); 12-13
356. Test of Knowledge of Social Usage (Strang, Brown, Stratton);
7-12

APPENDIX B

RESULTS OF THE CHECK LIST

RESULTS OF CHECK LIST

This material is divided into three parts: 1. Cumulative Record; 2. Subject-matter Tests; and 3. Intangibles. It is further divided into three sections, showing results from College Professors, Administrators, and Counselors.

Whenever the material in column 1 refers to a specific item on the cumulative record card, the item is given. If the comment is not specific, it is listed as general comment.

I. Cumulative Record

College Professors:

1. General comment : : An unusually fine permanent record card.
: :
2. Interpretation of : : Too small space
tests, analysis : :
and remarks : :
: :
3. General comment : : You have probably protected yourself in
: : the text of your thesis against giving the
: : impression that tests and bare academic
: : record are always the sole sources of in-
: : formation on which you base vocational and
: : other counseling. It is not disparaging
: : their usefulness to recognize that the
: : record of studies, and sometimes even more,
: : the record of home and outside activities,
: : or employment experiences and expression
: : of free time interests often throw more
: : useful light on personality qualities than
: : any test we have yet devised. The tests
: : help to fill in gaps in other information,
: : to confirm or raise doubts about inferences
: : drawn from the record, but, as you know,
: : taken alone are generally rather inadequate
: : for counseling which can be given with any
: : real confidence.
: :
: : . . . It is hard to get such informa-
: : tion (anecdotal record), but when it is
: : available, it certainly should be gotten
: : and used. I am suggesting the need for
: : getting the occupation of the mother before

: : marriage. A woman who has worked as a
 : : nurse, a teacher, or a secretary or
 : : other regular and fairly high level occu-
 : : pation often has an attitude, an influence
 : : on her children, especially her daughters,
 : : quite different from that of a woman who
 : : has had no regular remunerative occupation.

: :
 : : I doubt that there is enough space
 : : given for vocational experience--when the
 : : student has had any significant vocational
 : : experience. It should include, of course,
 : : the nature of the work, the degree of re-
 : : sponsibility, the rate of pay, the success
 : : from the employer's point of view and from
 : : that of the satisfaction of the individual
 : : himself.

: :
 : : Perhaps other sources of information
 : : other than scholarship record and tests
 : : should be stressed a little more. Intelli-
 : : gent interviewing and the "case study"
 : : method including interviews, of course, with
 : : parents are likely to throw more real light
 : : on the youngsters' practical prospects for
 : : the future than his tests. The economical
 : : and social status of parents, their atti-
 : : tude toward college or other advanced
 : : training, and the youngster's own desires
 : : and ambitions evidenced, preferably, by
 : : something more than word of mouth--for
 : : instance, having actually saved money to
 : : go to college have obvious importance in
 : : appraising a situation and giving pertinent
 : : counseling. It is almost notorious, of
 : : course, that half the high school graduates
 : : who are capable of doing college work never
 : : get to college. Lack of funds is, of
 : : course, one important factor, but lack of
 : : college ambition, parental attitudes and
 : : the like are probably no less important.
 : : Conversely, parental ambitions often drive
 : : youngsters to college who are wholly unfit
 : : for that experience.

Mother's occupa-
 tion

: : (before marriage if not now employed)

: :
 : :
 : :

Notable accomplishments : : Positions held, honors, evidences of
 : : leadership
 : :
 Conference record--- : : (or sought by student?)
 Sent or called by : :
 : :
 Recognitions : : Public service activities
 received: : :
 : :
 Standardized tests : : Dates when tests made
 : :
 Health and Physical: : Add: Physical examinations, when and
 Record : : by whom.
 : :
 4. General comment : : I question the value of this type of
 : : thing. (This refers to the use of the
 : : check list as the main means of getting
 : : evidence for the thesis. It was agreed
 : : later that it was satisfactory as one
 : : of three means. -- This professor did not
 : : comment at all on the record card.)
 : :
 Administrators: : :
 : :
 1. Social Studies : : Why not social maturity or something of
 : : the sort? That is supposed to be a basic
 : : problem in the elementary school as well
 : : as in the high school.
 : :
 Address (Indicate : : You may have to consider this factor---
 date moved) : : pupils move more than four times; maybe
 : : last previous address and present address
 : : or something of the sort.
 : :
 Income : : Why not suggest wage or income below
 : : \$2000.00, \$2000.00 to \$5000.00, above
 : : \$5000.00, or something of the sort not
 : : quite so specific?
 : :
 Notable accom- : : More space here
 plishments : :
 : :
 Page three : : Looks like a good page; probably have to
 : : use it a while before you find the "bugs."
 : :
 Page four : : Why not some reference or suggestion on
 : : this page that anecdotal record is avail-
 : : able or has been made or something of the

: : sort?
 : :
 Year after school : : 5th and up.
 : :
 2. General comment : : I sincerely feel that your personal
 : : record card is too long, detailed, cum-
 : : bersome and tedious for counselors to
 : : handle under the present set-up. Unless
 : : we can get more time, better surroundings
 : : and better supervision, both from the
 : : standpoint of a director in the school
 : : and a general supervisor over all the
 : : schools, I do not favor your proposed
 : : set-up for Lincoln High School.
 : :
 : : If we could get a person who could
 : : devote at least half his time to student
 : : guidance and personnel work and if coun-
 : : selors could have adequate time, space,
 : : filing devices and the like, then I would
 : : say that your proposed set-up would be as
 : : near the ideal as we could get until
 : : actual practice showed us where and how
 : : to improve it.
 : :
 3. General comment : : In this type of work I have maintained
 : : from the beginning that the simpler the
 : : form, the more use it will be given. In
 : : my opinion the use of this card would
 : : lead you to desire constant changes in
 : : its form.
 : :
 Checked to omit : : Days absent and tardy; attendance notices;
 : : other members of family. Too much space
 : : on page three devoted to records of in-
 : : tangibles. Page four good. Lodges and
 : : social orders and recognitions received
 : : are all checked for omission.
 : :
 4. Occupation of : : Why occupation twice?
 father : :
 : :
 Income : : Not reliable and changing. Accurate state-
 : : ment of occupation all that is needed.
 : :
 Interpretation of : : Should be provision for grade level on
 tests, analysis, : : tests--more important than score.
 and remarks : :
 : :

Personality ratings : : What are the criteria on which this is
 : : based? Is an evaluation by subject
 : : teacher, physical ed. teacher, etc.,
 : : possible?
 : :
 Follow-up : : Who supplies this data? Who records this
 : : data? If clerical help is available a
 : : card index of all pupils with yearly
 : : check-up through questionnaire valuable
 : : to advise other students and to evaluate
 : : program of school.
 : :
 5. General comment : : I do not approve of educational progress
 : : based upon questionnaire. It is most un-
 : : scientific, conclusions based upon the
 : : validity of answers to a questionnaire
 : : are valueless, because of the lack of
 : : knowledge of the time and thought given
 : : to the answers to say nothing of the
 : : ability of the person answering.
 : :
 : :
 Counselors : :
 : :
 1. General comment : : Disapproves recording of health data
 : : other than eyes and physical disabili-
 : : ties. Others should be in the health
 : : department.
 : :
 Photo : : O. K.
 : :
 Follow-up : : Have picture of student any place in his
 : : file. Should have form letter to send
 : : out for follow-up.
 : :
 2. General comment : : The success of the follow-up program
 : : depends upon educating the students to
 : : their responsibility toward the school
 : : while they still are in school, doesn't
 : : it?
 : :
 Father's occupation : : duplicated on page one. Are enough of
 : : your pupils regularly employed after
 : : school and on week-ends to make a special
 : : notation? (domestics, paper boys, jani-
 : : tors, etc.) Does this supplement the
 : : family income, is it saved for further
 : : schooling, used as spending money?
 : :

Page two : : Elementary Grade Placement. Date of test.
: : Recheck for those who have had remedial
: : work. When you find low achievement do
: : you have corrective classes? If not, of
: : what value is the information? It seems
: : to me there is a lack of space for remarks.
: : Personally, I would rather read six cards
: : than try to read four cards of too closely
: : written material.
: :
Days absent : : Reason for absence? illness, lack of
: : interest, financial, laziness, etc.,
: : truancy, religion, help with family.
: :
Personality ratings: : For the sake of uniformity won't an ex-
: : planation of what is meant by "person-
: : ality ratings" be necessary?
: :
Health and Physical: : Student attitude toward health and
Record : : physical disability?
: :
Sent or called by : : Aren't students encouraged to come to
: : their counselors of their free wills?
: : Are you planning a folder for these
: : cards? Other materials (an essay, an
: : autobiography, a note from home, etc.)
: : add as much to the cumulative record as
: : the cards themselves.
: :
: : Have you thought of using anecdotal record
: : sheets? These sheets (heavy paper like
: : the cumulative record card) might be placed
: : in the hands of all teachers. Whenever a
: : teacher gains a particularly pertinent
: : piece of information, it can be written
: : upon the card and sent to the counselor.
: : The card can become a part of the student's
: : file.
: :
Cause of leaving : : Date of leaving school
school : :
: :
Follow-up : : Marriage; occupation of husband or wife;
: : new address.
: :
: : Is provision being made for these records
: : to become available to the teachers having
: : these pupils? When there are as few coun-
: : selors as there are and as few periods

: : devoted to counseling as there seem to
 : : be, I am interested in knowing how the
 : : records are to be used.
 : :
 3. Other members of family : : Too much. I suggest only number in
 : : family, boys or girls, whether older,
 : : younger--rather should say it gives
 : : place of child in the family.
 : :
 Exact name of job : : No. Too much.
 : :
 Income : : No.
 : :
 Parents' plans for son, daughter-- : : No.
 Educational, Vocational : :
 : :
 Educational plans : : Too much repetition.
 : :
 Notable accomplishments : : O. K. but too much.
 : :
 : :
 Elementary Grade Placement : : All O. K.
 : :
 : :
 Test, Sc. %ile : : Too much.
 : :
 Interpretation of tests, analysis and remarks : : I do not feel that such a detailed record,
 : : no matter how good, accomplishes its pur-
 : : pose, for it just can't be read and as-
 : : similated by any counselor having, say,
 : : 200 students under her jurisdiction.
 : : Rather, let our counselors be chosen with
 : : extreme care. Then their personal judg-
 : : ment and guidance will produce far more
 : : and better results than may be possible
 : : when so many tests, so much information
 : : from the varying sources, tend to dis-
 : : tract. Also, time; time with a student
 : : with sympathetic understanding and ques-
 : : tioning outweighs everything "tests"
 : : give. These are our two great needs in
 : : any counseling system. Wise, human, lov-
 : : ing counselors--more time with each
 : : student.
 : :
 : :

- : : I think these four pages of records
 : : could be cut to two and while one wouldn't
 : : know so much, perhaps, about the student,
 : : he would have certain vital facts, and
 : : these perused before a counseling period
 : : would help in guiding.
 : :
4. General comment : : Comprehensive cumulative record card that
 : : seems to be an excellent workable one.
 : :
5. Personality ratings : : Counselors' opinions or tests?
 : :
- Conference Record : : Good
 : :
- Summary of School : : Good - upper 1/10, etc.?
 Record : :
- Cause of leaving : : Good idea.
 school : :
- Follow-up : : Who is going to do this and how? On one
 : : period a day. Your record card is extreme-
 : : ly complete under our set-up. But you can
 : : always leave some of the spaces blank.
 : : My thought is that the information should
 : : be worked out on one card only.
 : :
- : : I suppose a pupil's financial home condi-
 : : tion can be determined by the father's
 : : occupation, number in family, etc., but I
 : : think it is important to know that when
 : : dealing as a counselor.
 : :

II. SUBJECT MATTER TESTS

- College Professors: : :
 : :
1. I. Q. : : Tests 1, 19 and 20
 Gen. Ach. : : Test 26. Purpose S and D. Desirable, but
 : : who will pay the bill.
 Eng. : : Standard diagnostic by teachers when
 : : needed. Faculty-made Ach. tests O. K.
 Math : : Math aptitude for all beginning Algebra
 : : and Plane Geometry students
 Language : : Lang. aptitude and prognostic tests for
 : : all beginning foreign language students

2. I. Q. : : Tests 1, 3, 12, 18, 19, 21
 Gen. Ach. : : Tests 26 and 30
 : :
3. I. Q. and Gen. Ach. : : Tests in H. R. - Tests: I. Q. 12 and
 : : Gen. Ach. 26 and 34
 Eng. : : 1 test (Coop. Eng. for 1937) for all
 : : Eng. for A, D, and S. Administer in
 : : classroom.
 Science : : In H. R. (Test 196 General Science for
 : : H. S. and College Entrance)
 Math : : Tests 1, 7, 9, all I. Q. tests - adm.
 : : in class for A, I, and S.
 : :
 : :
 : :
 Administrators: : :
 : :
 : :
 1. General comment : : Tests should be given at the beginning
 : : and end of each semester in each subject
 : : field. Furthermore, I believe that all
 : : of those other types of tests could be
 : : given with profit to the counselors,
 : : some of them twice during the school
 : : course.
 : :
 : : Who will pay for all these tests? Who
 : : will administer those tests which are
 : : not in subject matter fields? Who will
 : : mark, interpret, analyze, and record
 : : results of these tests?
 : :
 : :
 2. General comment : : A great deal of this is repetition. Is
 : : it necessary that all data be assembled
 : : in one place for average interview?
 : :
 : :
 3. I. Q. : : Test 18, purpose O. Reg. or H. R. or
 : : G. G.
 Gen. Ach. : : Test 34, purpose A. S. C. or H. R.,
 Eng. : : Test 40 - may be used at any grade level
 : : Test 93 - may be used at any grade level
 Hist. : : Test 251 - good at any grade level
 French : : Test 108 - may be used at any grade level
 Spanish : : Test 139 - may be used at any grade level
 German : : Test 118 - may be used at any grade level
 Comm., Bkbp., : : We don't use any of the tests listed.
 Sthd., Typ. : : There are better ones than those included
 : : in your list according to my opinion;
 : : however, I am not an expert in the field.
 : :
 : :

4. General comment : : Not sufficiently acquainted with majority
: : of tests to make a contribution.
: :
5. General comment : : Nothing significant
: :

III. INTANGIBLES

- College Professors: : :
1. Voc. Interests and : : At least twice during 4 years. Terms
Voc. Aptitude : : 1 and 5
: :
- Emot. Interests : : If the teachers know and do their stuff,
and Educ. Apt. : : no tests. Important information. Ques-
: : tion is how best obtain good data.
: :
2. Lists tests : : Tests given for each except Voc. Aptitude.
: : 1: 338, 343 5: 331, 332
: : 2: -- 6: 331
: : 3: 337, 339 7: 320
: : 4: 348 8: 320
: :
- Other means than : : Observation, anecdotal record and inter-
tests : : view.
: :
3. Lists tests : : Tests given for Voc. Interests and Emo-
: : tional balance, both to be given in H. R.
: : 1: 343
: : 5: 331
: :
- Administrators: : :
1. Lists tests : : Tests Other means
: : 1: 343 Basic work of good counselor,
: : interviews
: : 2: 343 See above
: : 3: 339 Contin. interviews on part of
: : counselor
: : 4: 339 See above
: : 5: 331 Use tests judiciously; this field
: : of great significance
: : 6: Hilda Taba -(for Social Sensitivity)
: : 7: Dubious about tests; home visitations,
: : parental interviews good
: : 8: 330 Use tests judiciously; several
: : counselors should appraise personality.

2. General comment : : Of doubtful value if too much time of
: : counselor required to keep this up.
: :
3. General comment : : No suggestions
: :
4. Lists tests : : 1: Hepner vocat. aptitudes test
: : 2: 343
: : 3: Other means--interview and subject
: : grades
: : 4: 1
: : 5: 320, 331 - psychiatric interview
: : 6: 356
: : 7: -- interview
: : 8: 320
: :
- Emotional Balance : : Such tests should be supplemented by an
: : interview by a person trained in guidance
: : work but preferably by a psychiatrist.
: : (Apparently this administrator believes
: : in having tests administered in H. R.)
: :
5. Comment on tests : : Personality tests to be used only by
: : expert on special cases
: : 343 for Voc. Interest if clerical help
: : is available
: : Tests with texts on commercial subjects
: : sufficient
: : Any tests in this field must be taken
: : with salt, and results carefully evaluated
: : by adviser.
: : For vocational interest, 343, plus confer-
: : ence with pupil, what he actually works at,
: : etc.
: : Voc. aptitude - test of mech. aptitude
: : helpful
: : Ed. interest - marks in school and pupil
: : opinion
: : Ed. aptitude - the earlier the better
: : Emotional balance - tests only by expert
: : and then for particular cases
: : Home influences - conference with parent,
: : visit to home
: :
: :
: :
- Counselors:
: :
: :
1. Tests : : 2: S
: : 7: S Other means - field trips, occupa-
: : 8: 320 tions courses

2. Tests

- : : 1: 343) To be of value in guid-
- : : 3: 337) ance should have the
- : : 6: 336, 342) retest before the 8th term
- : : 8: 320 - may be worked into H³ projects

Other means

- : : 1. Anecdotal material from classroom
- : : teachers, student himself, perhaps
- : : parents.
- : : 2. Should be worked out at Psych. Lab.
- : : 3. Past reports, interviews, anec.
- : : materials
- : : 4. —
- : : 5. No adequate test without such personal
- : : knowledge by counselor of the coun-
- : : selee
- : : 6. —
- : : 7. —
- : : 8. No really satisfactory tests, but re-
- : : quires student analysis, self-analysis,
- : : teacher analysis, and many interviews
- : : by those qualified to aid in personality
- : : problems.