A Survey of the Guidance Services at Bremen High School

Donald F. Vechiola

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A SURVEY OF THE GUIDANCE SERVICES AT

BREMEN HIGH SCHOOL

(TITLE)

BY

Donald F. Vechiola

B. S. in Education 1959

PLAN B PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE
Principles and Techniques of Guidance
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

7-31-64

DATE

ADVISER

DATE

DEPARTMENT HEAD
I. INTRODUCTION

The Scope of This Paper

The purpose of this paper was to identify those guidance services at Bremen High School in their present state, thereby giving recognition to those who have worked hard to bring the services to their present level, and to make suggestions as to what might be done to improve them. Guidance services are operating to some degree in all schools. With this in mind, recommendations as to those services which need be added and those services which need be improved upon will be presented. The school can then take necessary action either in areas where immediate improvement can be made or in areas which require long-range planning.

The first consideration in evaluation, as in most educational programs, is the purpose for which educational evaluation is undertaken.1 The major purpose of the evaluation of guidance services is improvement of the program. To achieve the improvement, exact knowledge of points of

weakness and of strength is required. Travers has pointed out that there are essentially two basic methods of making evaluative studies: survey methods and experimental methods. Evaluation of guidance services has most commonly taken the form of survey research designed to describe systematically the present situation as a basis of making improvement. In using the survey method of evaluation, we will be looking not at changes in student behavior, but at the presence of certain elements of the service that would favorably influence student behavior. The logic of survey is that certain pre-conditions are thought to bring about the most successful use of the service. Survey research determines whether these pre-conditions are present.

Limitations of Paper

The survey need not be an over-all study of the total program but may focus only on selected aspects at any one time. The survey conducted in this paper is limited to one of the two schools in the districts. The check lists

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4Raymond N. Hatch and Buford Stefflre, loc. cit., p. 270.

5Raymond N. Hatch and Buford Stefflre, loc. cit., p. 271.
used for the evaluation of the guidance program (See Appendix I and II) are based upon the five major areas of guidance activities—the individual inventory service, the information service, the counseling service, the placement service, and the follow-up service. The survey presented in this paper does not determine the quality or effectiveness of the guidance program. The fact that a school offers a complete program of guidance services does not insure that it is effectively meeting student needs. The study of the quality of effectiveness of the program is a necessary second step after a survey is completed. This can best be obtained by a thorough research program studying its effect upon students in terms of their behavior and opinion and upon the school staff and the community.6

Definitions and Terminology used

**Individual Inventory.**—The inventory is a complete cumulative record of data about the pupil that tend to distinguish him from other individuals.

**Information Service.**—The information service consists of three major areas providing for the giving information about the environment. The three parts are occupational, educational and personal-social.

**Counseling Service.**—Counseling is a process in which the pupil is approached on an individual basis by means of

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the interview and other techniques. The counseling service is broader and may be provided if competent personnel, adequate facilities, and scheduled time are available to each youngster seeking counseling assistance.

Placement.--Placement is the process of assisting individuals to achieve satisfactory adjustment in the next step. It assists them in such post-school activities as selection of an appropriate occupation, educational institution, and part-time employment.

Follow-up.--Follow-up of pupils and former pupils is essential if they are to be continuously assisted in making adjustment and progress. The school needs follow-up data as a means of providing present pupils with occupational and training information, and of providing data for revising and reorganizing the curriculum.

Orientation.--Orientation is a means whereby students quickly and surely become oriented to a new educational environment. Orientation includes articulation. Articulation is concerned with the relationships which exist between the sending and receiving schools. Orientation will then provide tours of the school, student handbooks, rules and regulations, assemblies, and other devices.
II. THE BREMEN HIGH SCHOOL

The Community

The Bremen Community High School, Cook County District 228, with a total population of 40,000, is located approximately forty minutes Southwest of downtown Chicago via the Tri-State Tollway. The district is primarily suburban, middle class, and residential in nature. It borders, to the West, the county's "Green Belt" forest preserve area which provides year round recreation, hunting, fishing, skiing, and golf. The district is served locally by the Rock Island Railroad and South Suburban Bus Company Commuter Service.

The borders of the school district are 143rd Street to the North, Western Avenue to the East, Harlem Avenue to the West, and 183rd Street to the South. The school district, for purposes of attendance to the two high schools, is divided in half by Cicero Avenue, running North and South. (See Figure I). Tinley Park High School, occupying the Western portion of the district, is a member of the Southeast Suburban Conference and is located at 6111 175th Street, Tinley Park, Illinois. Bremen High School, occupying the Eastern portion of the district, is a member of the Southwest

7Minutes of Monthly Meeting, May 26, 1964, Board of Education, (in files of Secretary).
Fig. 1.—Attendance Areas
Suburban Conference and is located at 15203 South Crawford Avenue, Midlothian, Illinois. Tinley Park High School, which opened in 1961, and Bremen High School, originally dedicated in 1953, house approximately 170 classroom teachers and 3,400 students.8

The school district includes the towns of Posen, Oak Forest, Midlothian, Markham, Tinley Park, Country Club Hills, and parts of Hazel Crest. Eleven elementary schools, including parochial schools, are also served by this district. These "feeding schools" are treated separately in their administration. The remaining contents of this report will be centered around Bremen High School.

The School Facilities

Bremen High School is a well planned, modern, one and two-story brick building. Although the building was dedicated in 1953, a new library, music room, swimming pool, girls' gym, a wing of classrooms, and a section of the cafeteria were added by 1957. There are 53 classrooms in operation including study-halls, shop rooms, science and language laboratories, and audio-visual area.

The existing building, however, does not contain sufficient classroom area or facilities to handle any increase in future enrollment. Arrangements have been made to relocate the attendance areas, thereby transferring students to Tinley Park High School for the 1964-65 school year. The

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8Leaflet published by school district.
district anticipates two new additional high schools with a projected enrollment of 8,000 students in the decade ahead. A junior college is also anticipated. One high school is presently in the planning stage and may be completed for use by the third quarter of 1966. Completion of structural specifications and selection of an architect are due by the third quarter of 1964. The successful presentation of a bond issue is anticipated by the first quarter of 1965.  

The gymnasium, which houses the only stage, is used for assemblies and major social functions such as plays and annual balls. The cafeteria, however, is the center of most of the minor school functions and community activities. Active school participation by parents and organizations in academic and extra-curricular endeavors insure the continual use of the present school facilities. Programs for adult and community recreation are growing. Adult education classes have become more popular in the last few years, and courses other than homemaking and swimming are being introduced. Typing, income tax, language, and industrial arts are a few. Consideration of auditoriums for the existing schools is under study by the school board for future activities. The complete refurbishing of the Bremen athletic grounds is also under study. A football field with bleachers and a track around it is used for outdoor sports.

9Bruce Thatcher, School Board President, "A Review of Short-Range Accomplishment Objectives," Report presented to faculty June 12, 1964, ( Mimeographed.)
Assessed valuation for the district in 1963 was $93,000,000 and $110,000,000 for 1964. The education tax rate for the district is 1.335 per one-hundred dollars of assessed valuation. Estimated income for the Education Fund for 1964 is $1,700,500. This is comprised of $1,321,650 from taxes, $220,500 from State Aid, and $12,000 from Vocational Aid. The most serious financial problem facing the district in the near future is in available operating funds rather than in available capital funds.

The operating cost is 538 dollars per student. This is based on available figures for 1963. The amount of state aid, based on average daily attendance, is thirty-two dollars per pupil plus a special equalization rate that is only offered to one other school in the Southwest Suburban Conference. Yearly attendance is determined by adding the six highest monthly figures for the school year. The special equalization rate is offered if the rate from taxes does not reach 252 dollars per pupil. Tuition is not charged to students from the district; however, for a student outside the district a fee of 474 dollars is charged.

Free school insurance is not offered to each student but insurance is available. It can be purchased either on

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10 Minutes of Monthly Meeting, November 20, 1963, Joint Faculty Salary Committee, (in the files of the Committee).

11 Interview with Business Manager, May 28, 1964.
a twenty-four hour basis during the school year or only for school hours. Special insurance is provided to athletes free of charge, but premiums for regular insurance must be paid by the student. Textbooks are continuously kept in good condition. They are rented along with other material to the students. The amount of rental depends on the subjects taken. Workbooks and supplies must be purchased by the students.

Teachers' salaries for the 1963-64 school year were above average for the state, but a little below average in areas of the Southeast and Southwest Conference. The salary schedule was as follows: B. A., $5,300 to $7,900; M. A., $5,600 to $8,950; M. A. plus thirty semester hours, $6,000 to $9,200. In 1963, approximately eighty-five per cent of the educational fund was used for teachers' salaries. The Joint Salary Committee presented the following costs:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>156 Teachers</td>
<td>$1,005,200</td>
</tr>
<tr>
<td>Administration</td>
<td>92,000</td>
</tr>
<tr>
<td>Substitutions</td>
<td>15,000</td>
</tr>
<tr>
<td>Extra-duty pay</td>
<td>32,000</td>
</tr>
<tr>
<td>Department chairman, extra days</td>
<td>6,480</td>
</tr>
<tr>
<td><strong>Total expenditures for salaries</strong></td>
<td>$1,327,480</td>
</tr>
</tbody>
</table>

*(See Figure 2 for new 1964-65 salary schedule)*
BREMEN COMMUNITY HIGH SCHOOL
COOK COUNTY DISTRICT 228
MIDLOTHIAN, ILLINOIS

1964-66 Salary and Extra-Curricular Pay Schedule
As Approved by the Board of Education on May 12, 1964

<table>
<thead>
<tr>
<th>Exp.</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Master's + 30 Sem. Hrs.</th>
<th>Doctor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$5500</td>
<td>$5900</td>
<td>$6300</td>
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<td>1</td>
<td>5700</td>
<td>6125</td>
<td>6525</td>
<td>6925</td>
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<td>2</td>
<td>5900</td>
<td>6350</td>
<td>6750</td>
<td>7150</td>
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<td>3</td>
<td>6100</td>
<td>6575</td>
<td>6975</td>
<td>7375</td>
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<td>6800</td>
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<td>6900</td>
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<td>8500</td>
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<td>7925</td>
<td>8325</td>
<td>8725</td>
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<td>7500</td>
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<td>8550</td>
<td>8950</td>
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<td>7700</td>
<td>8375</td>
<td>8775</td>
<td>9175</td>
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<td>7900</td>
<td>8600</td>
<td>9000</td>
<td>9400</td>
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<tr>
<td>13</td>
<td>8100</td>
<td>8825</td>
<td>9225</td>
<td>9625</td>
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<td>14</td>
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<tr>
<td>15</td>
<td>9275</td>
<td>9675</td>
<td>10075</td>
<td></td>
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<tr>
<td>16</td>
<td>9500</td>
<td>9900</td>
<td>10300</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>8300</td>
<td>9725</td>
<td>10125</td>
<td>10525</td>
</tr>
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<td>23</td>
<td>8500</td>
<td>9950</td>
<td>10350</td>
<td>10750</td>
</tr>
</tbody>
</table>

Fig. 2.—Salary Schedule
Credit is granted for previous experience up to seven years, including credit for military service. Additional pay is granted for department chairmen, club and activity sponsors, coaches, substitutions, extra duty, summer school, and adult education. Ten days of sick leave is allowed per year and can be accumulated up to sixty days (See Figure 3).

Pupil Population

The total school population for Bremen High School at the beginning of the 1963-64 school year was 2,100 students. The senior class had 447 students, the junior class 496, the sophomore class 536, and the freshmen class 611. This year, the graduating class had 432 students. The distribution by sex shows about fifty per cent boys and fifty per cent girls.

Because of a limited follow-up study program, information regarding the intelligence of the pupils, the rate of drop-outs, and other information is limited. However, it appears that students at Bremen High School are about at the fiftieth percentile, or a little above, on national norms of general scholastic aptitude. The rate of drop-outs is seven to ten per cent. This has been determined by counting the number of freshmen in 1960 and matching them against the graduating list and senior enrollment. One-hundred per cent of the students this year are from the school district.

1964-66 Salary and Extra-Curricular Pay Schedule
As Approved by the Board of Education on May 12, 1964

**Department Chairman**

Department Chairman including Guidance and Dean Chairmanship

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pay ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Director</td>
<td>500</td>
</tr>
<tr>
<td>Audio-Visual Director</td>
<td>300</td>
</tr>
<tr>
<td>Debate Coach (Head)</td>
<td>300</td>
</tr>
<tr>
<td>Debate Coach (Assistant)</td>
<td>200</td>
</tr>
<tr>
<td>Newspaper Sponsor</td>
<td>250</td>
</tr>
<tr>
<td>Play Director (Head)</td>
<td>250</td>
</tr>
<tr>
<td>Play Director (Assistant)</td>
<td>200</td>
</tr>
<tr>
<td>Publicity</td>
<td>300</td>
</tr>
<tr>
<td>Speech Coach</td>
<td>200</td>
</tr>
<tr>
<td>Student Council Advisor</td>
<td>250</td>
</tr>
<tr>
<td>Yearbook Sponsor</td>
<td>300</td>
</tr>
</tbody>
</table>

Sick leave--10 days per year accumulating to a total of 60 days

Personal business days--2 available for 1964-65 school year

**Payroll deduction plans**

**Athletics**

Chairman, Health, Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pay ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Department</td>
<td>600</td>
</tr>
<tr>
<td>Basketball Coach (Head)</td>
<td>550</td>
</tr>
<tr>
<td>Basketball Coach (Assistant)</td>
<td>350</td>
</tr>
<tr>
<td>Baseball Coach (Head)</td>
<td>450</td>
</tr>
<tr>
<td>Baseball Coach (Assistant)</td>
<td>300</td>
</tr>
<tr>
<td>Cheerleader Coach</td>
<td>250</td>
</tr>
<tr>
<td>Cross Country Coach (Head)</td>
<td>350</td>
</tr>
<tr>
<td>Dolphins</td>
<td>200</td>
</tr>
<tr>
<td>Football Coach (Head)</td>
<td>550</td>
</tr>
<tr>
<td>Football Coach (Assistant)</td>
<td>350</td>
</tr>
<tr>
<td>G. A. A. Advisor</td>
<td>200</td>
</tr>
<tr>
<td>Golf Coach</td>
<td>300</td>
</tr>
<tr>
<td>Intra-mural Coach</td>
<td>300</td>
</tr>
<tr>
<td>Tennis Coach</td>
<td>300</td>
</tr>
<tr>
<td>Swimming Coach (Head)</td>
<td>550</td>
</tr>
<tr>
<td>Swimming Coach (Assistant)</td>
<td>350</td>
</tr>
<tr>
<td>Track Coach (Head)</td>
<td>450</td>
</tr>
<tr>
<td>Wrestling Coach (Head)</td>
<td>550</td>
</tr>
<tr>
<td>Wrestling Coach (Assistant)</td>
<td>350</td>
</tr>
</tbody>
</table>

Fig. 3.--Extra-Curricular Pay Schedule
Since most of the students live in the surrounding communities, the majority of students are brought to school each day by bus. Late afternoon buses are provided three days out of the week because of activities after school.

The Board of Education

The Board of Education is a group of men and women seriously concerned about the problems of education in the district. They are aware of the needs of the school for improvements in facilities and for raising the standards of teaching personnel. However, as in most school districts, they are handicapped through the lack of funds. The school district is in an area approximately half grown. This condition presents a difficult challenge to the Board in marshalling the resources of the district to meet the rapidly changing educational needs. On account of this, all improvements have been accomplished with the future in mind. The Board, as elected representatives of the district, further realize that they must develop and define an explicit philosophy of education. A current project is under way to accomplish this. This philosophy will basically describe the sort of citizen the community intends to develop within the system. The present members of the school board and their occupations are as follows:

Mr. Bruce Thatcher, President Electrical Engineer
Mr. Leon Munson, Secretary Grade-school Teacher

13Minutes of Monthly Meeting, April 14, 1964, Board of Education (in files of Secretary).
The Administrative Staff

An administrative center was uniquely designed to function as the district office of the superintendent and to provide the many services required in a growing suburban area. The Center houses the offices of the superintendent, assistant superintendent, business manager, administrative assistant, data processing manager, bookkeeper, and public relations director. At present, two secretaries, an offset operator, and a data processing operator complete the staff. Five additional staff members could be accommodated should the needs of the district become sufficiently great. Space is also provided for public board meetings.

Robert L. Medcalf was appointed superintendent in 1963 after leaving a position at Tinley Park. John M. Flynn, the assistant superintendent, and Wallace E. Carpenter, the business manager, occupied their jobs after Mr. Medcalf was appointed. Robert D. Hoffman, the principal of Bremen High School, and William J. McPhee, the assistant principal, both are newly appointed by Mr. Medcalf. A new administrative staff at Bremen High School will be appointed for the 1964-65 school year, since Mr. Hoffman resigned in June of 1964. Mr. McPhee will take over the duties of administrative assistant in the Center next year.
Through an advisory committee, general duties have been outlined during this past year. Duties of the superintendent have been delegated as to the administration of the school system in all its aspects in accord with the written policies of the Board and the School Code of Illinois. The assistant superintendent shall serve in a "staff" capacity with advisory relationships with the building principal and through the principal to the department chairman and classroom teachers. The administrative assistant will be responsible as a staff person to the superintendent. The duties and responsibilities of the business manager, under the general direction of the superintendent, will be in charge of the business office of the Board of Education and of the custodial staff, cafeteria staff, bookkeeper, business office secretary, and receptionist. The principal will administer the general policy and program of the school system as they apply to the local building and will be responsible for authority over students, certified and noncertified staff, persons hired to perform special tasks, and visitors. The assistant principal is responsible to the principal in all school matters and will assume the role of principal if the principal is not in the building.

The Teaching Staff

There are 170 classroom teachers at both Tinley Park High School and Bremen High School. Ninety-two teachers are
employed at Bremen High School including the twenty-three new teachers hired for the 1963-64 school year. The average age of the teachers in the district is 31.7 years. Of the 170 classroom teachers, 112 have their B. A. degrees and fifty-eight have their M. A. degrees. The average years of service for the staff is five years. The faculty-student ratio is one teacher for every twenty students.

Classroom assignments include six forty-minute periods of assigned responsibility per day. This includes five periods of classes and one period of student supervision. Department heads have four classroom assignments per day. In addition, each teacher is assigned a homeroom which is ten minutes in length prior to the first period class. The homeroom is organized for purposes of announcement prior to the regular school day. Extra curricular activities are also assigned in keeping with interests and ability.
III. THE GUIDANCE SERVICES

The Individual Inventory Service

A card type cumulative record is started with each student at Bremen High School in the freshman class. The records are kept in each of the four counselors' offices according to grade level and are available to the teachers upon request. These records include information as to tests administered to each student, the type of test, and the test scores. Additional facts recorded are the student's name and age, and the student's grades and credits. Most teachers use this information, such as test scores and credits.

The information from the cumulative record is transferred to a permanent record kept in the principal's office. Information found in the permanent records includes the student's name, sex, birthdate, address, and telephone number; a summary of attendance (this information is transferred from the dean of boys and dean of girls offices), and extra-curricular record, including honors and awards; data from intelligence tests; and the student's academic grades and credits. All data concerning the health and physical status of students are maintained in the nurse's office and

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14 Interview with Robert Heinrich, Freshmen Counselor, June 1, 1964.
never become part of the permanent record. Information concerning disciplinarian action concerning a student is likewise maintained in the dean's office and does not become a part of the permanent record.

Individual folders for most students are maintained in the counselors' offices. Very few cumulative records follow pupils from the elementary grades through the twelfth grade. The cumulative records contain pupil information about school achievement, education plans, vocational plans, cocurricular activities and offices held in each, other evidences of leadership, work experiences, leisure-time interests, unusual abilities and talents, counseling interview notes, space for interpretations and remarks, performance on standardized tests, and very little information concerning follow-up inquiries. In addition, the cumulative records provide such identification and background data as name, sex, place and date of birth; full name of each parent or guardian, his address and telephone number, occupation, race, nationality, and birthplace. Most of this information is obtained through a personal data sheet filled out by both the student and his parents prior to entering the high school. Many parents come to the school for personal interviews in the summer preceding the entrance of the pupil in the school. Additional information is sometimes secured in this fashion.

A systematic plan appears to be followed in recording pupil data on the cumulative record at regular intervals.
Pupils are assisted in reviewing and interpreting their records periodically. Some of the non-test information is destroyed at times in order that past biases will not influence other teachers and also to keep the records from being too crowded.

The Testing Program

The testing program at Bremen High School is divided into two types—the voluntary testing program and the required testing program. These tests are administered by the guidance personnel at each of the four grade levels. Each entering freshman is required to take a complete battery of tests to help determine his abilities and level of achievement in the major areas of academic work. The test results are used both in placements and in future counseling interviews. The Differential Aptitude Test and High School Placement Test have been used for these purposes.

At the sophomore level an additional battery of intelligence and achievement tests is administered in order to give additional information on the student, and to give a broader knowledge of the potentials and limitations of the individual student. The Iowa Test of Educational Development has been administered in the past. Tests of this type and at this level have not always been given in the past.

15Interview with Clarence Jasper, Guidance Director, May 28, 1964.
At the junior level there is only one required test. This is the Illinois Statewide Test, which is useful in helping to compare the performance of the students with the students of all the schools in the State of Illinois. In addition, the junior class has an opportunity to participate in several voluntary testing programs. The Preliminary Scholastic Aptitude Test is one of these tests. This test is the junior class version of the College Boards, and is used primarily to help determine whether or not the student's performance is indicative of college level ability. The National Merit Qualifying Test is another test offered. This test is used to determine the college potential of the participating students. Although the Scholastic Aptitude Test is primarily a senior test, it is made available to junior students who have demonstrated academic excellence.

There are two basic voluntary testing programs offered at the senior level. The American College Testing Program is one of the tests. This test is required for admission by all the state-supported colleges and universities in the State of Illinois. The scores of this test are also used to determine the annual winners of Illinois State Scholarships. The Scholastic Aptitude Test is the other test offered to seniors. This test is generally known as the College Boards Examination and is primarily used by the colleges in selecting the quality of student that they wish to enroll. It has been found that this test is also helpful in determining the student's college potential.
The Strong Vocational Inventory was first introduced this year. It has been met with mixed feelings by the guidance staff. Both the students and parents have had difficulty in understanding that the Inventory is not a test. Lack of time in discussing all the results has been another problem. It is with these thoughts that the Inventory is not anticipated for next year. The Mooney Problem Check-List is another form that has been used in the testing program. This is a self-administering check list designed to help counselors identify personal problems. Future use of the Check-List is assured by the present guidance staff. It is anticipated that its use will be part of the required testing program for freshmen.

Ideally, an academic aptitude test and a battery of achievement tests—including a test of reading ability—should be administered to each pupil every year. The results of these tests provide a good basis for an objective evaluation of the pupil's trend of development in learning ability and academic achievement. A good testing program should, as a minimum, include tests in the following categories: (1) scholastic aptitude; (2) reading ability; (3) achievement in the important basic skills and subject-matter areas; and (4) tests of special aptitudes, interest inventories, and personality questionnaires.\(^\text{16}\) It is the writer's opinion that the current testing program at Bremen

High School has not been a victim of over testing. As long as the guidance staff recognizes the errors by which some testing programs are victimized, the testing program will maintain its present philosophy toward testing. The largest fault of the testing program, however, is in the non-coordinated program among all the schools in the district. The district should strive to correct this deficiency.

The Information Service

A formal program for information services is on a limited basis in Bremen High School. Three occupational files are available to the students in which there is information on thousands of different jobs, both professional and vocational. If a student is interested in his future after high school, occupational information is easily available to him. However, it should be pointed out that the student must take the initiative to ask for the help that he needs.

Vocational counseling is regarded by the staff as being closely related to occupational information. The difference is primarily that after the student has been given information about the various professions and occupations, he may have a conference with his class counselor or the new occupational counselor hired this year.

17Interview with Herman Oberlin, Occupational Counselor, May 28, 1964.
Qualifications for these jobs and other information may be discussed at any time to help in preparation for the future. Interest inventories and the like are used to arrive at conclusions.

A filing plan is provided for a great deal of the unbound occupational and training information materials. Occupational briefs, abstracts, monographs, and pamphlets are among such materials. Catalogues are separately shelved but specific information is difficult to find. College, university, trade-and business-school catalogues are the materials provided on the shelves. Much of the information described above is not current and in many cases obsolete. Renewal subscriptions to the three Chronicle files have not been maintained because of administrative difficulties.

Motion pictures and film strips on occupational and training opportunities are made available to the students. Announcements as to their availability and scheduling are made regularly for those students who may be interested. Courses and units on occupations are also provided in the curriculum. Very little occupational, educational, and social information is available in the school library. Responsibility for such information is left to the counselors.

In 1962 an Occupation Day was organized at the senior level. In 1963 an Occupation Day was extended to the junior level. In effect, students are allowed one day off from school work to visit various colleges, universities, trade
schools, or local industries of their choice for purposes of possible employment and selection for higher education. Many students have taken advantage of this service, but mostly seniors have profited from it. Planned teacher and sponsor visits to places of employment for groups of pupils are not conducted. As a result, the Occupation Day cannot be considered as a planned Career Day as is provided in many schools.

The school does sponsor a planned College Day. Most of the information service provided by the school is centered around the college-bound student. The senior counselor has been very active in placing students in colleges and universities and in securing scholarships. Almost one hundred scholarships were awarded to students in 1962 and close to ninety in 1963. In 1963, a well planned and organized College Evening was provided for parents and pupils. Outside speakers were invited and divided into three groups as to large, medium, and small universities and colleges. Over three hundred students and parents attended. More are anticipated for next year.

The school also provides a planned but not organized program for representatives of trade schools and industry to talk with groups and individuals interested. Most of these activities are sponsored through the various educational departments and clubs in the school. Attendance has been limited.
Curriculum--The curriculum at Bremen High School, both required and elective courses, is shown in Figure 4. Note that the required courses for graduation are English (three years), social studies or survey of history, American history, biology or general science, and physical education. Requirements for graduation are seventeen credits. Fifteen of these seventeen credits must be solids and they must include two majors and two minors or three majors. A major is considered three years of work in one subject area and a minor two years of work in one subject area.

At present, the counselors do not provide information concerning needed changes in the curriculum. This is mostly due to the fact that such information has not been accumulated through research. With the advent of this summer's follow-up study perhaps much useful information will be provided for curriculum revision.

Orientation--The purpose of the orientation program is to help each new student make the adjustments that are necessary to be a good student and good citizen of Bremen High School. To accomplish this, three methods are used: First, the deans have an annual meeting with the freshman class to inform them of the rules and regulations at Bremen, and also of the student's responsibilities. Second, the teachers make an attempt to see that each new student is aware of what is available to him and the responsibilities that he must assume. Third, the counselors visit the social studies classes to inform the students of the guidance services.
Courses Offered For 1964-65 School Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I Voc.</td>
<td>Physics Acc. PSSC</td>
</tr>
<tr>
<td>English I</td>
<td>Latin I</td>
</tr>
<tr>
<td>English I Acc.</td>
<td>French I</td>
</tr>
<tr>
<td>English I Dev. Read.</td>
<td>German I</td>
</tr>
<tr>
<td>English II</td>
<td>Spanish I</td>
</tr>
<tr>
<td>English II Acc.</td>
<td>Russian I</td>
</tr>
<tr>
<td>English II Dev. Read.</td>
<td>Latin II</td>
</tr>
<tr>
<td>English III</td>
<td>French II</td>
</tr>
<tr>
<td>English III Voc.</td>
<td>French II (9)</td>
</tr>
<tr>
<td>English III Acc.</td>
<td>German II</td>
</tr>
<tr>
<td>College Prep English</td>
<td>Spanish II</td>
</tr>
<tr>
<td>College Prep English Acc.</td>
<td>Spanish II (9)</td>
</tr>
<tr>
<td>English IV</td>
<td>Latin III</td>
</tr>
<tr>
<td>Speech</td>
<td>French III</td>
</tr>
<tr>
<td>Social Studies</td>
<td>German III</td>
</tr>
<tr>
<td>Survey of History Acc.</td>
<td>Spanish III</td>
</tr>
<tr>
<td>Survey of History</td>
<td>Latin IV</td>
</tr>
<tr>
<td>American History</td>
<td>French IV</td>
</tr>
<tr>
<td>American History Acc.</td>
<td>German IV</td>
</tr>
<tr>
<td>Sociology (Econ.)</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>Economics (Soc.)</td>
<td>General Business</td>
</tr>
<tr>
<td>Sociology (World Affairs)</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>Economics (Amer. Gov't.)</td>
<td>Bus. Math (Record Keeping)</td>
</tr>
<tr>
<td>American Gov't. (World Affairs)</td>
<td>Record Keeping (Bus. Math)</td>
</tr>
<tr>
<td>World Affairs (American Gov't.)</td>
<td>Personal Typing</td>
</tr>
<tr>
<td>General Math I</td>
<td>(Study Hall)*</td>
</tr>
<tr>
<td>Algebra</td>
<td>Study Hall (Personal Typing)*</td>
</tr>
<tr>
<td>Algebra Acc.</td>
<td>Typing I $\frac{1}{2}$</td>
</tr>
<tr>
<td>General Math II</td>
<td>Shorthand I</td>
</tr>
<tr>
<td>Geometry</td>
<td>Bus. Law (Retailing)</td>
</tr>
<tr>
<td>Geometry Acc.</td>
<td>Retailing (Bus. Law)</td>
</tr>
<tr>
<td>Math III</td>
<td>Typing II $\frac{1}{2}$</td>
</tr>
<tr>
<td>Math III Acc.</td>
<td>Bookkeeping I</td>
</tr>
<tr>
<td>Math IV</td>
<td>Shorthand II</td>
</tr>
<tr>
<td>Math IV Acc.</td>
<td>Secretarial Practice</td>
</tr>
<tr>
<td>General Science</td>
<td>Clerical Practice</td>
</tr>
<tr>
<td>Biology Freshmen BSSC</td>
<td>Consumer Problems</td>
</tr>
<tr>
<td>Biology #</td>
<td>Business Management</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Notehand (Office Machines)*</td>
</tr>
<tr>
<td>Physics</td>
<td>Office Machines (Notehand)*</td>
</tr>
<tr>
<td>Science Seminar</td>
<td>Personal Typing (Notehand)*</td>
</tr>
<tr>
<td></td>
<td>Office Machines (Pers. Typing)*</td>
</tr>
</tbody>
</table>

# required if student did not take General Science
$\frac{1}{2}$= one half credit

*part credit to one half

Fig. 4.--Student Course Reservation
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Typing</td>
<td></td>
</tr>
<tr>
<td>Vocational Survey</td>
<td></td>
</tr>
<tr>
<td>Drafting I</td>
<td></td>
</tr>
<tr>
<td>Electricity I</td>
<td></td>
</tr>
<tr>
<td>Metals I</td>
<td></td>
</tr>
<tr>
<td>Woodworking I</td>
<td></td>
</tr>
<tr>
<td>Automotive Mech. I</td>
<td></td>
</tr>
<tr>
<td>Drafting II</td>
<td></td>
</tr>
<tr>
<td>Electricity II</td>
<td></td>
</tr>
<tr>
<td>Metals II</td>
<td></td>
</tr>
<tr>
<td>Woodworking II</td>
<td></td>
</tr>
<tr>
<td>Homemaking II</td>
<td></td>
</tr>
<tr>
<td>Art I *</td>
<td></td>
</tr>
<tr>
<td>Crafts I *</td>
<td></td>
</tr>
<tr>
<td>Homemaking II</td>
<td></td>
</tr>
<tr>
<td>Art II *</td>
<td></td>
</tr>
<tr>
<td>Crafts II *</td>
<td></td>
</tr>
<tr>
<td>Homemaking III Foods (Clothing)</td>
<td></td>
</tr>
<tr>
<td>Homemaking III Clothing (Fam. Liv.)</td>
<td></td>
</tr>
<tr>
<td>Homemaking III Fam. Liv. (Foods)</td>
<td></td>
</tr>
<tr>
<td>Art III*</td>
<td></td>
</tr>
<tr>
<td>Crafts III *</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (E) *</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (G) *</td>
<td></td>
</tr>
<tr>
<td>Freshman Chorus*</td>
<td></td>
</tr>
<tr>
<td>Band Cadet*</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (B) *</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (G) *</td>
<td></td>
</tr>
<tr>
<td>Girls Chorus--Glee Club*</td>
<td></td>
</tr>
<tr>
<td>Band Intermediate*</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (B) *</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (G) *</td>
<td></td>
</tr>
<tr>
<td>Adv. Girls Chorus*</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (B) *</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. (G) *</td>
<td></td>
</tr>
<tr>
<td>V. A. Study Hall Bremen</td>
<td></td>
</tr>
<tr>
<td>Concert Chorus</td>
<td></td>
</tr>
<tr>
<td>Band Concert*</td>
<td></td>
</tr>
<tr>
<td>Driver Training</td>
<td></td>
</tr>
<tr>
<td>Driver Training Practice S. S.</td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
</tr>
<tr>
<td>English 3 years</td>
<td></td>
</tr>
<tr>
<td>Social Studies or Survey of History Acc.</td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Biology or General Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Requirements:**

17 Credits--15 must be solids, including 2 majors and 2 minors, or 3 majors.

Majors: 3 years in one subject area

Minors: 2 years in one subject area

P. E. and * Courses are non-solids

# required if student did not take General Science
\[ \frac{1}{2} = \text{one half credit} \]

*part credit to one half

Fig. 4.--(Continued)
The orientation program actually begins in the eighth grade and is relatively simple in operation. After the teachers and counselors have an idea of the interests, aptitudes, and abilities of the students, many orientation activities are arranged to help motivate the student in his studies. Individuals are encouraged to visit the high school classes in the areas in which they are interested. The students are encouraged to point out how the various subjects can help to prepare them better for later life. Not only are a student's problems discussed on an individual basis, but the required Social Studies course provides much opportunity for group learning and orientation. The course is planned to offer information on social adjustments during high school years.

The Counseling Service

In 1959 only one counselor was employed by Bremen High School. In 1960 two new counselors were employed because of the desire to provide a better guidance service to the students. In 1961 one more counselor was added to the staff. In 1963 an occupational counselor was added and next year two more counselors will be added.

The original counselor is no longer with Bremen High School. Three new counselors were employed in 1960—Clarence Jasper, Homer Hulfachor, and Bob Heinrich. Mr. Jasper assumed the responsibilities of Guidance Director and centered his activities on the senior classes. Mr. Heinrich
has taken over the responsibilities of freshmen counselor and Mr. Hulfachor works with the sophomore classes. Russell Albert was employed in 1961 and his responsibilities are confined to the junior classes. Mr. Jasper and Mr. Albert resigned their positions because of administrative pressure and Mr. Heinrich will assume the responsibilities of Guidance Director in 1964. Four new counselors are to be employed next year, one being a woman. There are three secretaries who serve the guidance department.

During the school year, every student is interviewed at least once by his class counselor.¹⁸ During these interviews, the student will have an opportunity to discuss classes, grades, future plans, and any other problems which seem important at the time. The student may register for an interview at any time before school, after school, or during one of his or her study halls. The counselors recognize that counseling is their first responsibility. Over sixty per cent of their time is consumed by interviews. Each counselor reasonably knows each cunsellee. The files concerning each pupil are used before the interview.

The counselors are aware that satisfactory co-ordination in the guidance program has not always been achieved. Much progress is planned for the future in this area. The guidance department has been able to consult successfully with the new administrators to bring about needed changes in

¹⁸Interview with Homer Hulfachor, November 11, 1964.
the organization and administration of the guidance program. With this added incentive, the guidance department anticipates a program to readjust and reorganize the curriculum so that it leads to better pupil adjustment. With the aid of the administration, they hope to attempt a promotion of better understanding between the school and the home, and the school and the community.

Many times the teachers are more aware of those students who need help. Teachers use their discretion as to whether the student should be referred to the deans or to the counselors. The point of view that the teacher is always right is regularly maintained by the school and by the deans and the guidance department. A great deal of the department's time was consumed by following through with teacher referrals. The counselors report a definite increase in teacher referrals.

The guidance department has observed that there are many problems common to many or all of the students. Examples are grades, parents, future education plans, and future occupational plans. They have found that many times it is more advantageous to the school and to the students if these topics are discussed in small groups rather than during individual interviews. It is for this purpose that a group counseling program was adopted in 1963. During the year, there are many opportunities to organize small groups where students can get together under the supervision of their class counselor to discuss common problems. Adequate
space, however, has been a constant problem to this service and consequently it has been limited.

In 1963, the occupational counselor organized a program of group guidance. The program is concerned with providing youngsters with experiences and activities which help them acquire the information they need for making or implementing their choices. The occupational counselor has been able to accommodate groups who may not necessarily have a recognition of or a common problem. Again, such a service has been on a limited basis due to lack of available space. The room that the counselor presently occupies is too small to accommodate groups of any size.

School Discipline—One of the characteristics of Bremen High School is the ideological objective of their discipline program. Bremen High School has both a dean of boys and a dean of girls who are primarily responsible for discipline and school attendance. Co-operation with the police department has solved many problems concerning truancy. The philosophy that the teacher is always right is upheld by both the deans. Discipline problems are held to a minimum because of this approach. Students have learned to respect the rules and regulations set down and the result has been that Bremen is considered to have a better disciplined school than others in the area. Most teachers do not have serious problems. Because of the services of the

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19 Interview with Lee Cox, Dean of Boys, October 2, 1964.
deans, teachers are not necessarily expected to solve their own discipline problems. However, suggestions for class discipline by the deans have concerned reasoning and interest. When a student is referred to the dean, the student is suspended from school or class until a satisfactory solution to the problem can be found by both the parent and student. Readmittance to class is dependent upon a satisfactory solution. If the problem recurs, expulsion from class is considered permanent and suspension from school for a period up to a week can occur. The deans have always maintained that a child is least likely to learn if he is in a disorderly class and if he has not developed self-control. The philosophy that the student need only to be told once has been upheld by the school staff and accepted by the community.

The Extra-Curricular Activities—The following is a list of the extra-curricular activities provided by Bremen High School:

<table>
<thead>
<tr>
<th>Yearbook</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>F. H. A.</td>
</tr>
<tr>
<td>Debate</td>
<td>A. V. &amp; Projectionists</td>
</tr>
<tr>
<td>Troupers (Speech)</td>
<td>Civil Defense</td>
</tr>
<tr>
<td>Future Educators</td>
<td>Art Activities</td>
</tr>
<tr>
<td>Spring Play</td>
<td>Music</td>
</tr>
<tr>
<td>Fall Play</td>
<td>Commercial</td>
</tr>
<tr>
<td>Latin</td>
<td>G. A. A.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Cheerleader &amp; Pep Club</td>
</tr>
<tr>
<td>French</td>
<td>Modern Dance</td>
</tr>
<tr>
<td>Student Council</td>
<td>&quot;B&quot; Club</td>
</tr>
<tr>
<td>Boys Club</td>
<td>Road Braves</td>
</tr>
<tr>
<td>Girls Club</td>
<td>Radio</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dolphin</td>
</tr>
</tbody>
</table>

20 Interview with William McPhee, Assistant Principal, May 17, 1964.
Due to the high percentage of bus riders, many of the extra-curricular activities are held immediately after the school day. Late afternoon buses, three days a week, are provided in co-operation with the program.

The following is a list of the sport activities and the number of coaches:

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>1</td>
</tr>
<tr>
<td>Football</td>
<td>8</td>
</tr>
<tr>
<td>Basketball</td>
<td>5</td>
</tr>
<tr>
<td>Swimming</td>
<td>3</td>
</tr>
<tr>
<td>Wrestling</td>
<td>3</td>
</tr>
<tr>
<td>Baseball</td>
<td>2</td>
</tr>
<tr>
<td>Track</td>
<td>4</td>
</tr>
<tr>
<td>Golf</td>
<td>1</td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
</tr>
<tr>
<td>Intramural</td>
<td>1</td>
</tr>
</tbody>
</table>

The Placement Service

Placement in both part-time and full-time employment has been generally considered a responsibility of the parents and of the state and local employment offices. However, there has recently been a trend for certain industries to request students for interviews from the school. This trend has been partly promoted by the occupational counselor. Placement in the past by the school had only been accomplished through individual interests and the initiative of teachers. No planned program has been in existence. There are also no co-operative educational or occupational programs at Bremen High School

21Interview with Herman Oberli, Occupational Counselor, March 17, 1964.
The majority of high school graduates do not remain in town for employment purposes. Many acquire jobs in the near-by suburbs of Chicago or are employed in Chicago proper. Although actual statistics are not available, it is estimated that about forty per cent of the graduating students attend college. An additional five per cent attend technical and vocational schools. The majority of these students are male. The majority of the students who seek employment in the various business occupations are girls. With the anticipated increase in the caliber of business students and students from other departments, and through co-operation with the efforts of the vocational counselor, it is anticipated that more industries and employment agencies will look to Bremen High School for future employees. A program is under way to have a co-operative placement plan with employers and public placement agencies in the community and surrounding communities.

The Follow-up Service

Follow-up services at Bremen High School are on a very limited basis. Only one study has been conducted by the school and results are not obtainable. A major study is now being conducted by the guidance department in co-operation with the school board and the superintendent. Mr. Heinrich and Mr. Hulfachor are conducting a summer guidance project.

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22 Interview with Homer Hulfachor, Sophomore Counselor, July 4, 1964.
on research. The research is in three areas: first, to study drop-outs by a thorough study of their complete history; second, to use data processing and analyze its uses for future information; and third, to prepare permanent records for the counseling staff and the office. The cost for the eight-week study will be $5,184.00, and the state will pay half of the cost. Such a program has been sorely needed. The district is now aware of the necessity for programs of this nature. Dr. Thomas from the University of Chicago was secured by the Board to study the population trends and attendance, the region's economy, and the educational specifications for future needs.
IV. SUGGESTED IMPROVEMENTS IN THE GUIDANCE PROGRAM

The Individual Inventory

The individual inventory should include information about an individual's unique characteristics, aptitudes, interests, abilities, achievements, background, problems, special talents, and significant experiences. A careful examination of the check list provided in this paper (See Appendix I, Sec. I; and Appendix II, Sec. I) will reveal that the following information is not included in the cumulative records at Bremen High School: community activities and leadership in each, anecdotal records, autobiographies, health, attendance, citizenship status of parents, educational status of parents, ages of brothers and sisters of pupil, economic status of family, size of house and the number of other persons living in it, sociometric studies, and teacher ratings.

Additional background data such as citizenship, educational, and economic status of family, ages of brothers and sisters, and size of house would be very helpful to both the counselors and teaching staff. As was previously stated, health and attendance information is not included in the cumulative record. With the anticipated advent of permanent records for the counselors and administrative office through data processing, such information will be
accumulated into one source. If this is achieved, more comprehensive information will be able to be gathered.

In addition to the personality inventories previously mentioned in the testing program, a number of methods may be used to appraise the personality and adjustment characteristics of pupils. One of these methods is the observation of the student during his daily activities, shown by teacher rating scales and anecdotal records. In using this technique, the teacher may indicate his opinion of the intensity of a quality possessed or exhibited by the pupil. Accumulated over a period of time, the incidents provided would give a richer picture of behavior than any other simple technique.\(^2^3\) Another method for securing information as to personality and adjustment is through sociometric devices. One of the devices that could be used by teachers and counselors would be pupil's choice of classmates as friends. Many of these devices have been used increasingly in recent years. Some objective information regarding their value appears in professional literature.\(^2^4\)

Further examination of the check lists indicates that the cumulative records do not follow pupils from kindergarten through the twelfth grade. In fact, there appears to be very little integration of the educational program


between the "feeder" schools in the district and the high schools. One of the values in a record-keeping system is that it is maintained as a continuous file of the pupil's experiences at all grade levels. The record that is designed exclusively for the elementary grades or high school causes a definite break in the continuing developmental pattern of the youngster and adds much to the cost of maintenance of the program.25 Future co-ordination among all the schools in the local district is greatly needed. A co-operative testing program and inventory service would be an excellent step in fulfilling that need.

The Information Service

Further examination of the check list (See Appendix I, Sec. II; and Appendix II, Sec. II) discloses that the library does not contain an adequate number and variety of books concerning occupational information and training opportunities. In addition, the library does not keep an up-to-date list of information of this type. Because of this, the librarian cannot assist pupils to locate and interpret the information. The school staff should give consideration to using the library for location of such informations since the guidance department does not have sufficient space. Hatch and Stefflre recommend that the school library should be used to the maximum as one central

location of all printed matter. They further recommend that
the offices of the co-ordinator of counseling should in­
clude: (1) one or more occupation files mounted on casters
for classroom as well as counseling use, (2) file of charts
and films, (3) up-to-date references of educational institu­
tions. The housing of material in both the guidance depart­
ment and library tends to fix the responsibility for keeping
the material new and complete.26 In addition, this would
provide more time for the counselor to investigate new
sources of information and thereby meet another need. In
general, pupils read books related to occupations by spon­
taneous choice rather then by assignment. This fact alone
suggests the need for making such information accessible and
attractive to the casual browser in the library.27

However, current materials about the next-step oppor­
tunities sometimes do not lend themselves satisfactorily to
bookshelf arrangement. Several filing systems devised for
materials of this kind are available from publishers. Since
Bremen High School has an extensive supply of unbound occu­
pational materials, the use of a filing system based on the
Dictionary of Occupational Titles is suggested. Materials
of this nature could be maintained in the counselors'
offices since there is space provided.

26Raymond N. Hatch and Buford Stefflre, loc. cit.,
p. 203.

27Raymond N. Hatch and Buford Stefflre, loc. cit.,
p. 81.
The Counseling Service

Examination of the check lists (Appendix I, Sec. III; and Appendix II, Sec. III) shows that case conferences and studies are another area needing improvement in the guidance program. The case conference is a co-operative case study. It has as its purpose the gaining of an understanding of the pupil in order to make recommendations to bring about better adjustment. It can also be an effective medium of in-service training. The participating teachers would be more inclined to keep better records and more inclined to use the records provided. Unless the records are used, there is no point in keeping them. The case conference would also provide experience in understanding the guidance program and its problems would contribute to recommendations for improvements.28

It must be recognized that in this school district and in most new and growing districts there are not many referral agencies available. Outside the school district, however, there are always other special services which can be obtained when they are needed. Unfortunately, the agencies in and near Chicago are not consulted and some of the pupils do not obtain the professional help they require. Agencies of this nature should be surveyed to identify the services which could be used as referrals. A card file could be

maintained in the counselor's or the principal's office concerning these resources. Time could be saved by arranging for representatives from different schools in the community to exchange information. Teachers could be consulted for additional information. A file of such information could be built up gradually as the services are used.29

Since class grouping has been in effect for the last two years, there is a growing awareness by the guidance department for the need of a reading specialist. The present staff is not equipped to handle this problem. The employment of a reading specialist should therefore be considered for the near future.

The Placement Service

Job placement is one of the last practical steps in the formal educative process. It is a step that makes the student's education socially effective. It is for this reason that it appears only reasonable that Bremen High School should accept job placement as a genuine high-priority obligation. Placement services could be considered in terms of their many and varied benefits to not only the student, but to the community and businesses alike. Through placement the school can build good will among its

students and alumni, and can be considered a valuable asset in the future.30

Before placement can take place, something of the community and of the agencies must be known. One way of obtaining these results would be through a community occupational survey. The results could be used not only for placement, but in other ways in the school and guidance program. The survey could help the administration to: (1) understand the community, (2) have a basis for revising the curriculum and training programs and for setting up new courses of study, and (3) determine how the school is meeting the educational and vocational needs of the pupils. The guidance department could use the findings to: (1) get a more complete occupational picture of the community, (2) counsel pupils more wisely in educational and vocational areas, (3) determine the most logical local entry fields for the pupils, (4) have a basis for determining the training requirements, (5) serve as a basis for improving the quality and number of placements, (6) provide materials for classes and groups in which occupations may be discussed, (7) give a basis for the making of other types of surveys and follow-up studies, and (8) serve as a basis for a continuous occupational survey.31 As can be seen, the implications of such a survey could serve as a basis for other studies.


Since Bremen High School employs an occupation counselor, the responsibility of such a survey could be delegated to him. Shartle describes the duties and work performed by the occupational counselor as follows: he visits places of employment and obtains information in various occupations on present and future employment possibilities, including information on duties, qualifications, length and type of training necessary, wages, hours, working conditions and physical demands. In terms of the pupil, Shartle further says that the counselor should assist the pupil in arriving at plans for immediate employment and/or training and for long-range objectives including professional training.\(^3\)\(^2\) Shartle further states that the counselor should also arrange for referral to employers or to community agencies, such as training, employment, education, and vocational rehabilitation.\(^3\)\(^3\)

Another service which has much to offer in improving the guidance program is co-operative education. Under this plan, the pupil attends school part-time and is employed part-time. This program is a co-operative arrangement between the high school and the commercial and industrial enterprises of the community. All schools can organize co-operative education programs. The Federal Government, through the Division of Vocational Education of the Office


\(^3\)\(^3\)Carroll L. Shartle, *loc. cit.*, p. 76.
of Education, makes money available to state departments of education to assist local schools in planning and operating such programs. The school should look into the possibilities of initiating and organizing a program of this nature.

The Follow-up Service

An integral part of the guidance service is the follow-up. Without the follow-up, counseling is incomplete, and so are the other types of guidance services. A glance at the check lists will immediately show that the follow-up service at Bremen High School has been wholly inadequate. As has been previously stated, research is presently being conducted. The comprehensiveness of present and future studies can be determined by examining the check lists provided. Such conditions will be met only if the information obtained is used for modification of the curriculum, evaluation of the instructional program and guidance services, and giving further assistance to the school leavers (See Appendix I, Sec. V; and Appendix II, Sec. V).

Conclusion

"Evaluation is a beginning, not an end!" "It follows from this statement that the first step in a program of evaluation is to create a point of view that says no matter

34 Clifford P. Froehlich, loc. cit., p. 123.

how wonderful our present program is, it is always possible to improve it!"36

The suggestions for improvement in this paper are not in any sense complete. Recommendation for the improvement of guidance services can only be intelligently made after examining the entire school program in detail. A project of this nature is beyond the scope of this paper. Furthermore, the writer is aware that a recommendation is a value judgement open to criticism. It is with this in mind that the writer has made suggestions as to improvements that are more or less ideal in nature to Bremen High School.

36 Raymond N. Hatch and Buford Stefflre, loc. cit., p. 300.
I. The Individual Inventory
   A. Specific provisions for the Individual Inventory Service:
      1. Are cumulative records maintained for all students in each of the following grades? (Encircle those which apply):
         7  8  9  10  11  12
      2. Is information about students for inclusion in the cumulative record gathered by means of (check those used):
         Personal data blanks or questionnaires? __X__
         Academic aptitude tests (intelligence)? X
         Personality tests of problem check lists? X
         Periodic health and physical examination? No
         Autobiographies? No  Reading tests? X
         Interviews? X  Sociometric studies? No
         Teacher ratings? No  Anecdotal records? No
         Achievement tests? X  Interests tests? X
      3. In terms of the staff and student need for information about students, how complete are the student records as a whole? (Check one)
         Very complete ______
         Quite complete ______
         Barely adequate for minimum needs X
         Quite incomplete ______
         Very incomplete ______
      4. What effort is made to maintain the most recent information about students? (Check one)
         Considerable effort X
         Some effort X
         Little or no effort ______
      5. What efforts are made to make the cumulative records available to all teachers? (Check one)
         Very great efforts ______
         Some efforts ______
         Little or no efforts X
      6. How frequently are they used by the staff? (Check one)
         Very frequently X
         Occasionally ______
         Almost never ______
II. The Information Services
A. Specific provisions for the Informational Services:
1. Is educational and occupational information provided for students by means of:
   a file of occupational books and pamphlets? \(x\),
   college catalogs? \(x\), the use of occupational posters, charts, films, and exhibits? \(x\), a class in occupations? \(\text{No}\), a career day? \(x\), occupations units integrated with school courses? \(x\), a college day? \(x\), referral to community persons or agencies able and willing to provide help? \(\text{No}\), visits to business and industry? \(\text{No}\).
   (Check those which apply to your school.)
2. How extensive is the educational and occupational information available to students? (Check one)
   Very extensive
   Quite extensive \(x\)
   Somewhat limited
   Quite limited
   Very limited
3. How up-to-date is the educational and occupational materials? (Check one)
   Very up-to-date
   Quite up-to-date
   Somewhat outdated \(x\)
   Quite outdated
   Very outdated
4. Is a file of educational and occupational information available to students in the library? 
   ___, the guidance or personnel office? ___, any other place? Guide, Offices 
   (explain where) 
   (Check those which apply)

5. Does the orientation program provide for new students in the high school regarding the school curriculum? ___, the extracurricular program? ___, school rules, policy and procedures? ___, special services available to students? ___, physical layout and facilities? ___. (Check those which apply)

6. Is personal and social information made available to all students by specific organized activities of personal-social problems units or courses? ___, use of visual aids? ___, assembly programs? ___, referral to appropriate references? ___ (Check those which apply)

B. General rating of the comprehensiveness of the Informational Services:

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There is no organized means of providing educational, occupational, and personal-social information needed by students.

Some organized effort is made to provide information needed by students.

A comprehensive program is provided to supply needed information to students in educational, and personal-social areas.

III. The Counseling Service

A. Specific provisions for the Counseling Service:

1. Are all teachers encouraged to counsel with students and parents? ___, __
2. Are selected staff members assigned a portion of their time for counseling service? ___, __
3. Do teacher-counselors make use of referral resources? ___, __
4. Is there a counseling room in which counseling can be conducted with some privacy? ___, __
5. Have teacher-counseling has some specialized training in counseling? ___, __
6. Considering the time available, how much counseling is done by the average classroom teacher in your system? (Check one)
A great deal
Quite a bit
Some
Little or none

7. What provision is made for counseling relative to scheduling and program planning? (Check one)
   Very extensive provision
   Some provision
   Little or no provision

8. Are particular efforts made to provide counseling for: (Check any that apply)
   New transfer students?
   Potential drop-outs?
   School leavers? (exit interviews)
   Socially maladjusted?
   Emotionally maladjusted?
   Failing or probation students?
   Disciplinary cases?

9. What is the counseling time--student ratio for the:
   Junior High School.....One counseling hour daily to ___ students.
   Senior High School.....One counseling hour daily to ___ students.

B. General Rating of the comprehensiveness of the Counseling Service:

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No organized plan for counseling. The staff does not feel that an organized plan is needed. Counseling is carried on as a "catch as catch" procedure.

An organized plan for counseling has been developed by the staff. Some staff members have been assigned counseling duties but are quite limited in amount of time, training, and facilities for counseling.

A carefully planned program of counseling has been developed after ample staff participation. Trained counselors have adequate time and facilities for counseling.

IV. Placement Services

A. Specific provisions for the Placement Service:

   1. Does your school have someone assigned the responsibilities for job placement?
      ___ x 

   2. Has this person been given sufficient time to care for the placement responsibilities?
      ___ x 

   Yes  No
3. Is there a cooperative arrangement with the State Employment Service on placement? __ __ Yes  No __

4. Are students placed in part-time jobs? __ __ Yes  No __

5. Is there a cooperative work-study plan in use which gives school credit for work experience? __ __ Yes  No __

6. Is placement made selective through coordination of the counseling and placement services so that suitable jobs are provided? __ __ Yes  No __

7. Is job placement assistance given to:
   a. graduates? __ __ Yes  No __
   b. drop-outs? __ __ Yes  No __

8. Has there been a survey of possible job opportunities both part-time and full-time for students and those who have left school? __ __ Yes  No __

9. What job placement assistance is provided by the vocational staff in your system?
   A great deal of assistance ______
   Some assistance ____________
   Little assistance ________ __
   No assistance ____________ __

10. During the past year, approximately how many placements have been made by the school? None, full-time placements, None, part-time placements.

B. General rating of the comprehensiveness of the Placement Service:

   1  2  3  4  5  6  7  8  9  10

School provides only incidental placement services.
School assumes responsibility for some placement; some information regarding employment is furnished students; employers are furnished information regarding school leavers when they request it.
A well-organized and coordinated placement service is provided; a staff member is assigned the responsibility and has time for the job; records are kept of placements and the individuals are followed up.

V. Follow-Up Service

A. Specific provisions for this service:

   1. What effort does your school make regarding informal follow-up studies of selected groups? (e.g., high school principal's conference with college freshmen.)
Considerable effort
Some effort
Little or no effort
(Check one)

2. Does your school make formal follow-up studies of graduates who go to college? No, graduates who do not go to college? No, drop-outs? No. (Check those which apply)

3. Is the information obtained used for modification of the curriculum? No, for the evaluation of the instructional program? No, for evaluating the guidance services? No, for giving further assistance to school leavers? No.

B. General rating of the comprehensiveness of the Follow-up Service:

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No informal or formal follow-up studies of school leavers have been made.

Some formal follow-up studies have been made of school leavers; information has been used to some extent.

All graduates and drop-outs are followed up to determine their adjustment; information is presented to the pupils; some revisions of the educational program have resulted.

Date: July 4, 1964
School: Bremen High School
Completed by: D. Vechiola and H. Hulfachor

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APPENDIX II

CHECKING THE GUIDANCE PROGRAM

I. The Individual Inventory

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Do cumulative records follow pupils from kindergarten through the twelfth grade?</td>
<td>x</td>
</tr>
<tr>
<td>2. Are folder-type cumulative-record forms used?</td>
<td>x</td>
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<td>3. Are records easily available to teachers, counselors, and other guidance workers?</td>
<td>x</td>
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<td>4. Are necessary supplementary record forms provided for counselors?</td>
<td>x</td>
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<td>5. Are anecdotal records used?</td>
<td>x</td>
</tr>
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<td>6. Is a systematic plan followed in recording pupil data on the cumulative record at regular intervals?</td>
<td>x</td>
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<td>7. Is at least one faculty meeting each year devoted to the interpretation and use of pupil data for guidance purposes?</td>
<td>x</td>
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<td>8. Do teachers regularly contribute significant data to pupil inventories?</td>
<td>x</td>
</tr>
<tr>
<td>9. Are pupils assisted to review and interpret their own records periodically?</td>
<td>x</td>
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<tr>
<td>10. Do teachers use pupil inventories to learn about pupils in their classes?</td>
<td>x</td>
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<tr>
<td>11. Do teachers exchange information about pupils with counselors and other teachers?</td>
<td>x</td>
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<tr>
<td>12. Does the school use at least a minimum group of standardized tests?</td>
<td>x</td>
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<td>13. Is the testing program coordinated among all schools in the local system?</td>
<td>x</td>
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<td>14. Do cumulative records contain pupil information about a. School achievement</td>
<td>x</td>
</tr>
<tr>
<td>b. Educational plans</td>
<td>x</td>
</tr>
<tr>
<td>c. Vocational plans</td>
<td>x</td>
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<tr>
<td>d. Co-curricular activities and offices held in each</td>
<td>x</td>
</tr>
<tr>
<td>e. Other evidences of leadership</td>
<td>x</td>
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<tr>
<td>f. Work experiences</td>
<td>x</td>
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<tr>
<td>g. Community activities and leadership in each</td>
<td>x</td>
</tr>
<tr>
<td>h. Leisure-time interests and activities</td>
<td>x</td>
</tr>
<tr>
<td>i. Health</td>
<td>x</td>
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</tbody>
</table>
j. Follow-up inquiries
k. Unusual abilities and talents
l. Performance on standardized tests
m. Counseling interviews
n. Attendance
o. Anecdotal records
p. Autobiographies
q. Space for interpretations and remarks

15. Do cumulative records provide such identification and background data as
   a. Name, sex, place and date of birth
   b. Full name of each parent (or guardian)
   c. Their address and telephone number
   d. Occupation of each parent
   e. Race, nationality, and birthplace of parents
   f. Citizenship status of parents
   g. Educational status of parents
   h. Ages of brothers and sisters of pupil
   i. Economic status of family
   j. Size of house and number of other persons living in it

II. Occupational Information and Training Opportunities
   1. Does the library contain an adequate number and variety of books about occupations?
   2. Is a separate "occupational shelf" provided?
   3. Are college, university, trade- and business-school catalogues available to pupils?
   4. Are catalogues selected on the basis of schools attended by former pupils?
   5. Are catalogues separately shelved?
   6. Are occupational briefs, abstracts, monographs, and pamphlets available to pupils?
   7. Is a filing plan provided for unbound occupational and training information materials?
   8. Are materials provided for acquainting pupils with training and exploratory opportunities present in the curricular and co-curricular programs of the school?
   9. Are motion pictures and film strips on occupational and training opportunities made available to pupils?
   10. Are courses or units on occupations provided in the curriculum?
   11. Are current occupational and training materials displayed prominently and attractively?
   12. Does the school hold Career Days?
13. Does the school hold College Days? __ Yes ___ No
14. Does the school encourage teacher-planned and sponsored visits to places of employ­ment for groups of pupils? ___ Yes __ No
15. Has a local community occupational survey been made in the last five years? ___ Yes __ No
16. Are follow-up studies of school-leavers carried out to secure information about occupational and training opportunities and requirements? ___ Yes __ No
17. Do classroom teachers emphasize the vocational and exploratory implications of their subjects? ___ Yes __ No
18. Are representatives of training insti­tutions invited to talk with groups and individuals? ___ Yes __ No
19. Does the librarian assist pupils to locate and interpret occupational and training materials in the library? ___ Yes __ No
20. Does the librarian keep an up-to-date list of occupational and educational information sources? ___ Yes __ No
21. Are all new sources investigated? ___ Yes __ No
22. Are community resources utilized in gathering occupational and training infor­mation? ___ Yes __ No
23. Do counselors regularly provide assistance for counselees in investigating occupational and training opportunities and requirements? ___ Yes __ No

III. Counseling
1. Is a complete file of data about each pupil available to counselors and teachers? ___ Yes __ No
2. Do counselors "know" each counselee? ___ Yes __ No
3. Do counselors recognize and take appro­priate action concerning unusual talents, intense interests, and urgent problems of counselees? ___ Yes __ No
4. Do counselors assist each counselee to set up realizable educational and vocational plans? ___ Yes __ No
5. Do counselors assist with the planning of placement and follow-up services? ___ Yes __ No
6. Do counselors provide occupational and training information for counselees? ___ Yes __ No
7. Do counselors assist teachers to contrib­ute to the guidance program? ___ Yes __ No
8. Do counselors assist with the testing program? ___ Yes __ No
9. Do counselors attempt to promote better understanding between the school and the home, and the school and the community? ___ Yes __ No
10. Do counselors assist teachers and administra-
tors to plan and carry out the orientation program? X
11. Do counselors carry on research and study projects designed to make the guidance pro-
gram more effective? X
12. Do counselors cooperate in keeping the cumulative records up to date? X
13. Do counselors provide information concerning needed changes in the curriculum? X
14. Do counselors recognize and carry out their service responsibilities to staff members? X
15. Do counselors advise with administrators to bring about needed changes in the or-
ganization and administration of the guidance program? X
16. Do counselors work toward satisfactory coordination of the services of the guidance program? X
17. Do counselors prepare case studies and conduct case conferences? X
18. Do counselors periodically review with each counselee the record he is making, in order that he may be acquainted with the progress he is making? X
19. Do counselors recognize and observe desirable techniques and practices in all counseling interviews? X
20. Do counselors assist with planning and carrying out on-the-job, in-service training in guidance for all staff members? X
21. Do counselors recognize counseling as their first responsibility? X
22. Do counselors make use of community resources in meeting the needs of counselees? X
23. Do counselors keep a record of all counseling interviews? X
24. Do counselors assiduously collect information about each counselee? X
25. Do counselors assist teachers and administrators to readjust and reorganize the curriculum so that it leads to better pupil adjustment? X
26. Are counselors thoroughly familiar with sources, titles, content, and techniques of interpreting occupational and training information to counselees? X
27. Do counselors carry on placement functions for their counselees? X
28. Do counselors follow up all placements made? X
29. Do counselors assist school-leavers to obtain desirable employment and to secure additional training necessary for success on the job?  
Yes | No
--- | ---
--- | x

30. Do counselors, with the assistance of other staff members, assemble individual inventories of counselees?  
--- | ---
x | ---

IV. Placement
1. Does the school operate a job-placement service for pupils?  
--- | x

2. A job-placement service for out-of-school youth?  
--- | x

3. Does the school assist pupils to secure part-time and vacation employment in accordance with individual needs?  
--- | x

4. When necessary and desirable, are pupils assisted to withdraw from school and obtain employment?  
--- | x

5. Does the school have a cooperative placement agencies in the community?  
--- | x

6. Does the school have a part-time cooperative work-experience program?  
--- | x

7. Are pupils familiar with opportunities for placement assistance in the school and the community?  
--- | x

8. Does the school assist pupils to learn how to apply for a job?  
x | ---

9. Are the resources of all available community agencies enlisted in obtaining job placements for pupils?  
--- | x

10. Do counselors, teachers, and administrators recognize placement as "satisfactory adjustment in the next step"?  
--- | x

11. Does the school have a definite plan for placing pupils in subjects, curriculums, cocurricular, and community activities, in accordance with individual interests, abilities, and needs?  
x | ---

12. Do administrators, counselors, and teachers recognize work experience as an educational activity?  
x | ---

V. Follow-up
1. Does the school carry out systematic follow-up of school-leavers (graduates and dropouts)?  
--- | x

2. Does the school know the percentage of graduates who go on to college, where they go, and how long they stay?  
--- | x

3. Does the school keep information on the number of dropouts, why they left school, and where they go?  
--- | x
4. Are all former pupils followed up, one, three, and five years after leaving school?  
   Yes  No  
   [ ]  x

5. Does the school have information on training opportunities utilized by former pupils for five years after they leave school?  
   Yes  No  
   [ ]  x

6. Does the school have information on the types and locations of jobs held by former pupils for five years after they leave school?  
   Yes  No  
   [ ]  x

7. Does the school use follow-up data for reorganizing and revising the curriculum at regular intervals?  
   Yes  No  
   [ ]  x

8. Does the school follow up each pupil who goes to work, to determine his success on the job and to evaluate the contribution of the counseling service to his occupational adjustment?  
   Yes  No  
   [ ]  x

9. Are follow-up results used to evaluate and improve instruction?  
   Yes  No  
   [ ]  x

10. Are the results of follow-up studies used to keep the staff and the community informed of the successes of former pupils?  
    Yes  No  
    [ ]  x

11. Are follow-up data used to inform present pupils of occupational and training opportunities available to them?  
    Yes  No  
    [ ]  x

12. Is follow-up information used to assist former pupils to change jobs when desirable and to attain advancement?  
    Yes  No  
    [ ]  x

13. Are all in-school placements followed up, to evaluate the success of pupils in the next opportunity?  
    Yes  No  
    [ ]  x

14. Does the school follow up all pupils on part-time and vacation jobs?  
    Yes  No  
    [ ]  x

Date: July 4, 1964  
School: Bremen High School  
Completed by: H. Hulfachor

Erickson and Smith, loc. cit., p. 240.
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