An Evaluative Study of the Guidance Services in USDESEA Schools

Jack W. Plake
Butler University

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Date: 27 JULY, 1973

Committee:

[Signatures]

Chairman

Thesis title:

AN EVALUATIVE STUDY OF THE GUIDANCE SERVICES IN USDESEA SCHOOLS

Thesis approved in final form:

Date

Major Professor
AN EVALUATIVE STUDY OF THE GUIDANCE SERVICES IN USDESEA SCHOOLS

A Thesis
Presented to the
Faculty of the College of Education
Butler University

In Partial Fulfillment
of the Requirements for the
Degree of Specialist in Education

By
Jack W. Plake
Summer Session, 1973
ACKNOWLEDGEMENT

The writer would like to take this opportunity to extend his deep appreciation to all individuals who gave most generously of their time and efforts in completing the checklist/questionnaire used in compiling the data for the survey reported here-in.

A special thank you is extended to Dr. William Bastendorf, associate director of Pupil Personnel Services for the Directorate, USDESEA, who gave his support to the conducting of the survey and whose comments on the survey form were greatly accepted.

A further thanks is extended to Mr. Thomas Rowley, Supervising Counselor for Mannheim American High School, and to Mr. Bruce Oswalt, Supervising Counselor for Bitburg American High School, both of whom found time among their myriad duties to engage in dialogues with the author as to format and particulars of the survey.

Additionally, a thank you to Mr. Hoyt Umstead, counselor at Bitburg who had time for critique concerning typing and reporting and interpretations in the final stages of the study.

The writer also wishes to express his appreciation to
Dr. Clark S. Ketterman, director of Pupil Personnel Services, Metropolitan School District of Washington Township, Indiana for his time and assistance in the suggesting of reference materials and to Dr. Joseph Nygaard, dean of the College of Education, Butler University, for his discussions and further assistance in the completion of the study.

And, finally, a great heartfelt thanks to Mrs. Ingeborg Plake, the author's wife, who had to withstand the "moods" of accomplishing this paper over the past three years.

Jack W. Plake

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CHAPTER

THE PROBLEM AND ITS SIGNIFICANCE

I. INTRODUCTION

Few, if any, educators will deny the emerging importance of guidance services in the schools of the nation today as industrialization and technological advancements have created one of the most complex and competitive societies in the history of man.

The complexity of the situation is most apparent in the large urban communities where a conglomeration of backgrounds -- cultural, educational and environmental -- has occurred.

Frank W. Miller states:

Guidance in our educational system today is characterized by dynamic growth, constant change, and perplexing issues. Because of our democratic origins, technological advances, educational research, and a variety of social and economic forces, the past half century has witnessed the growth of a new profession, deeply rooted in the traditional fields of psychology, sociology, and education, yet beginning to develop some unique characteristics of its own.1

Only through the competent application of counseling techniques, and other phases of the pupil personnel services programs can we as educators hope to utilize the capabilities and possibilities for excellence of today's even more complex student population to regain, or maintain, the position

1Frank W. Miller, guidance principles and services (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), p. iii.
of eminence of the nation in the world of science and sociological progress among the leaders in the search for man's right to maintain his innate dignity to be the individual that the educator recognizes as the goal of education, and, specifically, the goal of the guidance processes.

Miller defines guidance as the process of helping the individual achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community.²

To meet the responsibilities inherent in such a growing, dynamic society, today's schools have, of necessity, enlarged and modified their programs of education and, in accordance with those additional responsibilities in implementation, the guidance and/or pupil personnel services departments have also been expanded.

Not only the responsibility of teaching the three "R's," but the school's responsibility of meeting the concerns of perpetuation of the democratic, republican mode of life by the enhancement of each student's intellectual, social and cultural development, is the purpose of the guidance and academic personnel in the educational systems.

²Ibid., p. 7.
The USDESEA school system has recognized the need for these new responsibilities to deal with the psychological and social adjustments of students arising from the anxieties, frustrations, and tensions being created in the confusion of today's society.

To achieve the goals of adequately preparing our students to cope with society's complexity, provisions have been made to extend some type of guidance activity at all levels of the school system which extends from kindergarten through secondary school. As with most stateside school systems, the greatest amount of effort has been concentrated within the secondary school levels. At present, the staffing of secondary schools is at the ratio of one counselor for each 250-350 students. Each counselor is rated at the Class II Teacher level in most schools. In schools having a minimum of three counselors, an individual designated as Supervising Counselor is assigned with a rating of GS-11. Additional spaces have been allotted for a Cooperative Work Experience Coordinator, a Career Counselor and a School Nurse in most schools, with the majority being given Class II positions.

In a query to the author's school counselor, it was discovered that an overall evaluation of the guidance services had not been attempted recently and it was the opinion of the author that such
an evaluation of the 33 high schools in the USDESEA system could provide information and insight profitable to all educators and, specifically, counselors in the system.

To produce a clear picture of the existing programs in the schools, an unbiased overview was necessary. The usefulness of this overview would depend upon the manner in which it would be applied to the individual schools that cooperated in the survey. The writer was hopeful that the administration would find the study a device for locating and further strengthening the program's strong points and devising methods of overcoming the weak points that might be exposed in the study.

II. THE PROBLEM AND THE PROCEDURE

The problem, in the writer's opinion, was to investigate the present practices of the guidance program and to evaluate the services now in effect in the terms of their propriety in meeting the needs of the student, the community, and the country.

To evaluate the programs as now existent, it was first necessary to construct some type of an instrument that would, hopefully, represent an exemplary program of guidance. It should reflect the opinions of experts in the fields of counseling and guidance, and should contain criteria that are
standards of the "ideal" guidance program. Therefore, the criteria were constructed only after a thorough investigation and study of literature, and courses, in the field of guidance, and related literature and fields. A check-list style of instrument was then compiled to serve as a device to aid in comparing the criteria to the provisions to be met by the guidance services.3

In conducting the survey, it was necessary to secure the most complete cooperation among the guidance personnel of the USDESEA schools. It was decided to ask the Director of Pupil Personnel Services, Dr. William Bastendorf, for permission to conduct the survey and for assistance in completion of the evaluation.

Following this, it was decided to send two copies of the instrument to each school's director of guidance, requesting that both copies be completed, retaining one for comparison and for future reference if clarification of replies should prove necessary. Because of the great distances involved (USDESEA stretches from England to Turkey and from Ethiopia to Norway), it was necessary to conduct the study via Army and Air Force and Navy Post Offices.

From the replies received, and following evaluation by

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3 Appendix A.
the researcher, suggestions for improvement of weak or low areas would be made and continuation and further strengthening of strong points would be emphasized, as they appeared in the guidance programs evaluated.

After completion of the above-listed parts of the program of evaluation, a presentation of the data was to be made with results being furnished to the schools concerned and the Directorate PPS Director.

An over-all rating was essayed by the researcher for separate services and for the programs of the individual schools. No comparison, however, was attempted among the schools.

III. ASSUMPTIONS AND LIMITATIONS

The overseas schools supported by the government of the United States is administered by the Department of Defense under the auspices of the Congress of the United States, utilizing appropriations from that body.

These schools find themselves in a very peculiar situation in the over-all educational system of the United States.

A public school system, staffed by American teachers, in the main (local nationals are usually employed to teach the local language classes), it is, mostly, greatly isolated
from its counterparts in the continental limits.

In such a widespread environment, the schools located throughout the geographical limitations of the globe, the guidance facilities of the schools MUST assume a role of even greater import than that normally accepted in the stateside school communities.

Obviously, the guidance program must be held in its proper relationship with the other two major areas of responsibility — the administrational and instructional disciplines. However, with the added responsibility of the community's removal from its native American environment, it should be a "natural" that a more concerted effort at evaluation, revision, and modification of the needs of the program be in a constant state to keep the optimum service so necessary to the local American community.

The United States Dependents Schools, European Area (USDESEA) is located throughout the countries of England, Scotland, Spain, Germany, Norway, Ethiopia, Turkey, Greece, Morocco, Denmark, Crete, Italy, and West Pakistan. In this far-flung system, it is virtually impossible to coordinate all the accepted guidance services which are present
in the majority of the school corporations in the United States. For the very reason, however, that they are American schools, in a foreign location, it is of even more paramount importance that the services be of the optimum, or the ideal, program -- to the greatest extent possible.

With this goal, a survey of the staffing and facilities of the guidance departments in the 33 secondary schools of USDESEA was proposed, as well as an evaluation of the services offered, utilizing the writings of the various experts accepted in the field of guidance to establish the instrument reflecting the characteristics of that "optimum," or as Indiana's Superintendent of Public Instruction designates it, an "Exemplary Guidance Program."

Again, because of its far-flung universe, the survey was, of necessity, conducted by post, depending to a great extent upon the cooperation of the directors of guidance in the individual schools who answered the request for completion of the check list.

Utilization of the returned check lists (see Appendix A) was the mainstay of the evaluation. Further, personal visits and individual letters were utilized with the schools in
close proximity to the researcher. Additionally, a request for comments and evaluative remarks was made to the Pupil Personnel Services coordinators of the Directorate, USDESEA and the coordinators of each of the seven school districts comprising the USDESEA system.

The check list requested that it be completed in view of the services and philosophies as indicated and as to the extent to which these particular services were provided within the particular school. Along with these requests, it was indicated that comments as to needed revisions and new methods of implementing those revisions be included.

The study had no intention of comparing individual schools, nor did it attempt to evaluate any service other than the services of the guidance portion of the total school program.

IV. DEFINITION OF TERMS

Career Day (or Night). A program whereby individuals representing various aspects of the industrial world visit the school to share the various requirements for participating in their fields of endeavor.

College Day (or Night). A program in which individuals representing institutions offering educational opportunities beyond high school describe the various institutions to
interested students and parents and/or sponsors.

Directorate. The office of the superintendent of schools for the total system of schools servicing the military communities in the USDESEA area.

DoD, Department of Defense.

External tests. Tests which are given within the school primarily for the purpose of furnishing information to agencies outside the local school system. These will include various tests for college entrance requirements and scholarship programs.

Full-time counselor. A counselor whose primary responsibility is to counsel individuals.

Late enrollee. A student who does not enter a particular school at the beginning of the freshman year.

Part-time counselor. A counselor whose primary field of responsibility is not the counseling of individuals.

Receiving school. The particular school that receives any student from a sending school.

Sending school. Any school that sends students to a particular high school upon completion of the requirements for entry into that high school. May be an elementary school or a junior high school.
Supervising counselor. A counselor whose primary responsibility is for the functioning of the guidance and PPS programs in a particular school. He is directly responsible to the principal and/or the PPS coordinator.

USDESEA. United States Dependents Schools, European Area. Includes all American schools funded by DoD within the geographical limits of the United Kingdom, Continental Europe, Turkey, North Africa, Arabia, and the Mediterranean Area.
CHAPTER II

REVIEW OF RELATED LITERATURE

To obtain a background for the study intended, it was necessary to thoroughly review the literature in the field of guidance organization and administration and, specifically, evaluation techniques and instruments. Since the intent of the survey was to evaluate the degree to which the USDESEA programs met their objectives and/or those of an "ideal" program, special attention was given to those services that most experts agree are found in that "ideal" program, and the criteria for evaluating that program. The more significant aspects of these writers are presented here.

I. SERVICES OF THE PROGRAM

While the exemplary guidance program must be designed to be far above the average program to serve as an ideal and guide for the particular school program, it is recognized that the individual school must tailor its program to suit the community which it serves. In the Department of Defense schools, this program is further complicated by placement
of the schools in an overseas location, yet with the goal of providing an education that will enable the student to assume his/her place in an American community.

The cultural and socio-economic needs of the community are, by regulations governing travel and quarters allocation, a somewhat more homogenous environment, yet even then there is the need for specific guidance modifications as the individuality of the students vary greatly as to their needs and desires.

Hollis and Hollis point out this need:

Obviously every local situation will involve different needs, and guidance personnel must adapt postulates, techniques, and materials to the circumstances. The organizational pattern and the philosophy within a given situation are as complex and as individualized as the personalities involved.1

The need is also inherent in the guiding principles as delineated in National Study of Secondary School Evaluation's Section G:

. . . These services are organized to give continuous assistance to each student in knowing himself as an individual and as a member of society; in making the most of his strengths and in relating this information realistically to his needs and potentialities; in helping him with the social-moral-spiritual problems common to youth; and in

discovering and developing creative interests
and appreciations.²

A further acceptance of the need for tailoring the
program to fit the community is combined in the Ohio State
Board of Education's philosophy:

"... The mission of education in our country,
is, therefore, to provide for the fullest possible
development of the talents and potentialities of
our young people in order that they may participate
effectively in the cultural, political, social,
and economic life of our democracy. . . ."³

Additionally, the approval of individuality among the
schools is given by Mortensen and Schmuller as they state:

... As guidance must be adapted to the
particular needs of individuals and communities,
it is necessary that each district and sometimes
each school determine needs, establish objectives,
and define the services to be performed.⁴

Another emphasis of the importance of the guidance
services in the program is given by Rosecrance and Hayden
who state that:

²National Study of Secondary School Evaluation,
Evaluative Criteria, 1960 Edition; Section G, Guidance

³Ohio Department of Education; The Organization of
Pupil Services (Columbus, Ohio, 1964), p. 1.

⁴Donald G. Mortensen and Allen M. Schmuller; Guidance
in Today's Schools (New York: John Wiley and Son, Inc., 1959),
P. 63.
The foundation of all effective pupil personnel programs is service — service to pupils, to teachers, to parents, and to the community. The authors believe that these services can best be provided if emphasis is placed on helping pupils to meet their needs at each grade level.

That the selection of, and responsibilities for, guidance services is of paramount importance is supported by Johnson, Buford and Edelfelt who state:

The pupil personnel function is made up of those activities and services which are individualized attempts to aid the pupil in the maximum development of his potentialities in accordance with his unique background and equipment. The activities and services help him grow in his understanding of himself and his society, so that he may assume increasing responsibilities for his vocational, personal, and emotional direction. While many of these activities are performed by the teacher, this function is a secondary responsibility of the teacher, and a primary responsibility of the pupil personnel specialist.

In addition to the three areas specified above, vocational, personal, and emotional, a complete listing of the services in the pupil personnel services division of the school system is provided by these authors. Among those are the guidance services:

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Guidance services are those pupil personnel services which are planned and administered at the individual school level, although they may get professional coordination and stimulation from supervisors with system-wide responsibility. The guidance services as usually described are five in number and are identifiable from kindergarten through the twelfth grade.

a. The individual inventory service is one of gathering, recording, and making available information about the pupil which will be useful to those teaching or counseling him. The service is performed by and for the entire professional staff; although it may be given leadership by the coordinator of guidance who is often the counselor. The testing program is a part of the individual inventory service.

b. The information service consists in the provision of up-to-date and accurate information, whether vocational, educational, or personal-social. Like the individual inventory service, this activity is shared by all but usually coordinated by one person. Activities dealing with orientation to a new school and articulation between school levels are included in the information service.

c. The counseling service provides individual help in making decisions about personal problems. This service requires the presence of trained counselors, a private place to talk to students one at a time and inclination to talk to students — that is, to counsel them. A counselor is someone who has the time released from teaching to work with individual students. He has counseling and guidance responsibilities beyond those of the regular teaching staff. He has had specialized courses in understanding pupils and counseling them. He is competent in psychometrics and other tools used in school counseling.
d. The placement service aids in putting pupils into appropriate jobs or educational settings. It involves decisions about promoting group and academic credit for work experience. Obviously, the proper functioning of this service is dependent upon the previously mentioned guidance services.

e. The evaluation service is sometimes referred to as the research service of the follow-up service. It gathers data to permit judgments about various aspects of the school program. The discussion previously given of the system-wide research applies also to this service. Tradition places this activity in the administration.7

The authors further summarize the program of guidance services:

Typically, school guidance services are divided into these classifications: (1) individual analysis, (2) educational, occupational, and socio-personal information service, (3) counseling, (4) placement and follow-up, (5) assisting school staff, and (6) coordinating home, school, and community factors.8

Guidance services are delineated by Downing to be:

The program includes specialized services of testing, counseling, educational and vocational information, placement and follow-up.9

He further states that:

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7Ibid., pp. 14-16.

8Ibid., p. 193.

The following services constitute the usual pattern of activities within a guidance program and are called "basic elements":

1. Pupil inventory service -- records.
2. Pupil appraisal -- tests and measurements.
3. Counseling.
4. Information service.
5. Placement.
6. Follow-up.\textsuperscript{10}

Mortensen and Schmuller list the services of the pupil personnel services program as:

Guidance Services. Individual study, counseling, educational and career planning, consultation services to teachers and parents on pupil characteristics and development.

Psychological Services. Specialized diagnostic work, including testing, referral, and counseling concerning learning potential and efficiency and related personal-social problems.


Health Services. Nurses, physicians, and other health workers help the learner to maintain good health and provide health instruction and counseling. Treatment is facilitated but not provided.

Pupil Attendance. Attendance counseling, school exemptions, re-admissions, withdrawals and transfers, work permits, pupil records, and statistical reports.

Testing and Measurements. Normally included in evaluation, guidance, and psychological services.

\textsuperscript{10}Ibid., p. 8.
Hatch and Stefflre define the major educational functions as "instructional, administrative, and personnel." The personnel function is further defined as:

The educational processes that are planned specifically for each individual student to assist him to become more self-directive and socially integrated are designated as the personnel function. The further indicate that pupil personnel services include:

1. Attendance 
2. Guidance 
3. Health 
4. Psychological counseling 
5. Research 
6. Social work

Miller considers the necessary characteristics of a guidance program to be:

1. It has developed gradually rather than

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13Ibid., p. 19.
being superimposed abruptly on school and staff alike.

2. It is idealistic in its announced goals and realistic in its current performance.

3. It fosters continuous communication between all members of the school staff.

4. It has special facilities at its disposal.

5. It is interwoven with the instructional program.

6. It brings guidance services to every student, not just to those in distress.

7. It plays an important role in the school's public relations program.

8. It is constantly engaged in a process of self-examination.

9. It insures a balance in the services it offers pupils. 14

In addition to the services to be included in the pupil personnel services program, it is necessary that the program be backed by the teachers and administrators on the school staff. Ohio's Department of Education points out that the essentials in a guidance program are:

I. Guidance staff
II. Guidance facilities
III. Guidance coordination and administration
IV. Guidance activities 15

Humphreys and Traxler suggest that to make the various services yield dividends for the community, and to be successful,

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14 Frank W. Miller, op. cit., pp. 52-54.

the backing of the teaching staff and the administration is of prime importance. They state:

In an educational institution, the program of guidance services, through the central activity of counseling, is the means whereby the guidance point of view is implemented. The success of this program depends upon the whole-hearted cooperation among teachers and specialized guidance workers within the educational institution; and between guidance workers in schools and colleges and in business and industry.¹⁶

It is also felt that the administration can facilitate the advancement of the program by adjusting class size and composition, by making physical facilities more readily available and pleasing, by providing funds for source material and extracurricular activities, and by assuming and delegating authority properly for the direction of the program.

Peters and Farwell point out:

The administrative design prevalent in any given school can very well be the determining factor in whether the guidance point of view can be put into effect, or whether such an approach is acknowledged but cannot blossom because of organizational and situational

limitation. 17

It became apparent as sources were sought that most of the authorities agreed on certain definite services in a guidance program.

Pruett and Shertzer list the guidance function as providing six major services:

1. Information service
2. Individual inventory
3. Testing
4. Counseling
5. Placement and follow-up
6. Program evaluation and research. 18

Hollis and Hollis had a somewhat different summarization with the following comments:

A comprehensive guidance program includes seven services. The scope of each service may vary with the circumstances of the local school and community.

Five services are designed to serve individuals directly: information; testing, measurement, and individual appraisal (TMIA); counseling; placement; and follow-through. Research services, the sixth, involves activities that contribute information to the other guidance services for use in modifications, for evaluations, and for identifying and understanding the unique characteristics of the population served. The information


from research service is useful for assisting individuals, and it furnishes material for the seventh service, evaluation. The evaluation services functions primarily to determine the effectiveness and efficiency of the guidance program and its activities.19

II. EVALUATIVE CRITERIA

In any evaluation, it is necessary to set up some type of an evaluative instrument, which must be based on criteria selected as representative of the objectives of the program undergoing evaluation.

Most authorities, if not all, agree that such a selection of material is difficult. But, they also agree, such a selection is imperative.

According to Walter S. Lee, a high agreement on the dimensions of a program of evaluation was found as follows:

1. Definition of the objectives of the program or activity to be evaluated.
2. Establishment of criteria against which these objectives can be measured.
3. Design of instruments and techniques by which this program can be measured.
4. Collection of data from all necessary sources.
5. Analysis of data and judgment against the criteria about the quantity of and the quality of the progress toward achievement of the stated objectives.20

19Joseph W. Hollis and Lucille Hollis, op. cit., p. 271.
Lee further states:

The first step in evaluation is to set up criteria, i.e., standards for making judgments. Before developing a set of criteria, however — in fact, long before the beginning of evaluation of the guidance program — it is necessary to formulate a list of objectives stated as specifically and as clearly as possible. Usable criteria cannot be established if the standard for measuring becomes so vague and indefinite that meaningful evaluation is impractical.21

Also, it is stressed that such criteria should be as objective as possible so that when various evaluators apply the criteria, equitable judgments are possible. However, subjective data must also be considered because of the descriptive quality they add to an evaluation.22

With this type of an instrument serving as a measuring device, or standard, a systematic appraisal can be made to indicate the effect of the program, the dimensions of the program, and the functioning of the program; whether or not the program is doing or accomplishing the objectives for which it was intended.

As previously noted in this paper, experts place several services within the confines of the guidance program in the secondary school. After careful consideration of the total listings, a decision was made to utilize the services delineated by Hollis and Hollis as a basis for this study: information; testing, measurement, and individual appraisal (TMIA);

21Ibid., p. 3.
22Ibid., p. 3.
counseling; placement (divided into educational and vocational); follow-through; research and evaluation. Research was combined with the evaluation services for the purpose of this study. It was the determination of the writer that this delineation was the most appropriate to the USDESEA school system.

An appraisal of the objectives of the guidance programs, as stated, would also be attempted.

Many of the authorities in the field of guidance have devised instruments to be utilized in evaluating programs through the compilation of a check list of criteria. Some of those devices will be described.

Of paramount importance to the researcher, since his State of Certification for education licensing is Indiana, was the recently-compiled "Criteria for Exemplary Guidance Programs in Indiana" which purports to measure "the effectiveness of guidance programs" in Indiana.

The instrument includes a listing of criteria with directions for completing the enclosed check list of observable practices to be completed by principals, teachers, and

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Sparkle G. Crowe, "Guidance Services in Indiana Public Schools" (Indianapolis: Department of Public Instruction, 1970-71), p. iii.
students as applicable. The check list includes such areas as philosophy and objectives, staff, program, facilities and provisions, and financial support. Additionally, provision is made for compiling a score to be compared to "standards" which would indicate an "exemplary score" and/or "sub-standard score." (It was deemed to be of such import, that portions of the instrument are reproduced in Appendix B.) Each question is rated as to possible score, with totals and sub-totals being given with which to rate each section individually.

The State of Ohio's Division of Guidance and Testing, Department of Education, has also been active in compiling evaluation instruments and has recently published an "Evaluative Criteria for a Secondary School Guidance Program." Its stated basic concept includes:

The purpose of this publication is to assist school personnel to study and make judgments about their own secondary school guidance program. Evaluative criteria are statements of guidance program provisions and activities which are generally considered desirable and effective toward the attainment of guidance objectives. All school staff members, including teacher,

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24 Ibid., pp. 1-2.
25 Ibid., p. 21.
counselor, and administrator, are responsible participants in the guidance program. Each guidance program provision or activity should give support to the attainment of established guidance objectives. The evaluative criteria in this publication have been especially designed for the secondary school. The publication can be used as a means of assisting counselors, administrators, teachers and others to share ideas and opinions about their own school's guidance program.  

Judgments on the adequacy to which the school is meeting the criteria are described by responding to the statements with a valuation of 1 2 3 N ?, indicating the extent to which the criteria is being met, or is desirable. Additionally, the "Program Review for Guidance" booklet is available for evaluating the areas of staffing, facilities equipment, coordination and administration, program activities of counseling, consultation, parent conferences, information, pupil appraisal and records, and teacher, community, and administrator participation and student placement.

Each area has a listing of criteria to be considered with the reviewer being asked to list strong and weak points and additional points for consideration.

Hatch and Stefflre also request that the students complete an evaluative check list of the school guidance

27Ibid., p. i.
28Ibid., p. 1.
program with their "Check List for High School Students." The main purpose is to determine "in what way the school can be of greater value to the students" that will be entering the school later.

Part I is an individual inventory to determine the amount of information received and the attempt to adapt school programs to fit the needs of the students. Parts II and III are intended to assess the amount of assistance received by the student while in high school, the type of assistance received and the individuals who gave the greatest amount of assistance to the student. 29

An additional student appraisal instrument is the same authors' "Check List for the High School Program," an unpublished bulletin prepared by the Guidance and Counselor training staff, College of Education, Michigan State University, East Lansing, Michigan, 1954.

This list is divided into seven major areas, each requesting a different method of appraisal. The first is "The Individual Inventory," to be used to determine what information was obtained about the student and to determine to what extent the information was utilized in aiding the

Part II is entitled "The Information Services" and is to be used to appraise the extent to which the provisions of the guidance program is met in providing library materials, educational and occupational information and personal and socio-economic information to the student. It also attempts to evaluate the comprehensiveness of the program and the extent to which the information is utilized in providing for the students' and staff's usage of information services.

The third section is an evaluation of "The Counseling Services" with blanks to provide "yes" or "no" answers in the appraisal of the areas of counseling, facilities, and methods.

"Placement Services" is the fourth area of inquiry, again utilizing the "yes-no" technique to determine the individual responsible for administering the service, the students served, and the facilities and time available to the individual in need of these services.

Part V is the "Follow-Up Service" rating the studies made on graduates from the school. An attempt is made also to determine the amount to which this information is used to modify the offerings of the school curriculum.
An evaluative rating of "great deal," "some," and "little or none" is requested in Part VI which refers to "Organization and Administration of the Guidance Services." The category is considered through seven items including the areas of interest of the administration, planning for development, community resources, financing, in-service training, and evaluation of the total guidance program.

The seventh, and last, portion of the check list concerns "General Comments and Suggestions for Improvement" and is so constructed as to allow the evaluator to consider the complete and incomplete aspects of the present program and to suggest improvements in the school guidance program.30

One, if not the major, purpose of research in the field of guidance was to determine the criteria for the construction of an evaluative check list for the purpose of conducting this proposed field study. That the task was going to be difficult was indicated when Lee stated "There are almost as many suggestions for criteria as there are writers on the subject."31

Further, Rosecrance and Hayden concede that

31Walter S. Lee, op. cit., p. 3.
The main obstacle to effective evaluation of pupil personnel services is to find appropriate techniques to discover whether or not such service has helped each student to develop to his optimum.  

Another difficulty was the necessity to determine the procedure for completing the check list of evaluative criteria.

In several instruments, "yes-no" answers sufficed. In others, as with the Ohio Department of Education's evaluative criteria, a rating of numerical value was indicated. In other listings, the evaluator was asked to give a short written description of the operations now in effect.

Indiana's recently-completed "Criteria for Exemplary Guidance Programs in Indiana" combined the "yes-no" and numerical rating techniques.

In almost all instances, an opportunity was given for comments and suggestions for implementation of improvements.

After some comprehensive research, it seemed that the rating scale utilized in the National Study of Secondary School Evaluation's Evaluative Criteria for Guidance Services was best suited to this study.

The use of the check list required the following:

E — Provision or condition is made extensively.

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32 Rosecrance and Hayden, op. cit., p. 253.
S — Provision or condition is made to a moderate extent.
L — Provision or condition is very limited or missing, but is needed.
M — Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N — Provision or condition is not desirable or does not apply.33

The above scale was placed on the first page of the check list when submitted to the directors of guidance with a request for completion of the check list, according to these provisions.

CHAPTER III
EVALUATIVE CRITERIA

The major difficulty besetting any evaluation is often the problem of constructing an effective instrument against which the program may be measured. This criterion is "Essentially, then, some demonstrable characteristic which serves as a standard for making a qualitative or quantitative judgment."\(^1\)

Without such a measuring instrument, the evaluator would find it impossible to compare any program. This device should represent the "ideal" program. However, virtually no criterion is entirely acceptable to all researchers.\(^2\) It therefore becomes necessary to arrive at criteria that are acceptable as standards to the majority of experts. If the evaluator of each individual program is not in sympathy with the criteria as established, the evaluation would be invalid for the purpose of a researcher. For the evaluator might become prejudiced against the instrument and then not present a "true" picture

\(^2\) Ibid.
in terms of the criteria as established by the researcher.

Moreover, the criteria must be specific in nature, brief, concise, and to the point; and must spell out the acceptable standards as expressed by experts.\(^3\)

After a thorough review of related literature, the writer selected as most representative the six services as listed by Hollis:

> Five services are designed to serve individuals directly: information; testing, measurement, and individual appraisal (TMIA); counseling; placement; and follow-through. ... information from the research service furnishes information for the seventh service -- evaluation. The evaluation service functions primarily to determine the effectiveness and efficiency of the guidance program and its activities.\(^4\)

The author also decided to separate the placement services into educational and vocational placement services as it was premised that vocational placement might be of minor importance in the USDESEA schools environment.

In addition, the objectives of the programs were to be included in the evaluation as to the extent to which the utilization of the guidance program in the educational philosophies of the school curriculum was determined.

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\(^4\)Hollis, *op. cit.*, p. 271.
Specifically, the areas of evaluative study in this study were to be: I, Objectives; II, Counseling; III, TMIA; IV, Orientation; V, Educational Placement; VI, Vocational Placement; VII, Follow-Through, and VIII, Evaluation.

I. (a) **Definition of Guidance Objectives** -- An objective is an intent communicated by a statement describing a proposed change in a learner -- a statement of what the learner is to be like when he has successfully completed a learning experience.\(^5\) Therefore, a guidance objective is a statement of the expected outcome of a learner who has been involved in a guidance situation; of the expected change in the counselee.

In the comprehensive guidance program, the objectives are concerned with assisting the students to progress toward productive and rewarding careers, to select and enter school courses and student activities, to select and enter educational opportunities beyond high school, to develop learning skills and values, to participate meaningfully in the opportunities of the school, to develop self-understanding and identities, and to assist students to develop interpersonal relationships.\(^6\)

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\(^6\)H. Eugene Wysong, *op. cit.*, p. 3.
(b) **Evaluative Criteria for the Guidance Objectives** — Objectives should be clear and specific and definite enough to serve as guides to the ultimate selection of what to do. The objectives should be written and should be revised within each two-year period.\(^7\)

II. (a) **Definition of Counseling Services** — Counseling has been defined in many ways but there seems to be an agreement on the general characteristics of the typical counseling service. All seem to agree with Miller that it is a relationship between a client and an individual.\(^8\)

Arbuckle defines counseling as "helping (the client) him to come to see who he really is, and what he has and what he does not have; what he can do easily, what he can do with difficulty, and what he probably cannot do at all."\(^9\)

Further, the term counseling is commonly used to refer to (1) a session between a counselor and a counselee, (2) a session held by a counselor with two or more counselees

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\(^7\)Sparkle G. Crowe, *op. cit.*, p. 5.

\(^8\)Frank W. Miller, *guidance principles and services* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1961), p. 171.

sometimes referred to as group or multiple counseling, (3) the techniques used by a counselor as he works with a counselee, or (4) the counseling service as a whole.\(^{10}\) Counseling services also include referral, record keeping, report preparation, consultation both inside and outside school, and various other activities.\(^ {11}\) Counseling also includes physical facilities, staff preparation and accessories for assisting in the performance of the counseling process.

(b) **Evaluative Criteria for Counseling Services** -- The counseling service is usually judged in terms of three major components: presence of trained personnel, facilities for individual interviews, and time available as a part of the regular day.\(^ {12}\) In this primary activity of the guidance program the student is helped to understand himself in relation to the developing and changing world.\(^ {13}\) All counselors should have earned a counselor's certificate and should be assigned full time to counseling. There should be at least one full-time

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\(^{11}\)Ibid.


counselor for every 300 pupils.\textsuperscript{14} The school provides an opportunity for professional growth through in-service programs; each member of the guidance staff assumes responsibility for his own professional growth through formal classes and/or workshops.\textsuperscript{15} The guidance staff members have access to related professional personnel for referral and consultation and there is sufficient clerical staff to insure that counselors devote their time to generally-accepted activities of guidance.\textsuperscript{16}

Facilities are provided so that each counselor has a private counseling office with files for records, reports and materials. Each office has shelf space for reference materials and informational materials.\textsuperscript{17} Guidance facilities are near but separate from the administrative offices.\textsuperscript{18} The guidance area should include a reception-secretarial area, conference room, individual testing room, small-group testing room, and sufficient storage room. . . Professional equipment and material should include tape recorder, guidance records on each

\begin{itemize}
\item[\textsuperscript{14}] E. E. Holt, \textit{The Organization of Pupil Services} (Columbus, Ohio: Department of Education, 1964), p. 19.
\item[\textsuperscript{15}] Sparkle G. Crowe, \textit{Guidance Services in Indiana Public Schools}, (Indianapolis: Department of Public Instruction, 1970), p. 1.
\item[\textsuperscript{16}] Ibid.
\item[\textsuperscript{17}] Holt, \textit{op. cit.}, p. 19.
\end{itemize}
pupil counseled, reference books appropriate to the special function of the counselor and professional books.\textsuperscript{19} The general decor should create a feeling of warmth and confidence.\textsuperscript{20}

III. (a) \textbf{Definition of TMIA (Testing, Measurement and Individual Appraisal) Services} -- In TMIA, information is collected by means of standardized tests, clinical judgments, and non-standardized tests. This information must be interpreted and integrated with all other information into the program to become useful and meaningful to the individual.\textsuperscript{21} The three components of the service are testing, including school-wide, special purpose and supplementary testing; measurement, including non-standardized and clinical judgments, and individual appraisal which includes activities to effectively utilize the information obtained from testing and other measurings.\textsuperscript{22}

(b) \textbf{Evaluative Criteria for the TMIA Services} -- The characteristics of a sound testing program include the following features: (1) The program is continuous, (2) The program is

\begin{itemize}
\item[Hollis and Hollis, op. cit., pp. 151-152.]
\item[Clark S. Ketterman, \textit{An Evaluative Study of Guidance Services in the Indianapolis Public High Schools} (Indianapolis: Butler University, 1963), p. 31.]
\item[Hollis and Hollis, op. cit., p. 300.]
\item[Ibid.]
\end{itemize}
comprehensive, (3) The program is cooperatively planned, (4) The program is an integral part of the total educational program, and (5) The program is flexible. 23 The typical testing program of a school includes a variety of types of tests, a brief listing of which would include school ability tests (intelligence, mental ability, mental maturity), achievement tests, interest inventories, aptitude tests, scholarship tests (NMSQT, SAT, ACT, General Scholarship Test for High School Seniors), personal inventories, readiness tests, physical development tests, and teacher-made tests. 24 Other specialized tests should be given as the need arises.

The administration of tests must be carefully supervised to insure that the results will meet the requirements that led to the utilization of the tests. Administrators must be skilled in usage and proctoring of the test situation. All facets of the testing environment must be noted if they are at a variance with the intended setting so that any variations in utilization of results may be attributed correctly -- whether to


accredit variance to the testing situation or to the student's differences. Group testing should be given in small groups with a thorough orientation given the students prior to the testing. The importance and use of the test results should be explained during that orientation.  

Results of tests should be recorded as a part of the individual's permanent cumulative record unless circumstances deem the test to be invalid for that particular student. The results from each test should be wisely interpreted. Teachers who are to use the results should be thoroughly familiar with the meanings of the results. Results should also be used only by persons who are trained in the interpretation and use of test results. Tests, in conjunction with other aspects of the educational process, are best used when carefully interpreted to parents and students. The mere collection of information is meaningless unless teachers and counselors cooperate to help the student come to a realistic appraisal to facilitate his future education. The ultimate welfare of the

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25 Ketterman, op. cit., p. 32.

26 Rolla F. Pruett and Bruce Shertzer, Guidance Services in Secondary Schools (Indianapolis: Department of Public Instruction, 1962), pp. 16-17.

27 APGA and NEA, op. cit., p. 5.

student is the goal. The guidance staff may have to make decisions based on the individual to whom the data is to be interpreted.

IV. (a) Definition of the Orientation Services -- The orientation services are most valuable as an information-giving process. They help students become acquainted with the educational facilities and processes of the new school.²⁹ An orientation program should include (1) visitations to "sending schools" by personnel from "receiving schools," (2) visitations to "receiving schools" by pupils and parents, (3) student handbook, (4) special meetings, (5) films, (6) disposition of prepared materials, (7) organized guidance course, (8) career days, (9) field trips, (10) college days, (11) regular classes, and (12) special classes or groups.³⁰

(b) Evaluative Criteria for Orientation Services -- Counselors must interpret guidance procedures to the students, especially the pupils scheduled to enter the school as new students. There should be visits to the sending school to give information concerning the courses offered, requirements for


meeting goals for graduation, and a descriptive account of
activities and services of the "receiving school."

Get-acquainted interviews should be conducted by the
counselor who will be servicing the student during the first
year. In addition to the students, the parents should be included
in the orientation program and should be involved in
conferences of the individual students.

The incoming students should be given a familiarization
tour of the physical plant which is well-planned and well-
rehearsed. The tour should cover all of the facilities and
should also be planned to observe classes in session. Parents
should also be included in the tour of facilities.

For the duration of the first year in the new school,
the program of orientation should be continuous with counselors
making visits to the homes of as many students as possible to
"discover the values held by the homes and parents." 31

Late enrollees should receive a comparable orientation,
as well as inclusion of transfer students, and should begin
on the first day of attendance. 32


32Edward C. Roeber, Glenn E. Smith, and Clifford E.
Erickson, _Organization and Administration of Guidance Services_
VI. (a) Definition of Educational Placement Services --

Placement activities exist at all grade levels. The most common placement activities (educational) consist of:

1. To group pupils within classes or a single class so that they can achieve some skill or understandings, such as reading, language skills, or mathematics.
2. To aid pupils in their transfers from one grade to another or from one school to another.
3. To assist pupils in the selection of curricula or school subjects.
4. To assist pupils in their efforts to enter college, vocational school, or any other training situation when they leave school at the time of graduation or otherwise. 33

(b) Evaluative Criteria for the Educational Placement Services -- Educational guidance is provided through individual conferences and group conferences including college conferences, which can include a college day or night whereby the representatives can provide the students with information relating to entrance requirements, testing requirements for entrance, financial aids and scholarship information. All programs should be the responsibility of the guidance staff of the school. The counselor should be familiar with the entrance requirements and curricula of colleges in general. There should be on file in the guidance area, or the school library,

33pruet and Shertzer, op. cit., p. 27.
information on colleges and universities. The guidance program should have an external testing program and administer the exams necessary for students to apply for assistance to colleges and universities and scholarships. The counselor should be proficient in assisting students to complete the necessary forms and applications.  

V. (a) Definition of the Vocational Placement Services

The placement service is that part of the information services which assists students to carry out their educational and vocational plans. The program should consist of (a) acquisition and maintenance of information concerning job vacancies, college registration procedures and so forth, (b) the distribution of this information to individual pupils, and (c) the other procedures designed to facilitate the pupil's entrance into the job or educational program of his choice.  

(b) Evaluative Criteria for Vocational Placement Services

-- The duties for vocational placement should be assigned to a career specialist who can devote his total energies to locating positions of employment, placing of students, and follow-through of employment. The service should provide for the accumulation, display, and utilization of educational and vocational data.

**References**


35 Miller, op. cit., p. 211.

36 Ibid.
vocational information for the purpose of aiding students. While the amount of responsibility the guidance worker assumes for vocational placement depends upon the community, guidance staff and local employment picture, there are some students who could not continue their education if it were not for part-time jobs. The guidance worker has a responsibility for helping these individuals. This assistance should take into account the special abilities, interests, aptitudes and needs of the individual student. The placement specialist can visit with prospective employers to help the student meet the adjustments necessary in the employment fields. Career days, or nights, can allow the interested student the opportunity of securing information from individuals currently in the field. All should be administered by, and the responsibility of, the specialist in the guidance department.

38 Pruett and Shertzer, op. cit., p. 28.
39 Ketterman, op. cit., p. 27.
40 Pruett and Shertzer, op. cit., p. 28.
VIII. (a) Definition of Follow-Through Services

Follow-through, which includes follow-up, extends each part of the guidance program to all former users through a personalized comprehensive service. The follow-through is a vital service to individuals as well as a means of collecting information for use in the guidance program.\(^{41}\)

(b) Evaluative Criteria for the Follow-Through Services

The follow-through services are difficult to pursue, especially in the transient society of the overseas schools. Yet, it is very desirable, and the goal of 70-80% return is considered successful.\(^{42}\)

The program's functions provided include those also extended to the guidance services: to supply information for research and evaluation, to obtain additional information from the individual in special areas, to keep the individual aware of the guidance services available to him, to assist the individual in a continuing assessment of himself, and to find out how well the individual is developing along the lines of previously formulated plans.\(^{43}\)

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\(^{41}\)Ibid., p. 381.


\(^{43}\)Hollis and Hollis, op. cit., p. 382.
a particularly transient neighborhood may suffice for the
return as a basis for evaluation. The sample should be made of
recent graduates (within the past five years).\textsuperscript{44}

VIII. (a) \textbf{Definition of Evaluation Services} -- A
guidance program to effectively meet the needs of the pupils it
serves must be continuously in a state of evaluation. Evaluation
is a process of determining worth. The basic assumption
underlying the operation of an evaluation service is that
change can be made in the guidance services, activities, and
organizational structure and that means are available for
implementing the recommendations that are outcomes of a
comprehensive evaluative study.\textsuperscript{45}

(b) \textbf{Evaluative Criteria for the Evaluation Services} --
Whatever the plan of evaluation utilized, it should be planned
in advance; it should be appropriate to the school situation;
it should contain as many elements of objectivity as possible,
and it should involve those who are responsible for the pupil
personnel program.\textsuperscript{46} The evaluation should note the strengths,

\begin{itemize}
\item \textsuperscript{44}Ketterman, \textit{op. cit.}, p. 31.
\item \textsuperscript{45}Hollis and Hollis, \textit{op. cit.}, p. 415.
\item \textsuperscript{46}Francis C. Rosecrance and Velma D. Hayden, \textit{School
Guidance and Personnel Services} (Boston: Allyn and Bacon,
1960), p. 263.
\end{itemize}
weaknesses, effects and needs of the program. The evaluation should assess the program in terms of the program's stated objectives and must be evaluated regularly. To be effective, the criteria must be chosen in advance. Should the evaluation show weaknesses in some specific areas, recommendations should be made for the improvement of the service. The results, in order to help others, must be publicized to help understand the areas in which guidance has been of value and in which additional work needs to be done.

48Pruett and Shertzer, op. cit., p. 36.
49Ibid., p. 29.
50Ibid., p. 40.
CHAPTER IV

PRESENTATION OF FINDINGS

In the presentation of the findings of this survey, in an attempt to present the material in a logical manner, the format will follow a standardized, uniform procedure.

Each high school will be presented separately with a description of the school including location, student enrollment, composition as to armed service which supports the facility, and will also include a brief description of the organization for administration and guidance.

The evaluation of the services as included in the form will be outlined and evaluated with a general picture of (1) the status of the service at the time of the evaluation and (2) a comparison to the evaluative criteria as established by the writer, which is delineated in Chapter III.

An additional evaluation will then be essayed by the author from specific data gathered.

The evaluative findings will be presented in a grouping of the schools according to the organizational structure of the USDESEA school districts as designated by the Directorate.
The evaluative study was first initiated in March 1972 with mailings to the 33 high schools and junior-senior high schools comprising the United States Dependents Schools, European Area which is grouped into seven school districts. A follow-up survey to the 18 schools which did not respond to the first mailing was conducted in November, 1972. Included with the original mailings were questionnaires to the districts and to the USDESEA coordinator and deputy coordinators. The USDESEA coordinator returned a critique of the survey instrument as well as approving the conducting of the survey.

A. NORTH SEA DISTRICT

I. BRUSSELS AMERICAN SCHOOLS

Brussels American Schools are located in Sterrebeek, Belgium and are administered by a coordinating principal with an assistant principal who is in charge of the elementary school that is also included in the complex. The enrollment was 219 in grades seven through 12, with a breakdown of 26 12th, 35 11th, 37 10th, 37 ninth, 34 eighth and 50 seventh grade pupils. This is further broken down into 28 Army, 24 Navy, 32 Air Force, 63 civilian (tuition) and 32 foreign (non-American) nationals.
The guidance staff consisted of a Director of Guidance who serviced the total program of 440 students, including elementary pupils as well as coordinating special secondary programs.

Objectives

(1) Other than the USDESEA booklet containing the stated objectives for the system, no printed copies of the guidance objectives existed. It was felt that the objectives of the program were stated in specific terms but the total faculty was not aware of the program nor of its objectives in the educational program of the school. The objectives had not been evaluated or revised within the past two years though all services attempted to fulfill the objectives as written.

(2) When compared to the evaluative criteria, the objectives were found to be provided to a "limited extent." A current revision is needed. It is also a necessity that the faculty be informed of their position in the guidance program.

Counseling

(1) As indicated in the introduction, the total guidance department was assigned to, and the responsibility of, the Director of Guidance who was spending 300 minutes (full time) in counseling, a total of six periods per day in assigned
time for this activity. To meet the criteria, nine counseling periods per day would be necessary.

There was no in-service training program but the counselor had attended formal classes recently and was certified by the state of California in counseling.

Students were aware of the counseling services and program and were able to see the counselor at unscheduled times. The minimum of assigned periods limited this activity to being a "moderately-provided" service.

It was felt that facilities were adequate in most respects with the appropriate equipment and accessories being present. Testing facilities were moderate as was the amount of clerical assistance available to the department.

(2) In comparison to the criteria, the organization for counseling and the physical facilities were provided to a "moderate" to "limited" extent. In judging these areas, it was noted that the staff was limited to one individual who met the staffing criteria to an "extensive" extent. However, with the limitation of clerical assistance and testing facilities an overall rating of "moderate" was assigned.

Testing, Measurement and Individual Appraisal (TMIA)

(1) Prior to the current school year (1972-73) USDESEA
prescribed a testing program including the external testing of PSAT, NMQT, SAT, ACT and college board achievement tests, as well as the internal program that included the ITBS, Lorge-Thorndike for Third, Fifth, Seventh and Ninth and 11th grades. A moratorium on testing had been declared to determine the validity of the program and the Brussels staff agreed to do testing "as needed." The program in effect included individual tests, as needed, with all examiners being well qualified in their field.

Test scores were recorded on permanent records and test results and purposes of testing were explained to faculty and students in advance of testing.

Tests results were interpreted to students interested but not to all students.

(2) The testing program and administration were deemed to be "moderately" provided. The use of test results was also rated as "moderately" provided.

Orientation

(1) The distances from "sending" schools precluded visits by students and/or counselors, but the other facets of the orientation program were in effect in the Brussels schools at the time of the evaluation.

Intake interviews, immediate and long-range planning
were extended to all new students. Transfer students were given a tour of the facilities as well as new students and interviews were given all students individually.

The planning of organized orientation programs during the first semester was limited. The need for counselors to visit student homes was questioned.

(2) The orientation program services were provided to a "limited" extent, when compared to the criteria.

Educational Placement

(1) With a student body averaging 90% college attendance, it was expected that educational placement services were "extensively" provided. The services included college day program and both library and counseling center informational files were comprehensive.

Grade level educational placement was carried on by the counselors at each level for the majority of the students. Files were available with scholarship and financing information for colleges and universities.

Program planning was quite flexible with provisions for change in curriculum at any time during the four-year period.

(2) The provisions for educational placement services met the criteria at a "moderate" to "extensive" extent.
**Vocational Placement**

(1) Vocational placement facilities were lacking in the program with the evaluator questioning their need at Brussels. The counseling center maintained a file on vocational information and there was also a file of students employed on a part-time basis.

No career day program had been held, though plans were being made for an April meeting for conferences.

Local employment opportunities information was not maintained nor was there any contact with graduates, drop-outs and/or employers of part-time employees.

(2) The vocational placement services were rated as being "questioned as to need" when compared to the criteria.

**Follow-Through**

(1) The follow-through program at Brussels was missing in most details of the criteria. What sampling was completed showed returns of 60%.

The need to identify out-of-school individuals in need of further counseling was questioned as appropriate in this locale.

(2) The follow-through services compared to the criteria at "need questioned" extent.
Evaluation

(1) An annual report on the guidance program was submitted to the superintendent, with deficiencies and strengths noted. Implementation of improvements were based on the evaluation but changes were not readily accomplished.

(2) The evaluation services were rated as being provided to a "limited" extent when compared to the criteria.

Summary

Table I contains a summary of the ratings for each of the guidance program's services at Brussels American Schools.
## TABLE I

SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BRUSSELS AMERICAN SCHOOLS

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Counselling Organization Facilities Staff</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMIA Administration Use of Results Education Placement</td>
<td>X*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Placement Follow-Through Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*testing moratorium in effect
II. BRUNSSUM AMERICAN HIGH SCHOOL

Brunssum American High School did not return the survey form.

III. LAKENHEATH AMERICAN HIGH SCHOOL

Lakenheath American High School is located at the RAF Air Station, Lakenheath, England and is administered by a staff consisting of a principal and two deputy principals. The student body consists of grades 10 through 12 with a total of 844, breaking down into 201 12th, 291 11th, and 352 10th grade pupils. The majority of the student body comes from Air Force personnel with 806 and 17 Army, 10 Navy, 10 civilian and one from other sources.

The guidance staff consisted of a Chairman of Pupil Personnel Services assisted by six counselors, school nurse, career counselor, and cooperative work experience director as staff members.

Objectives

(1) The objectives were not stated in specific terms nor did they cover all areas of the guidance program. Printed copies for faculty members were unavailable. The faculty was aware of the school's guidance program and of its objectives in the total program. The services' objectives had been revised within the past
two years. The evaluator questioned the need for the criteria as relating to the objectives.

(2) When the objectives were compared to the criteria, they were rated as being provided to a "limited or missing" extent at Lakenheath.

Counseling

(1) The Pupil Personnel Services staff at Lakenheath consisted of a chairman with a staff of counselors, a career counselor, a cowex director, a nurse, and a special resources individual. Counseling was divided among the grades with individual counselors being responsible for each of the three classes. Table II shows the assignments for the staff:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman, PPS</td>
<td>Yes/Pennsylvania</td>
<td>11</td>
<td>270*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Connecticut</td>
<td>12</td>
<td>270*</td>
</tr>
<tr>
<td>Counselor</td>
<td>No</td>
<td>10-12</td>
<td>225*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>Yes/New York</td>
<td>10-12</td>
<td>270*</td>
</tr>
<tr>
<td>CoWex Director</td>
<td>Yes/No Info</td>
<td>10-12</td>
<td>270</td>
</tr>
<tr>
<td>Special Resources</td>
<td>Yes/No Info</td>
<td>10-12</td>
<td>270</td>
</tr>
<tr>
<td>Nurse</td>
<td>Yes/No Info</td>
<td>10-12</td>
<td>270</td>
</tr>
</tbody>
</table>

*Total Counseling Time 1035

The total number of periods assigned for counseling,
including career counseling, was 23 periods. The counseling assignments for counselors were 17 periods. Both totals met or exceeded the criteria as established.

Facilities and organizational facets were both rated as being moderately furnished. The counselors, with the exception of one, were certified in their fields. All had undergone formal training recently.

(2) Over-all the counseling services were provided at a "moderate" extent. The staff, when compared to the criteria, were rated at an "extensively" provided level.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The return of the questionnaire/check list occurred after the moratorium on testing was in effect so that the internal testing program was non-existent in the form of group testing. The external program included all of the recommended tests, including PSAT, SAT, and ACT.

Only individual tests were administered but the program included all types such as the GATB and WATS. Other tests instruments were administered as need arose.

It was felt that the testing personnel were excellent and that test results were used to the benefit of the school
and community, including faculty, students and parents.

(2) In strict comparison to the criteria, the testing program was "missing," but taking note of the imposed moratorium, the TMIA services were provided "extensively."

Orientation

(1) All aspects of the orientation check list, with the exception of home visitation and the first semester planned program, were found in effect at Lakenheath.

The planned program of orientation was also missing but the evaluator indicated it as desirable.

(2) The orientation services were provided to a "moderate" extent with the omissions noted. Counselors and students made visits to sending schools and students were afforded tours of the facilities to acquaint them with the new environment.

Educational Placement

(1) Again, the curriculum was academically-oriented and all senior counselors were proficient in their fields. A complete library of catalogs for colleges was available and information concerning scholarships and college materials was present. A college day program was held annually for interested students.

Four-year planning for students was programmed with student
and parental approval given to all programs. The program was completely flexible to be amended as needed during the student's high school career.

(2) The educational placement services met the criteria at the "extensively provided" level.

Vocational Placement

(1) The total vocational placement service at Lakenheath was limited, or missing. The placement specialist was termed as being of limited value overseas and was non-existent. The difficulty of obtaining employment opportunities for graduates was also noted, and the need questioned. The more or less homogenous economical status of the student body also seemed to limit the need to award part-time employment on the basis of financial need and individual abilities. No file of part-time students was maintained.

The counseling center maintained files of occupational information and career days were scheduled for students annually.

(2) In applying the established criteria, the vocational placement services were "limited or missing."

Follow-Through

(1) The total check list for follow-through services were questioned as to need at Lakenheath and the evaluator
labeled the data as not applicable to Lakenheath.

The respondee stated that his concentrated effort to conduct a follow-through study previously had obtained a small response of 20% returns, despite an effort on the part of the evaluator to make the replies "easy".

(2) The follow-through services were provided at the "not applicable" extent; or "missing."

Evaluation

(1) The counselors and faculty of Lakenheath were encouraged to note deficiencies in the program and to suggest implementation of improvements for the guidance services.

The total program was evaluated annually with reports being submitted to the administration and to the superintendent of USDESEA. Changes in the program were implemented through, and because of, the evaluation.

(2) The evaluation services were provided "extensively" when compared to the criteria.

Summary

A summary of the evaluation for Lakenheath's guidance services is provided in Table III.
TABLE III
SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT LAKENHEATH AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Questioned</th>
<th>Missing</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>facilities</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMIA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>program</td>
<td>x*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of results</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Placement</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Placement</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Moratorium in effect
IV. LONDON CENTRAL AMERICAN HIGH SCHOOL
London Central American High School did not return the survey form.

V. SHAPE AMERICAN HIGH SCHOOL
SHAPE American High School is located at Supreme Headquarters, Allied Powers, Europe in Belgium and though officially titled as the "American high school, has a student body that is truly international.

The 509 students of SHAPE are in grades seven through 12 and distributed as follows: 102 seventh graders, 97 eighth, 94 in the ninth, 81 in the 10th, 76 in the 11th, and 59 in the 12th grade. Of these, there are 269 from the Army personnel, 32 from Navy families, 162 from Air Force persons, 10 from tuition paying civilians, 33 from foreign personnel associated with SHAPE, and three from other Federal agencies in the area.

The school complex is administered by a principal and a deputy principal and the counseling is under the direction of counselors assigned solely for that purpose. The student body was divided among the counselors with responsibilities being delineated by the supervising "Guidance Counselor."
Objectives

(1) The objectives were felt to be stated in specific terms within the guidance department but were not available in printed form to the faculty members. It was also noted that all areas were covered satisfactorily and that the faculty was aware of the objectives of the school's program in guidance. The objectives had been revised within the past two years.

(2) When compared to the criteria, the objectives of the school's program in guidance were provided to a "moderate" extent. Current revision of the objectives is needed, and is now under way.

Counseling

(1) As previously stated, counseling at the SHAPE high school is under the direction of a centralized counseling office. Two counselors were assigned to the school, with one being designated as Director of Guidance. Both spent full-time in counseling activities, with responsibilities being shared for the ninth and 10th grades, and assignments for grades 11-12 and 7-8 being divided between them. No information was given as to additional PPS personnel so it was assumed that occupational and educational information is also within
the scope of their duties, especially for the counselor assigned to the 11th and 12th graders. Table IV shows the organization for counseling at SHAPE American High School:

TABLE IV
COUNSELING TIME AND ASSIGNMENTS AT SHAPE AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Illinois</td>
<td>9-10</td>
<td>250*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-12 all</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Washington</td>
<td>7-8 all</td>
<td>250*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-10</td>
<td></td>
</tr>
</tbody>
</table>

*Total Counseling Time 500

The total counseling time assigned was 10 periods which met the criteria. Facilities for counseling services were moderately provided with limited space being available for small group conferences and guidance activities. There was no need for integration into the school communication system, as with most of the overseas schools, as the complex is quite compact compared to stateside facilities.

Organizational provisions were moderate with in-service training being missing for the small staff.
The staffing of the guidance department was moderately provided with qualified personnel in the fields of educational and vocational information missing from the staff.

(2) Over-all, the counseling services met the criteria as established for the "ideal" program at the "moderately" provided extent. In a strict application, criteria items that "lowered" the rating could well be eliminated from the necessities of staffing the small school, like SHAPE. The items concerned were conference facilities and in-service training of staff.

Testing, Measurement and Individual Appraisal (TMIA)

(1) Again, the USDESEA testing moratorium was in effect prior to the completion of this follow-up request so that the internal testing program was curtailed. However, tests were applied on an "as needed" basis, utilizing the standardized tests such as Lorge-Thorndike, Tests of Academic Progress, ITBS, and Strong Vocational Interest Test.

New teachers received in-service training in the use of tests and test results were interpreted to both teachers and students. The purpose and nature of testing were explained to students prior to administration of tests. Skilled administrators were
employed in either administering or supervising the administration of all tests.

(2) The TMIA services were "extensively provided," except for the testing program affected by the moratorium.

Orientation

(1) Students received visits to the school to acquaint them with the facilities but it was felt that home visitation and visits to the sending school were not applicable to the local situation. Intake interviewing and long-range program planning were carried on extensively with such planning being initiated as soon as possible after the entry of the student following transfer from another school. A planned program of orientation during the first semester of school attendance was moderately provided.

(2) The orientation services were provided to a "moderate" extent when compared to the criteria as established.

Educational Placement

(1) The senior counselor was rated as proficient in the placement of graduating students and the provisions of the catalog library maintained met the needs of the students comprehensively. The counseling center lacked a file of
There was no file of potential college students maintained, and the evaluator felt such was inapplicable at the school. The need for parental and student approval to four-year educational plans was also questioned. The four-year educational planned program for each student was missing, but needed. Planned flexibility was noted as inapplicable.

(2) The educational placement services were "limited or missing" when compared to the criteria established for the check list.

Vocational Placement

(1) The only aspect of the vocational placement services provided to a great extent was the maintenance of a file of occupations in the counseling center and school library. All other items on the check list were rated as being questionable when applied to SHAPE schools. The career day program was missing but needed for the students.

(2) The vocational placement services were "limited or missing" from the program of guidance services.

Follow-Through

(1) It was indicated that the follow-through techniques at SHAPE were used moderately with sampling groups of graduates.
from the past five years being surveyed and the information was utilized to improve the curriculum and guidance programs through a definite program of follow-up correspondence. The level of 70-80% returns was not usually met in the survey.

(2) The follow-through services, when compared to the criteria as proposed for the check list, were rated as "limited or missing."

**Evaluation**

(1) Counselors and other personnel were moderately encouraged to note deficiencies in the program. A comprehensive program evaluation was carried on and annual reports of activities were written. The report had the goal of implementing changes in the program but it was felt that changes on the basis of the evaluation were usually not extensively made.

(2) The evaluation services of the guidance program were "extensively" provided at SHAPE.

**Summary**

Table V shows a summary of the ratings of services at SHAPE American High School.
# Summary of the Evaluation of the Guidance Services at SHAPE American High School

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>X</td>
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</table>

*Testing moratorium in effect*
B. MEDITERRANEAN DISTRICT

I. ANKARA AMERICAN HIGH SCHOOL

Ankara American High School did not return the survey questionnaire.

II. ASMARA AMERICAN HIGH SCHOOL

Asmara American High School did not return the survey questionnaire.

III. IZMIR AMERICAN DEPENDENTS HIGH SCHOOL

Izmir American Dependents High School is located in Izmir, Turkey for the dependents of American servicemen stationed in that area. The majority of the students are from families of men in the U.S. Air Force. The student population is 285 distributed among grades 7 through 12 with 17 seniors, 25 juniors, 53 sophomores, 44 freshmen, 74 eighth graders, and 72 seventh graders. The distribution among services is 79 Army, 2 Navy, 190 Air Force, and 14 tuition students from among affiliated personnel and/or technical representatives.

The administration consists of a principal for the 7th through 12th grades.

Objectives

(1) The objectives were printed in the Student-Parent Handbook and currently in the process of revision. The
present counselor replaced the former counselor who had been in that position for the previous nine years. The objectives were specifically stated but did not fully cover the complete guidance program. It was felt that the faculty was aware of the guidance program and also aware of its integration into the school's educational program. All services attempted to fulfill the objectives as written.

(2) The objectives of the program met the criteria at the "moderately provided" level.

Counseling

(1) Facilities of the Izmir school were considered to be adequate and in evaluation met the criteria to a moderate extent. Individual testing facilities were available and space for small group guidance and conferences were available. Tape recorders and additional accessorial equipment were also present. Decor and arrangement of the facilities were excellent in the judgment of the counselor (she did the decorating).

The organizational aspects were rated satisfactory at this point. The need for in-service training within the staff and the need for conferences among the staff were not applicable as the staffing of the department consisted of one individual. The counselor was additionally serving as a
consultant to the elementary school which has a population of approximately 500 students. The counselor spent full time in counseling and is certified by both New York and Florida and serves the full complement of students, grades seven through 12. The counselor indicated there was a need for formal training at the collegiate level for retaining current capability and knowledge.

A "modest" estimate of five parent conferences weekly was given though no formal parental conference schedule was in effect. It was further indicated that conferences were scheduled on demand of counselees and/or parents and that an "open-door" policy was in effect which the community was aware of being in existence.

(2) The counseling services met the established criteria as being provided at a "moderate" extent. The staff was very small so that several of the criteria would seem inappropriate and would seem to indicate a possibility of rating the services at a higher level.

Testing, Measurement and Individual Appraisal (TMIA)

(1) In the elementary school, the testing program was administered by the classroom teachers, under the supervision of the consulting counselor and was coordinated by the school
principal. High school testing was done by the counselor, and only for students for "whom we have a particular need for test results." The Lorge-Thorndike, TAP, Kuder Interest Inventory, GATB were the most frequently utilized instruments. Teacher-made "local tests" were utilized for the special placement of students.

All individuals administering tests were skilled in the process of administration and all discrepancies were noted. The purpose and nature of testing were explained prior to administration. The faculty was aware of the testing program and was instructed in the utilization of test results. Students were encouraged to react to test meanings and results were reported to the students in private interviews.

(2) A rating of being "moderately provided" was assigned to the TMIA program at Izmir.

Orientation

(1) Initial interviews with the counselor servicing the student were held and a long-range program was planned for each student upon entering the school. Visits to the sending school were not made, and deemed inapplicable locally. It was also rated as inapplicable for the orientation program to continue during the first semester for the student in the receiving
school. However, transfer students and new students and students expected to attend the receiving school were given tours of the facilities for familiarization. An intake interview was given to each new student on the first day of attendance.

(2) The orientation services were "moderately provided" when compared to the established criteria.

Educational Placement

(1) The educational placement services were provided extensively in relating to counselor proficiency in placing graduates in colleges, maintenance of college catalog libraries, available scholarship information and information on the financing of college attendance.

There was no four-year program planning for students but was needed. There was, obviously, little flexibility in any programming since none was accomplished.

A Parent-Senior College Orientation Program was held early in the senior year for interested families to meet the need for a college day/night program. The remoteness of the location precluded a "typical" college day/night program, in the opinion of the evaluator.

(2) The educational placement services were given an overall
rating of being "moderately provided" at Izmir, when compared to the criteria.

**Vocational Placement**

(1) While the counseling center maintained files of occupational information, it was felt there was no need for a placement specialist in the local community. Subsequently, no effort was made to maintain files of local job sources, nor listing of part-time employed students. Employment opportunities for graduates were also inapplicable in the community. As no attempts were made to supply this service, no information on individual needs and/or abilities was available.

There was a work-study program under the coordination of the counselor, but no other employment contacts were available, or deemed necessary. A career information program was established through military and civilian personnel visiting the school throughout the semesters for group sessions and for informal "rap" meetings. All students interested in the sessions were given released time from classes to attend.

(2) The vocational placement program was "limited or missing" from the guidance program; but the local evaluator questioned the applicability of such a program.

**Follow-Through**

(1) The applicability of utilizing results of a follow-
through survey for identifying individuals in need of further guidance was queried. It was noted that a sampling of students was investigated and that such information was utilized to improve the curriculum and guidance program. There was no definite follow-through program in effect.

The percentage of returns in the informal follow-through program was less than the "successful" 70-80% return. Most returns were from colleges and individual students but some were from personal correspondence with "their" counselors. Many students return to Turkey for visits with friends and families, during the first or second year following graduation, and information was thereby shared with the school officials.

(2) The follow-through services were rated as being provided at the "limited or missing" extent when compared to the criteria as compiled.

Evaluation

(1) Counselors and staff were encouraged to note deficiencies and to suggest methods to improve the program, with the total program being evaluated. The aim of the evaluation was to provide for implementing changes in the program. The program was in the process of undergoing a rigorous evaluation.

In addition, the size of the school led the evaluator-
to believe that a "daily and weekly" evaluation of the program was in effect. A monthly written report was submitted to the principal for inclusion in the principal's report to district headquarters.

(2) The evaluation services were provided "extensively" when compared to the criteria.

Summary

A summary of the evaluation of guidance services at Izmir American Dependents High School is contained in Table VI.
**TABLE VI**

SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT IZMIR AMERICAN DEPENDENTS HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Questioned</th>
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IV. KARAMURSEL AMERICAN HIGH SCHOOL

Karamursel American High School is located at Karamursel Air Force Base, Turkey and serves the members of the U.S. Air Force stationed there. There are also some Army and Navy personnel and civilians sending children to the school.

The school includes grades seven through 12 with the breakdown showing 35 12th graders, 51 11th graders, 70 10th graders, 57 ninth graders, 70 eighth graders, and 93 seventh graders for a total student body of 376. The breakdown also shows 326 Air Force, 21 Army, 10 Navy, 13 civilian tuition, and 6 other nationalities. The administration includes a principal. This is a new school in USDESEA and there has not yet been a senior class graduated from the school, as of the completion of the survey check list.

Objectives

1) The objectives of the program have undergone revision with objectives being stated in specific terms in most of the items. The greater part of the services are covered and the services usually attempt to fulfill those objectives as written. The school faculty is not totally aware of the program. The printed copies of the objectives were not available to the members of the faculty.
(2) The objectives of the program met the criteria to a "moderately provided" extent.

Counseling

(1) The information on the status of the staff as to certification and number was lacking from the survey instrument. However, according to a listing of PPS personnel, Karamursel was assigned one counselor slot to service the 370-plus students and, it was assumed, that this was the primary assignment for the individual, on a full-time basis.

Facilities were moderately satisfactory with decor being pleasing and conducive to good guidance practices. There was a lack in the facilities for individual testing and also in complete privacy for the counselor's interviewing offices in the guidance center.

Sufficient programming was given to assure counseling sessions for students, but not on a twice-yearly basis. Time for emergency sessions was available, and all interviewing was accomplished only after thorough study of the accurate, private, and confidential and complete guidance files. Sufficient clerical assistance was available for the department.

The staff was skilled in guidance techniques and the counselor had formal training within the past five years.
Counselors were maintaining levels of capability.

The faculty, students, and parents were aware of the guidance program and of procedures for securing assistance.

(2) The number of periods assigned for counseling met the minimum established by the criteria. The counseling services were provided to a "moderate" extent.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The standardized testing program prescribed by USDESEA had been dropped and the Lorge-Thorndike was the only test administered to the 9th and 11th grades the present school year (71-72). Other internal testing included Kuder and Strong interest inventories, individually on student request. No information was supplied on test administration, as being non-applicable.

All testing done was carried on by the psychometrist, or counselor, trained in testing with scores being recorded on the permanent records. Test results were explained privately to students who were encouraged to react to information given. Interpretation of scores to parents were discretely made.

(2) The external program in USDESEA is set by the Directorate, and is complete as recommended. Therefore, the
TMIA services were rated as being "extensive" in the amount in effect at the school. The over-all program was greatly hindered when compared to the criteria of recommended testing. A rating of providing services was assigned as "limited or missing" when the total criteria was applied to evaluating this service.

Orientation

(1) The necessity for counselor visits to the homes of new students was deemed inapplicable to Karamursel. The single complex for all schools, four through 12, also made it unnecessary for tours and other activities designed for acquainting the incoming students with the physical plant. Students were furnished information designed to acquaint them with the academic program and all students received initial interviews with the counselor who would counsel them during their school program. Intake interviews were given on the first day of attendance with immediate and long-range plans made as soon as possible upon the transfer from another school. Moreover, new students were given a tour of the physical plant upon enrollment at the school.

(2) A rating of being "moderately provided" was assigned to the orientation services.
Educational Placement

(1) As stated in the general description, Karamursel had not as yet graduated a class so that the placement of graduates in college did not apply. There was a library file and the counseling center also maintains some files of college information. There were materials on scholarship sources, college financing and other pertinent information. The greater portion of this information was provided through the counseling center.

A college day program was held, annually, with representatives from local and stateside colleges, such as overseas campus personnel of Ball State and Maryland University, attending. Four-year educational programs were available for students and both parental and student approval were given to those plans. The plans were flexible and allowed for amending as necessary over the student's school terms.

(2) The educational placement services were provided to a "moderate" extent, compared to the criteria.

Vocational Placement

The evaluator marked the greater portion of the criteria for this service as being inappropriate to the Karamursel situation. There was a file on occupational information in the counseling center. No career day/night program was in
effect but was notated as being desirable as an addition to the vocational placement program.

(2) The vocational placement services were rated as being "non-applicable" to the Karamursel school community.

Follow-Through

(1) No graduating class had yet left Karamursel and there was no program in effect at the time of the survey.

(2) Follow-through services were rated as being "not applicable" at the time of the survey.

Evaluation

(1) Counselors and staff members were encouraged to note deficiencies in the program and to suggest new techniques to improve the program. The total program was given some evaluation annually with each service undergoing scrutiny. A report of the evaluation was submitted in writing to the principal and the goal of the evaluation was implementation of change in the program.

(2) The evaluation services were "moderately provided" when compared to the criteria.

Summary

Table VII presents a summary of the evaluation of the guidance services at Karamursel American High School.
### TABLE VIII

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT KARAMURSEL AMERICAN HIGH SCHOOL**

<table>
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<th>Extent to Which Service Met the Evaluative Criteria</th>
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<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
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V. KENITRA AMERICAN HIGH SCHOOL
Kenitra American High School did not return the survey questionnaire.

VI. NAPLES AMERICAN HIGH SCHOOL
Naples American High School did not return the survey questionnaire.

VII. ROTA AMERICAN HIGH SCHOOL
Rota American High School did not return the survey questionnaire.

VIII. TORREJON AMERICAN HIGH SCHOOL
Torrejon American High School did not return the survey questionnaire.

IX. ZARAGOZA AMERICAN HIGH SCHOOL
Zaragoza American High School is located on Zaragoza Air Force Base at Zaragoza in the Spanish desert region. It is administered by a principal and a deputy principal. A total of 358 students attend grades seven through 12. A breakdown shows 43 in grade 12, 68 in grade 11, 70 in grade 10, 66 in grade nine, 43 in grade eight, and 68 in grade seven. There are 4 pupils from Army families, 26 from Navy families, 275 from Air Force families, and 53 from non-service families.
Objectives

(1) The objectives for the guidance services at Zaragoza were stated in specific terms covering all phases of the program, and met the check list items at an extensive level of provision, in all respects.

(2) The extent to which services were provided relating to objectives of the program was "extensive."

Counseling

(1) The guidance staff at Zaragoza was composed of one certified counselor (Missouri) who serviced all students in the grades seven through 12, on a full-time basis.

The counselor thought Zaragoza's program was extensive with equipment including filmstrips, records, overlays, as well as tapes. A PPS committee of teaching members assisted in interviewing students and met regularly to assess the program. The counselor had recently completed courses at Ball State campus in guidance. He also meets regularly with Zaragoza base hospital personnel and the base drug abuse council.

(2) The counseling services were provided "extensively" compared to the criteria established.
Testing, Measurement and Individual Appraisal (TMIA)

(1) No group testing was carried on the school year of the survey, but the usual program had included vocational tests at levels 9, 10, 11, and 12. In addition, the 1971-72 SY also included the ITBS for 7-8, LTIQ for 7-9-11, and TAP for 9-10-11.

All personnel were qualified in the administration of tests with pre-testing critiques being presented. The faculty was aware of the program and the procedures for use of test results. Interpretation of test scores was with discretion.

(2) The TMIA services were rated as being "extensively provided" at Zaragoza.

Orientation

(1) Orientation procedures except for home visitation by counselors, were carried on by the guidance staff extensively in the community. Counselors did not visit all homes but the "closeness" of the American community precluded difficulties from this situation. The sending school (the local elementary school) was visited and students were oriented into the junior high school which is housed in the same building as the high school. Transition from junior to senior high school is therefore enhanced and the actual transition is more
easily facilitated, since the same counselor is counseling all students in the complex.

(2) The orientation services were provided "extensively" as compared to the criteria.

**Educational Placement**

(1) The individual responsible for counseling seniors was extremely proficient in providing information for entry into advance educational facilities. The school library and the counseling center maintained complete information on college entry and on financial aid and scholarships as well as other pertinent information on financing education at the university level. College night programs were held, annually, but representation of schools was difficult in this isolated location.

Four-year programming for individuals was present with student and parental approval being given to the final, flexible program. Allowance for amendment of the curriculum was present for all students.

(2) The criteria were met at the "extensively provided" extent by the educational placement services.

**Vocational Placement**

(1) The items of the check list were provided to a moderate extent through the activities of the vocational
placement services with no placement specialist, per se, being assigned primarily to this function at Zaragoza. Qualified individuals were present and occupational information files were present, but not extensively so.

(2) The vocational placement services were rated as being "moderately provided" at Zaragoza.

Follow-Through

(1) A sampling of students who were graduated within the past five years was made with information obtained being used to improve the school programs. There was a definite follow-through in effect and was supervised by the counselor and the PPS committee. The transient nature of the community hampered the utilizing of information identifying out-of-school individuals who would benefit by further guidance services.

(2) When compared to the criteria, the follow-through services were "moderately provided."

Evaluation

(1) Encouragement to participate was extended to all personnel in evaluating the guidance program with deficiencies and remedial methods being solicited. The total program was evaluated annually. A written report was given to the principal. The goal of the evaluation was to implement changes in the guidance
program to improve and strengthen the provisions for student service.

(2) The evaluation services were rated as being provided to a "moderate" extent.

Summary

Table VIII contains a summary of the evaluation of the guidance services at Zaragoza American High School.
TABLE VIII

SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT ZARAGOZA AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
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C. BADEN-WUERTTEMBERG DISTRICT

I. HEIDELBERG AMERICAN HIGH SCHOOL

Heidelberg American High School did not return the survey questionnaire.

II. KARLSRUHE AMERICAN HIGH SCHOOL

Karlsruhe American High School is located in the town of Karlsruhe, Germany, in the German State of Baden-Wuerttemberg about two hours' travelling time from Frankfurt am Main, and serves the dependents of Army personnel stationed there. The town is also the headquarters of the United States Dependents Schools, European Area which administers the educational system for all American personnel stationed throughout Europe, United Kingdom, Middle East, and North Africa.

The student population at Karlsruhe High School numbers 423 with 43 students in grade 12, 45 in grade 11, 59 in grade 10, 76 in grade 9, 80 in grade 8, and 120 in grade 7. All but 14 (tuition students) are dependents of Department of the Army civilians or Army military personnel stationed in the Karlsruhe area.

The school is administered by a principal and a deputy principal and has a guidance staff under the direction of
Objectives

(1) While there were no printed copies of the guidance objectives for the faculty members, and there had not been a revision for the past two years, the objectives were stated in specific terms and covered all areas of the guidance program. The individual services attempted to meet the objectives as written. The faculty of the school was aware of the guidance program and of its objectives in the school's educational program.

(2) When compared to the criteria as established for the check list, the objectives were rated as being "moderately provided" at Karlsruhe school.

Counseling

(1) With the exception of accessorial equipment of tape recorders and other equipment, the facilities at Karlsruhe High School were judged to be extensively supplied with each counselor having private offices and rooms and space being available for individual and small group testing and conferences. The counseling area was not integrated into a school intercom system but this was deemed inapplicable to the small complex.
The maintenance of adequate records was cited as lacking among the organization features of the counseling services. Another failing was the inclusion of parents in the scheduled interviews of counselees. A program of in-service training was in effect but not extensively conducted for all members of the faculty. All counselors had received formal training within the past five years and both students and faculty members were aware of the counseling services and of procedures necessary to secure the services of a counselor. All students were scheduled for sessions on a twice-yearly, or greater, basis.

The staff of the school consisted of the director of guidance and a counselor who shared total responsibility for counseling all students in grades 7 through 12, with the director having the centralized responsibility for the guidance department and PPS activities.

Table IX shows the assignments for the PPS staff, which indicate there was a total of 14 periods of counseling time daily for the 423 students. According to the criteria, this number would require a total of nine periods, which would indicate an excess of counseling time. However, since the Director of Guidance is also responsible for the administration of the
TABLE IX
COUNSELING TIME AND ASSIGNMENTS AT KARLSRUHE AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Indiana</td>
<td>7-12</td>
<td>480*</td>
</tr>
<tr>
<td>Counselor</td>
<td>No Info</td>
<td>7-12</td>
<td>360*</td>
</tr>
<tr>
<td>Nurse</td>
<td>Yes/No info</td>
<td>K-12</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Total Counseling Time</td>
</tr>
</tbody>
</table>

Guidance program, such time assigned is probably not excessive. While there is no information on the certification of the counselor, the director of guidance was certified and had attended formal courses within the past five years.

(2) The counseling services were rated as being provided to a "moderate" extent.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The testing program was in the process of a moratorium ordered by the Directorate so the internal program was in abeyance though it normally included intelligence and tests of achievement. When administered, tests were administered in class-size groups with all testing being under the direction of the director who was qualified in test administration. Students were given explanations of purpose and nature of tests and results were explained in private with discretion to all.
(2) Considering the moratorium, the TMIA services were provided to an "extensive" extent at Karlsruhe.

Orientation

(1) All students expected to attend the receiving school had visits to the school and visits to the sending school were made by the counselors to discuss curriculum and activities of the receiving school in general. Initial interviews were not always conducted by the student's assigned counselor and home visitation by counselors was also lacking. Transfer students were given intake interviews and tours of the facilities upon entering and all students had immediate and long-range programs planned as soon as possible after enrolling in the high school.

(2) The orientation services, when compared to the criteria, were provided "moderately."

Educational Placement

(1) With the exception of the sources of scholarship information and an annual college night program, the educational placement services were provided extensively at Karlsruhe High School with all students and students' parents being involved in program planning. Files of information on colleges, requirements for entrance, scholarships and financing
opportunity were maintained in the counseling center and in the school library. The counseling center also maintained a file of potential college students.

(2) The educational placement services were "moderately provided" at Karlsruhe.

Vocational Placement

(1) A placement specialist was available to the school to assist students on a limited basis. There was also a lack of files citing local job opportunities and no file on students holding part-time employment was needed. Assignments of part-time jobs was rated as questionable activities for the local military community. A career day/night program was deemed questionable at this locality.

(2) The vocational placement services were "limited or missing" as designated by the established criteria.

Follow-Through

(1) A definite program under the direction of the school and administered by the director of guidance was in effect but implementation of the information obtained to improve the curriculum and guidance programs was slight. A need to identify out-of-school individuals in need of further guidance was questioned.
Evaluation

(1) All school personnel were encouraged to participate in identifying strengths and weaknesses and to suggest techniques for improving the guidance programs. The total program was evaluated annually, though no written report was submitted to the principal. The goals of evaluation were to implement necessary changes in the program to enhance the school's total curriculum.

(2) The evaluation services, when compared to the criteria, were provided to a "moderate" extent.

Summary

A summary of the evaluation of the guidance services at Karlsruhe American High School may be found in Table X.
# TABLE X

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT KARLSRUHE AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<td></td>
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<td></td>
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<tr>
<td>Counseling</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>organization</td>
<td>x</td>
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<td>facilities</td>
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<td>staff</td>
<td>x</td>
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<td>TMIA</td>
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<tr>
<td>program</td>
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<td>administration</td>
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<td>use of results</td>
<td>x</td>
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<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Educational Placement</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Follow-Through</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*moratorium in effect*
III. MANNHEIM AMERICAN HIGH SCHOOL

Mannheim American High School is located in the industrial town of Mannheim, Germany near the Rhine and Neckar rivers and serves the children of the 1st Support Brigade and TASCOM (Theater Army Support Command) at Worms, Germany. The students number 1,123 and the administration consists of a principal, a deputy principal, and a teacher-assistant principal.

The breakdown of student numbers indicated 97 12th graders, 138 11th graders, 165 10th graders, 216 ninth graders, 217 eighth graders, and 267 seventh graders. There are also 23 junior high and senior high special education students. A further breakdown indicated 1,093 students from Army personnel, 6 from Air Force, 22 civilian tuition students and 2 from other sources.

Objectives

(1) The objectives are in specific terms with printed copies being available to the faculty. These objectives cover all areas of the guidance program. The objectives have been revised recently, within the past two years. Only in the area of faculty awareness of the program was there a lacking of information.

(2) The objectives, when compared to the evaluative criteria,
were provided "extensively".

Counseling

(1) The Pupil Personnel Services staff at Mannheim American High School consisted of a Supervising Counselor, a Career Counselor, a CoWex Coordinator, two Special Education teachers, a Reading Specialist, and two Counselors, as well as a Nurse. Table XI shows the assignments at Mannheim:

**TABLE XI**

COUNSELING TIME AND ASSIGNMENTS AT
MANNHEIM AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Counselor</td>
<td>Yes/Michigan</td>
<td>11-12</td>
<td>300*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Ohio/Va.</td>
<td>9-10</td>
<td>300*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Alabama</td>
<td>7-8</td>
<td>300*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>No Info</td>
<td>7-12</td>
<td>300</td>
</tr>
<tr>
<td>CoWex Director</td>
<td>No Info</td>
<td>10-12</td>
<td>300</td>
</tr>
<tr>
<td>Special Education</td>
<td>Yes/No info</td>
<td>7-9</td>
<td>300</td>
</tr>
<tr>
<td>Special Education</td>
<td>Yes/No info</td>
<td>10-12</td>
<td>300</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>Yes/No info</td>
<td>7-12</td>
<td>300</td>
</tr>
<tr>
<td>Nurse</td>
<td>Yes/Alabama</td>
<td>7-12</td>
<td>300</td>
</tr>
</tbody>
</table>

*Total Counseling Time

According to the criteria, a total of 23 counseling periods are necessary to meet the requirement. A total of 18 periods was scheduled at Mannheim, with the Supervising Counseling being one of those whose other duties included
directing the total PPS program. However, he is assigned a total work day of eight hours for the extra workload. He counsels the full school day. The organization of counseling, therefore, was rated at a moderate level and the facilities were also provided moderately with accessorial equipment and space for individual and small group conferences being limited or missing.

The staff was limited or missing in its vocational, educational and personal adjustment techniques but otherwise all items were favorably rated.

(2) The counseling services of Mannheim High School were provided for "moderately" compared to the criteria.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The moratorium on testing was again in effect so that comparison to the criteria was somewhat meaningless at the time of the survey. Previously, the program included all recommended tests for internal testing and still contained the external program fully. The administration of tests was carried on in an appropriate manner with personnel qualified in the field. In-service training of new teachers in testing techniques was limited but all aspects were fully met as delineated in the check list. The recording of
test information on permanent record cards was still in effect but will be discontinued in the future, in accordance with rulings by U.S. courts which have indicated that such information is potentially detrimental to students.

Test results were interpreted with care to all individuals concerned: teachers, students, and parents.

(2) The TMIA services were rated as being "moderately provided" at Mannheim High School.

Orientation

(1) Orientation services at Mannheim were well-planned and involved the utilization of the present student body in giving information to incoming students from both the Worms and Mannheim Elementary Schools. During the month of May, selected students (usually from the Honor Society) visited the sending schools and later conducted tours of the physical facilities of Mannheim High School, explaining in detail the activities and programs. A pictorial booklet was being compiled by one of the honor society members as an orientation instrument. The student was a competent amateur photographer. The criterion for counselors to visit the sending schools was noted as not applicable, in view of the above noted arrangements for orientation. Again, counselor visitation
to homes of new students was questioned as appropriate. The planning of immediate and long-range programs was in need of improvement.

(2) The orientation services at the Mannheim American High School were rated as being "moderately provided" when compared to the criteria of the survey.

**Educational Placement**

(1) The evaluator at Mannheim rated all facets of the check list as being extensively provided except in the realms of four-year educational planning for each student and student and parental approval of such plans. In each of these areas a limited or missing but desirable notation was assigned to the service. A college day/night program was held annually involving local representatives of the overseas campuses of American universities as well as local "American" schools not under military sponsorship. Military personnel also gave information on their alma maters to interested students and parents.

(2) The educational placement services were rated as being "moderately provided."

**Vocational Placement**

(1) A Career Counselor was employed in the Mannheim
school and had established a Career Center housing various occupational files. Part-time employment assistance, and the corresponding informational files of opportunities and students involved were missing from services. No information on financial need of students was thought to be needed in the local community. However, such information was given a "desirable" notation. All other phases of the program were rated as meeting the criteria as expressed by the check list extensively. However, the placement specialist's primary concern of placing graduates in employment was rated as being only moderately provided.

(2) In strict comparison to the criteria, the vocational placement services were provided to a "moderate" extent.

Follow-Through

(1) The follow-through program worked with a sample of the population graduated within the past five years, usually with the more current graduates of that group. The utilization of that information to improve the school's program could have been better implemented for both curriculum and guidance. The program was definite and supervised. The identification of out-of-school individuals in need of further guidance services was questioned as being appropriate in the overseas military
community which is tremendously transient with the majority of the students rotating almost immediately after withdrawal from the high school.

(2) The follow-through services were rated as being provided to a "moderate" extent.

Evaluation

(1) The evaluation services of the program seems to be the strongest portion for the overseas schools, as Mannheim also was rated strongly provided. In implementation of changes on the basis of the evaluation, moderate accomplishments are achieved. One of the difficulties may be in the strongly transient nature of both students and staff members of the schools.

(2) The evaluation services were rated as being "extensively" provided as compared to the criteria.

Summary

Table XII shows a compilation of the evaluative study rating for the guidance services at Mannheim American High School.
### TABLE XII

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT MANNHEIM AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
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</tr>
<tr>
<td>Objectives</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>facilities</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>staff</td>
<td>X</td>
<td></td>
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<tr>
<td>TMIA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>program</td>
<td>X*</td>
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<td></td>
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<tr>
<td>administration</td>
<td>X</td>
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<td>use of results</td>
<td>X</td>
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<tr>
<td>Orientation</td>
<td>X</td>
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<tr>
<td>Educational Placement</td>
<td>X</td>
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<tr>
<td>Vocational Placement</td>
<td>X</td>
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<tr>
<td>Follow-Through</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>X</td>
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</tr>
</tbody>
</table>

*moratorium in effect*
IV, STUTTGART AMERICAN HIGH SCHOOL

The Stuttgart American High School is located in the Fattorville Housing Area at Ludwigsburg, Germany; outside the Stuttgart, Germany area. Stuttgart is also the location of superintendent of schools, Baden-Wuerttemberg District of USESIA. The school has as its student body the dependents of military and government civilian personnel in the Ludwigsburg-Stuttgart community. There was a student body of approximately 950 students in grades 10-12. There is also a junior high school at Robinson Barracks for grades 7-9. The administration of the school includes a supervising principal and three assistant principals.

Objectives

(1) The evaluator rated the objectives of Stuttgart's program as being moderately provided when viewed as to specific statements and as to coverage of the full gamut of services. The objectives were printed but not available to all members of the faculty. The faculty's awareness of the program and the objectives of the program in the school's total curriculum were considered to be adequate but not complete. The objectives had not been revised previously but were in the process of being revised.
(2) When the objectives of the Stuttgart program were compared to the criteria as established, the rating of being "limited or missing, but needed" extent was given.

Counseling

(1) Each student in the Stuttgart High School was assigned an advisor from the faculty; a teacher, counselor, or administrator, giving each advisor approximately 20 advisees. Each advisor then worked with a counselor and the "harder" cases were referred to the counselor for assistance. Each counselor was assigned to students in all grade levels.

All counselors were certified and all counselors worked full-time at counseling. In addition to the Supervising Counselor, a Career Counselor, a Nurse, a CoWex Director and two Counselors were assigned to the Pupil Personnel Services staff. A summary of counseling time and assignments for Stuttgart High School is shown in Table XIII.

The facilities at Stuttgart High School were rated as being moderately sufficient to serve the needs of the staff of counselors. Office space, testing space for small groups, and space for conference were the areas of difficulty. The accessorrial equipment of tape recorders and other equipment was limited, but needed by the department.
The organizational aspects of the program more than exceeded the needs when compared to the criteria. All phases of the program from student awareness and involvement to faculty and administration involvement were rated by the evaluator as being exceptionally aware and supportive of the school's program of counseling.

Clerical assistance, awareness of additional sources of outside assistance, other than school faculty, and the record keeping were rated as being moderately accomplished.

(2) The number of assigned periods for counseling greatly exceeded the criteria, especially when the teacher-advisors were included. Over-all, counseling services were rated as being "moderately" provided.
(1) The internal testing program at Stuttgart High School had been discontinued as a group activity and only individualized testing on an as needed basis was in effect. The testing program was felt to be inappropriate for many disadvantaged groups and that the time and cost of the program was not justified by the results obtained.

The portions of the check list applying to the administration of group testing were marked as inapplicable to the Stuttgart program. The external testing program was still in effect. All personnel that did testing were well qualified with individual tests being carried on by counselors and/or psychometrists. The results of testing were interpreted in private and with discretion. Recording of results on permanent records was questioned as being appropriate behavior with such data.

(2) The testing program of the Stuttgart High School was rated as "not applicable" when compared to the criteria. The use of results and administration of testing portions were considered to be "extensively" provided. The over-all program was "limited or missing" in strict comparison.
Orientation

(1) The orientation services were deemed by the evaluator as being provided extensively in the areas of a planned program of continued orientation during the first semester of attendance and the intake interviews. Immediate and long-range programs for the student were made as soon as possible after entrance into the school. Transfer students were afforded a tour of the facilities with some visits of expected students being provided. Home visitation by counselors was missing from the program, but was desired for benefits capable of being reaped. Visits to sending schools were also missing from the orientation program for the new and expected students' orientation.

(2) A rating of being "moderately" provided was assigned to the orientation services.

Educational Placement

(1) All phases of student placement were met extensively except for the placing of students in colleges by the senior counselor. It was felt that this accomplishment was only moderately completed. The program was "very" flexible with changes the "rule" when necessary. The four-year plan for education of Stuttgart's students was inappropriate and student approval was given more weight in program approval than that of the
parents when determining the program for the student's participation during his high school tenure.

(2) The educational placement services were rated as being "moderately" provided when compared to the criteria as established.

**Vocational Placement**

(1) A Career Counselor was available at the school and maintained appropriate occupational information files as well as files being maintained in the school library. It was considered a practical impossibility to secure jobs for the local student in the German-oriented locale. Vocational fields rather than specific job placement was considered the goal of career counseling. A file of all work-study students was maintained but no information on part-time employed students was available; this was considered inappropriate. There was no attempt at employer-school contacts either. The career night program was held utilizing local service personnel and civilian personnel relating information about their particular job specialties.

(2) Vocational placement services, in accordance with the criteria as established, were "limited or missing." If amended to coincide with the evaluator's view of the community, a "moderately" provide extent would be more appropriate.
Follow-Through

(1) It was noted that the sampling necessary was almost impossible to attain in the transient population of the overseas schools and returns were well below the 70-80% level. A definite program was questioned as being needful, if not impossible, at the school in the military overseas community. However, the information obtained was used to implement indicated changes in school's programs and to attempt to identify those out-of-school individuals who might profit from further guidance services.

(2) The follow-through program was rated as "limited or missing" from the Stuttgart High School.

Evaluation

(1) The evaluation criteria were accomplished fully except for the necessity of submitting a written report to the principal annually. There is, moreover, a written report of activities submitted to USDESEA annually. Changes in the programs were implemented on the basis of the evaluation.

(2) The evaluation services were rated as being provided "moderately" when compared to the criteria.

Summary

A summary of the evaluation of the guidance services at Stuttgart is contained in Table XIV.


**TABLE XIV**

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT STUTTGART AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<td>X</td>
</tr>
<tr>
<td>Counseling <strong>organization</strong></td>
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<td><strong>TMIA</strong></td>
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<td>program administration</td>
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<td></td>
</tr>
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<tr>
<td>Educational Placement</td>
<td>X</td>
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<tr>
<td>Vocational Placement</td>
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<tr>
<td>Follow-Through Evaluation</td>
<td>X</td>
<td></td>
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</tbody>
</table>

*no group testing program in effect*
D. HESSEN DISTRICT

I. BERLIN AMERICAN HIGH SCHOOL

Berlin American High School is located in the American zone of the divided city of Berlin, Germany and serves the dependents of the Berlin Brigade (Army) and U.S. Air Force personnel stationed there.

The administration consists of a principal and deputy principal and the student body numbers 652 with a breakdown of 38 12th graders, 92 11th graders, 81 10th graders, 117 ninth graders, 146 eighth graders, and 178 seventh graders. Of these pupils, 327 are from Army families and 244 from Air Force families. The remaining 79 tuition students are from related servicing families and 2 are from Navy families.

Objectives

(1) While the objectives of the guidance program were stated in specific terms and covered all areas of the program, there was some lack of awareness among the faculty as to the program's objectiveness and its position in the school's educational program. Printed copies were available, but not to all members of the faculty. The objectives had been revised within the past two years and all services attempted to fulfill the objectives as written.
(2) The objectives of the program at Berlin were provided to a "moderate" extent when compared to the criteria.

Counseling

(1) The counseling staff at Berlin was under the direction of a counselor as Director of Guidance and had an additional two counselors to assist in counseling students, one on a full-time basis. All were certified. The in-service program was limited but plans were to begin such presently. All counselors had received formal training at colleges or universities within the past five years.

Facilities were rated as being moderately provided with individual testing facilities, decor and accessorial equipment being the shortcomings.

Organizational practices rated lowest on the scale with provisions for record-keeping of interviews being questioned as desirable. The twice-yearly scheduling of sessions was also thought inapplicable for Berlin students. Parents of counselees were not scheduled into formal participation in counseling interviews.

Table XV gives a summary of counseling time and assignments at Berlin American High School.

(2) When compared to the criteria, the counseling services
TABLE XV
COUNSELING TIME AND ASSIGNMENTS AT BERLIN AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Michigan</td>
<td>9-12</td>
<td>300*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/California</td>
<td>7-8</td>
<td>300*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Michigan</td>
<td>10-12*</td>
<td>60*</td>
</tr>
</tbody>
</table>

*Total Counseling Time 660

**60 Counselees

were rated as being "moderately" provided. Staffing was rated as being "extensively" provided but organizational facets were rated as "limited or missing". Facilities were "moderately" provided.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The testing program at Berlin was extensive with the internal program including all of the recommended test instruments plus additional tests on an "as needed" basis.

Tests were usually administered in class-size groups and, when possible, as part of a class unit.

All individuals involved in administering tests were well qualified and discrepancies of testing environment were noted. Purpose and nature of tests were explained to both
faculty and students, and the faculty was aware of the program of testing, and of its integration into the educational aspects of the curriculum.

Test results were utilized for both students and faculty and test results were explained to the students individually, and in private interviews, when possible. Interpretation of test results to parents was made discreetly.

(2) When compared to the criteria, the TMIA services were provided "extensively."

Orientation

(1) As seems to be a pattern in USDESEA schools, home visitations by counselors were questioned as being needed at the Berlin school. All other items of the check list were indicated as being moderately or extensively provided. Initial interviews were conducted by assigned counselors who were to counsel those students throughout their first year. A planned program of orientation was also given to the new students continuing through the first semester of attendance.

Intake interviews as to program planning, both immediate and long-range, were moderately provided.

(2) The orientation services were rated as "moderately" provided according to the criteria.
Educational Placement

(1) Educational placement at each grade level and four-year program planning were only moderately provided at Berlin. Parental and student approval of the educational program was also limited. No file of potential college students was maintained by the counseling center but the evaluator questioned any need for one. Information on scholarships was limited or missing but was desirable. All other phases were felt to be provided extensively with informational libraries being maintained. College days were held annually for interested students.

(2) When compared to the established criteria, the educational placement services were "moderately" provided.

Vocational Placement

(1) A placement specialist was available to assist graduates in the selection of employment fields, maintained files of occupational information and lists of jobs in the community. Individual needs and abilities for awarding of part-time employment were considered inapplicable, because of the homogeneity of the local American community. A career day program was held annually, but needed improvement.

(2) Vocational placement services were rated as being "moderately" provided at Berlin High School when compared
Follow-Through

(1) There was no formal program of follow-through in effect at Berlin, with information being received through informal correspondence and return visits by graduates. What information was gleaned, was utilized as adequately as possible to improve the curriculum and the guidance program.

(2) The follow-through services were rated as being "limited or missing" at Berlin High School.

Evaluation

(1) The evaluation program was moderately accomplished except for the encouragement of staff members' participation in noting deficiencies and methods for improving the program for guidance services. A written report of the evaluation was submitted to the principal. The goal of the evaluation was to assist in improving the services and was utilized to assist in improving the program by implementing the indicated changes as uncovered in the evaluation.

(2) When compared to the criteria, the evaluation services were rated as being "moderately" provided.

Summary

Table XVI shows a summary of the evaluation of the guidance services at Berlin American High School.
### TABLE XVI

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BERLIN AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<td>Counseling</td>
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<td>organization</td>
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<td>facilities</td>
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<td>TMIA</td>
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<td>program</td>
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<td>administration</td>
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<td>use of results</td>
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<td>Orientation</td>
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<td>X</td>
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<td>Educational Placement</td>
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<td>Vocational Placement</td>
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<td>Follow-Through</td>
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<tr>
<td>Evaluation</td>
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<td>X</td>
</tr>
</tbody>
</table>
Bonn American High School is located in the suburb of Bad Godesberg outside the German cathedral town of Köln, Germany. Bonn is the nearest German town of any size, originally also a suburb of Köln, but now is the seat of the German Federal Republic's parliament. The school has only, during the 1971-72 year, been designated as a 7-12 school, having previously housed 7 through 10. At present, the school population has 296 students administered by a principal. The student population is quite varied, coming mostly from the families of military attaches from the various embassies, and from the families of members of the Military Assistance Advisory Group. A gradewise breakdown shows 38 12th graders, 43 11th graders, 42 10th graders, 52 ninth graders, 60 eighth graders, and 71 seventh graders. A further differentiation finds 67 from Army personnel, 3 from Navy, 36 from Air Force, 67 from the U.S. Embassy staff, 81 from American businessmen, and 52 from the 25 embassies, other than U.S., in the Bonn site.

Objectives

(1) Printed objectives were not available to all members of the faculty and the awareness of the guidance program and its objectives in the school's program was minimal.
The objectives were stated in specific terms and fully covered all areas of the program. The services attempted to fulfill the objectives as stated. The objectives have been revised within the past two years.

(2) According to the criteria, the objectives of the Bonn High School rated at the "extensively" provided extent.

Counseling

(1) Facilities at Bonn were rated by the evaluator as being extensive when compared to the check list. The only facet of less than extensive was noted in regards to waiting space for counselees in the counseling center.

In the organizational structure of the program, an in-service program for staff and faculty members was limited, but needed. The scheduling of students on a twice-yearly basis was only moderately successful. The inclusion of parents in such interviews was only partially accomplished by schedule.

The staff of a counselor and a career counselor was certified and spent 10 periods a day in counseling, with both servicing the complete 7-12 student body. Table XVII shows counseling time and assignments at Bonn.

(2) When compared to the criteria, the counseling services were rated as being "extensively provided."
TABLE XVII
COUNSELING TIME AND ASSIGNMENTS AT
BONN AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Yes/Michigan</td>
<td>7-12</td>
<td>420*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>Yes/S. Carolina</td>
<td>7-12</td>
<td>210*</td>
</tr>
</tbody>
</table>

*Total Counseling Time 630

Organization and staff met the criteria "moderately" with facilities being "extensive." The number of periods required by the criteria was six. The total of 10 assigned more than met that number, but some were in the career guidance field and some were necessary for director's duties.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The internal program of testing in effect at the time of the survey included the standard program of USDESEA, with such instruments as Lorge-Thorndike, ITBS, and other Group tests. The external program was the standard USDESEA program of CEEB, ACT and achievement tests. Also included were the WISC, DAT, GATB, and similar tests. The program met the recommended criteria. The administration of tests and the use of test results were rated highly with the only difficulty being met in the administration of group-type tests. In-service
training programs were missing and the notation of discrepancies in testing environment was often overlooked by administrators.

Bonn personnel questioned the actual relevancy of many test results because of the difficulty of testing non-English language students, and the foreign cultures integrated into the student body from the non-American embassy personnel.

(2) An over-all rating of being "moderately" provided was assigned to Bonn's TMIA services.

Orientation

(1) The need for visits to sending schools and first semester planned program of orientation were questioned, and student visits to the school facilities were deemed as not applicable in the local school complex because of the compactness of the community and the proximity of the elementary school and the junior-senior high school, both being in the same local area in the housing complex. All other facets of orientation services were extensively provided.

(2) A rating of "limited or missing" would be given to Bonn's orientation program if "strictly" compared to the criteria as established. In view of the peculiar situation at Bonn, the "non-applicability" of many items would raise the rating to being "extensively" provided.
Educational Placement

(1) As might be expected from a school hosting the children of embassy families and higher-ranking service personnel, the academic program was strongly oriented to the placement of graduates in institutions of higher learning. All facets of the educational placement services were present and extensively provided with the exception of an annual college day/night program which was rated as being questionable as to need. The placement of students at each grade level through the counselors was only a moderate activity.

(2) The educational placement services at Bonn were "extensively" provided.

Vocational Placement

(1) A career specialist was available to the students at Bonn and files were maintained on job sources within the community with a file of part-time employed students also being maintained in the counseling center. Employment opportunities were not secured for graduates with such a program being questioned as to need. A career day/night program was also questioned as being needed. All other aspects of the vocational placement services were extensively provided.

(2) The vocational placement services in the Bonn American
High School, when compared to the criteria, were provided to a "moderate" extent.

Follow-Through

(1) & (2) This was the first year as a senior high school and no plans for follow-through services had yet been formulated. Plans are in the process of being developed but have not yet been introduced. The follow-through services were rated as "missing" at Bonn.

Evaluation

(1) All counselors and faculty members were encouraged to note deficiencies and to suggest remedial activities as appropriate. The total program was evaluated annually with a written report being submitted. The goal of implementing changes in the program was the basis for evaluation of the program.

(2) The evaluation services were rated as being "extensively" provided.

Summary

Table XVIII shows a summary of the evaluation of the guidance services at Bonn American High School.
### TABLE XVIII

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BONN AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
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<tbody>
<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Counseling</td>
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<tr>
<td>organization</td>
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<td>facilities</td>
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<td>staff</td>
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<tr>
<td>TMIA</td>
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<td>program</td>
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<td>use of results</td>
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<td>Orientation</td>
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<td>Educational Placement</td>
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<tr>
<td>Vocational Placement</td>
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<tr>
<td>Follow-Through Evaluation</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>X</td>
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</tbody>
</table>
III. BREMERHAVEN AMERICAN HIGH SCHOOL

Bremerhaven American High School is located in the port city serving the North German city of Bremen. The student body is from the families serving in the Bremerhaven Post which is the main cargo entry for the Army forces in Germany. The complex houses a kindergarten through senior physical plant divided into a 6-6 educational activity, with 516 students in K-6. The junior-senior high school body of students numbers 202 with 24 in grade 12, 27 in grade 11, 31 in grade 10, 35 in grade nine, 36 in grade eight, and 49 in grade seven. The complex is administered by a principal.

Objectives

(1) The objectives were moderately specific in terms and covered the areas of the program moderately. All services did strive to fulfill the objectives as written. Not all of the faculty was aware of the objectives and no printed copies were available to the faculty, nor were they aware of the program's placement in the school's educational program. The objectives had not been revised within the past two years.

(2) The objectives were rated as "limited or missing," according to the criteria. The objectives need current revision.
Counseling

(1) The organizational aspects of the program were rated as being moderately met with the need for in-service programs for counselors being questioned (only two are on the staff). The necessity for integration into the school communications system was also questioned as being desirable. The evaluator also questioned the appropriateness for students and parents to make decisions for interviews with the counselors at Bremerhaven.

Facilities were provided for testing and interviewing with the decor and accessorial equipment being rated as adequate.

The staff consisted of two counselors, with one serving as the director of guidance, and the other also being designated CoWex director, in addition to part-time counseling. The Director also spends one day per week at the elementary school counseling and advising. Table XIX gives a summary of counseling time and assignments at the school.

The criteria would indicate a necessity for approximately four periods daily for counseling students. The assigned time met, and exceeded, that requirement. The Director's duties would reduce some of that time, in all probability, as being
TABLE XIX
COUNSELING TIME AND ASSIGNMENTS AT BREMERHAVEN AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Yes/Washington</td>
<td>K-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor/CoWex</td>
<td>No</td>
<td>11-12</td>
<td>100*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Total Counseling Time</td>
</tr>
</tbody>
</table>

actual student counseling time.

(2) The counseling services at Bremerhaven were provided "moderately" when compared to the criteria.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The testing program of Bremerhaven was the direct responsibility of the guidance staff and included the basic proponents of an internal group program as recommended by the criteria. The school also participated in the USDESEA external program of testing which also met the recommended criteria.

All aspects of test administration criteria were met extensively with the faculty being provided in-service training opportunities in use of results and in administration of group tests.
The training of teachers through an in-service program, especially for new teachers, was limited but needed. The test results were explained to students in private interviews when possible. All other phases of the testing criteria were extensively provided, including use of results.

(2) When compared to the criteria, the TMIA services were provided "extensively."

Orientation

(1) Counselor home visitation was questioned as to need at Bremerhaven, and the requirement for a planned program of orientation during the first semester was moderately provided. Counselors assigned to students conducted the intake interviews and long-range and immediate planning was accomplished as soon as possible after enrollment.

(2) A rating of being "extensively" provided was assigned to the orientation services.

Educational Placement

Educational placement at each grade level and four-year planning with student and parental approval were provided moderately, with there being no need for a file of potential college students at Bremerhaven. The holding of a college
day or night program was also considered inapplicable for the Bremerhaven student body, possibly because of the isolation of Bremerhaven and the difficulty to secure personnel.

All other phases of the services for educational placement were provided extensively.

(2) The educational placement services were rated as "limited or missing" at Bremerhaven High School, according to the established criteria. If the inapplicable items are granted as correctly assessed, the rating would be assigned as being "moderately" provided.

Vocational Placement

(1) Files of job sources, a list of part-time employed students, and a career day/night program were listed as limited or missing but needed by the evaluator. The specialist for assisting students to find employment was questioned as needed in the local community. All other items on the check list were rated as being moderately provided. The vocational information files of the school were rated as excellent, and complete.

(2) When compared to the criteria, the vocational placement services were "limited or missing."
Follow-Through

(1) The follow-through program at Bremerhaven employed the sampling technique utilizing graduates from the past five years with information from the sample being used to improve the curriculum and guidance programs. The program was definite and administered by the director of guidance. The 70-80% return requirement was considered unrealistic as was the need to identify out-of-school individuals in need of further guidance services, because few out-of-school individuals remain in the local military community for any length of time following their exit from school, whether by dropping out or by graduation.

(2) When compared to the criteria, the follow-through services were provided "moderately."

Evaluation

(1) The encouragement of personnel to note deficiencies and to implement changes from evaluative information was extensively pursued at Bremerhaven. All services were evaluated and changes were usually implemented on the basis of information obtained by the research.

(2) When compared to the criteria, the evaluation services were rated as being "moderately" provided.
Summary

The following Table XX presents a summary of the evaluation of the guidance services at Bremerhaven High School:

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Counseling</td>
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<td>organization</td>
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<td>facilities</td>
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<td>use of results</td>
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<td>Orientation</td>
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<td>Vocational Placement</td>
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<td>Follow-Through</td>
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<tr>
<td>Evaluation</td>
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</tbody>
</table>
IV. FRANKFURT AMERICAN HIGH SCHOOL

Frankfurt American High School did not return the survey questionnaire.

V. WIESBADEN AMERICAN HIGH SCHOOL

Wiesbaden American High School did not return the survey questionnaire.
E. RHEINLAND-PFALZ DISTRICT

I. BAD KREUZNACH AMERICAN HIGH SCHOOL

Bad Kreuznach American High School is located in the vineyard area of Germany at Bad Kreuznach, serving the dependents of personnel of the 8th Army Division, most of them serving in tank divisions, or armored infantry. Administered by a principal, there is a student body of 267 pupils in grades seven through 12. The breakdown showed 28 12th graders, 26 11th graders, 41 10th graders, 46 ninth graders, 59 eighth graders, and 67 seventh graders. Breakdown by service personnel was 257 from the Army, 6 from the Air Force, and 4 tuition.

Objectives

(1) The need for printed copies was questioned for faculty members. All services attempted to fulfill the objectives and it was the opinion that the faculty was well aware of the program of guidance and its objectives. The objectives were not completely specific and covered the majority of the areas of the program. The objectives needed current revision.

(2) The objectives were rated as "moderately" meeting the criteria established. The small number of faculty members did not require printed copies for each.
(1) The staff of counselors at Bad K consisted of one assigned individual acting as counselor and director of guidance full time, spending approximately 360 minutes daily in counseling. The individual was not certified as a professional counselor. Further, there had been no formal class attendance within the past five years, and the evaluator questioned the need for such training. In-service training and staff conferences did not apply to Bad Kreuznach. Clerical help was furnished.

Space and facilities for testing and conferences was more than adequate, though secured filing facilities were somewhat suspect.

Records of interviews were recorded for the majority of sessions but parental participation in those interviews was questioned as to appropriateness. Other facets of the program were determined to be extensively provided.

(2) Counseling services at Bad Kreuznach were rated as being "moderately" provided.

Testing, Measurement and Individual Appraisal (TMIA)

(1) At the time of the survey, the internal testing program included the ITBS for the 8th grade, TAP's for 7th,
8th and 9th grades, and Lorge-Thorndike for the 7th, 8th
and 11th grades. These tests were administered in class-size
groups but there was no attempt to integrate the test into a
class unit. No in-service training was available for use of
test results, and the need was questioned by the evaluator.
Purpose and nature of the testing were explained to students
prior to the actual testing and individuals administering
tests were moderately qualified.

Test results were interpreted to parents with discretion,
and students' interpretations were in private interviews when
possible, usually accomplished.

(2) The Testing, Measurement and Individual Appraisal
services were rated as being "moderately" provided. The testing
program will not be in effect during the 1972-73 school year
because of the USDESEA moratorium on testing.

Orientation

(1) The need for counselor visitation to homes was
questioned and the visit to the sending school was noted as
non-applicable at Bad K. The planned orientation program through
the first semester was missing but all other programs of
planning and familiarization activities were well provided.
The orientation services were rated as being "moderately" provided, when compared to the criteria.

Educational Placement

(1) The need for a file of potential college students or for college day programs was questioned by the evaluator. The files of college materials and college catalogues needed improvement but were in the library and counseling center. The senior counselor was proficient in the placement of graduates and extensive scholarship information was available. Student plans were approved by both students and parents and all four-year planning was extremely flexible.

(2) The educational placement services were rated as meeting the criteria at the "moderate" extent.

Vocational Placement

(1) Employment opportunities for graduates and awarding of part-time jobs were not applicable at Bad K. The need for a career day program, or for an individual in close contact with employers, were questionable as applying. The placement specialist was missing, but desirable. Also missing, but needed, was the maintenance of a file on students who were employed on a part-time basis.

(2) The vocational placement services at the Bad Kreuznach
School were rated as being "missing, or limited," when compared to the criteria.

**Follow-Through**

(1) Though seemingly at cross-purposes, the follow-through criteria for a sampling within the past five-year graduates and the utilization of information from that sampling were rated as being a questionable need; yet, there was a "definite" program of follow-through practiced. The level of 70-80% returns, as recommended, was attained. The need to identify out-of-school individuals in need of further guidance services was missing, but desirable, for the program.

(2) The rating of "limited or missing" was assigned to the follow-through services, according to the criteria.

**Evaluation**

(1) The personnel were moderately encouraged to note deficiencies and the evaluation of the individual services of the total program were moderately attempted. The was no written report submitted, but indicated to be a desirable goal. The goal of the evaluation was to implement changes, as needed, and such changes were implemented on the basis of the information obtained from the evaluation.

(2) The evaluation services were provided to a "moderate"
extent, when compared to the criteria.

Summary

A summary of the evaluation of the guidance services at Bad Kreuznach American High School is contained in Table XXI.
### TABLE XXI

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BAD KREUZNACH AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization facilities</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMIA</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>program administration</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of results</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Placement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Vocational Placement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

149
II. BAUMHOLDER AMERICAN HIGH SCHOOL

The Baumholder American High School is located in the small German town of Baumholder, and services the families of Army tanker personnel in the area. The school administration is composed of a principal and a deputy principal for the 624 students in grades 7 through 12. There are 552 from Army families, 96 from Air Force, and 6 tuition students from among civilian representatives selling insurance, automobiles, and the technical representatives of companies supplying the services with material. Gradewise, the breakdown is 51 12th grade, 75 11th grade, 92 10th grade, 99 ninth grade, 140 eighth grade, 160 seventh grade, and 7 Special Education students.

Objectives

(1) The objectives were available in printed copies to all members of the staff and had been revised in the past two years. They were moderately specific and attempted to cover all phases of the guidance services.

(2) The objectives of Baumholder High School's guidance program were provided "extensively".

Counseling

(1) The PPS staff of Baumholder included a Director of Guidance with the title of High School Counselor, a special
counselor, a school psychologist, a social worker, and a school nurse. Both counselors were assigned full-time to counseling, with assignments of 7-8 and 9-12. Both were certified and formal studies had been pursued within the limits of the criteria. The following table (Table XXII) shows counseling time and assignments at Baumholder High School:

**TABLE XXII**

COUNSELING TIME AND ASSIGNMENTS AT BAUMHOLDER AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Florida</td>
<td>9-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Indiana</td>
<td>7-8</td>
<td>360*</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Yes/Ohio</td>
<td>K-12</td>
<td>360</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Yes/Tennessee</td>
<td>K-12</td>
<td>360</td>
</tr>
<tr>
<td>Nurse</td>
<td>Yes/No info</td>
<td>7-12</td>
<td>360</td>
</tr>
</tbody>
</table>

*Total Counseling Time 720

According to the criteria, a total of 12 counseling periods was necessary for the student body at Baumholder. There was a total of 12 assigned periods. The counselor acting as director of guidance was assigned to an 8-hour day, so would therefore be able to devote the total school day to counseling, with the remainder to director's duties. The staff at Baumholder was rated as being "extensively" provided by the criteria.
Facilities were only moderately adequate with individual testing facilities and accessorium equipment being less than adequate. Communications were not integrated into the school system, and was rated as being unnecessary at Baumholder.

Organizational aspects of the counseling services were also moderately supplied, with many of the requirements for records, assistance, and activities being, again, deemed inapplicable. Other facets were extensively provided.

(2) The counseling services, when compared to the criteria as established, were provided to a "moderate" extent, including organization and facilities. Staffing was extensive.

**Test, Measurement and Individual Appraisal (TMI&A)**

(1) The testing program had been individualized, with the school psychologist doing the majority of the testing. Vocational testing instruments were handled by the High School Counselor. All items referring to a group testing program were deemed inappropriate at the school.

All personnel were qualified, and participated in the delineated testing program. The faculty was well aware of the testing program. Nature and purpose of testing were fully explained to students prior to the testing session.
The use of test results was carried on extensively by the staff with students and teachers, and parents, being given information as to the proper utilization of said results.

(2) The TMIA services were rated as being "extensively" provided when compared to the criteria. Many items relating to group testing were inappropriate at the Baumholder School which had only individualized testing in effect.

Orientation

(1) Home visitation was questioned as to need and first semester, continuous orientation programs were only moderately pursued for new students. Immediate and long-range planning, along with sending school visits, were also moderately provided. Initial interviews and touring of physical facilities were provided for all incoming students.

(2) The orientation services were provided for "moderately", when compared to the criteria.

Educational Placement

(1) The four-year program planning for students was moderately pursued with only moderately-complete files of college and scholarship materials being available in the counseling center's files. There was no need for a college day program at Baumholder. The senior counselor was quite
proficient in the placement of graduates in colleges. College catalog files were extensive. Students' plans were approved by both students and parents and all programs were flexible to allow amendment when needed.

(2) The educational placement services were "moderately" provided by the guidance department.

Vocational Placement

(1) The counseling center's files of occupational information and the counselor responsible for placement were considered to meet the criteria extensively. There was no file of students employed part-time, but was noted to be desirable. All other items were questioned as to being needed in the local military community: job opportunities, awards.

(2) Vocational placement services, when compared to the criteria, were "limited or missing" at Baumholder High School.

Follow-Through

(1) The program of definite follow-through activities was moderate, with the sampling group being limited or missing. Utilization of information returned was not completely utilized to improve the program. No attempt at identifying out-of-school individuals for further counseling assistance was attempted. This was deemed inapplicable for Baumholder's community.
(2) The services of follow-through activities were "limited or missing" when rated against the criteria.

Evaluation

(1) Counselors and staff were urged to note deficiencies and the total program was evaluated completely each year. Goals of evaluation, and implementation of changes as a result of that evaluation, were missing, but were considered to be desirable items of criteria.

(2) The evaluation services of the guidance program were rated as being "moderately" provided.

Summary

Table XXIII shows a summary of the evaluation of the guidance services at Baumholder American High School.
TABLE XXIII

SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BAUMHOLDER AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

**SERVICE**

- Objectives: X
- Counseling: X
  - organization: X
  - facilities: X
  - staff: X
- TMIA: X*
  - program: X*
  - administration: X
  - use of results: X
- Orientation: X
- Educational Placement: X
- Vocational Placement: X
- Follow-Through Evaluation: X

*Individualized testing only
III. BIRBURG AMERICAN HIGH SCHOOL

The Bitburg American High School is located in the housing area of personnel assigned to Bitburg Air Base in the Eifel Mountain region of Germany. The base is 60 kilometers from Luxembourg City and 25 kilometers from the oldest Roman city in Germany -- Trier -- at the junction of the Saar and Mosel Rivers.

The faculty of the school is typical, in numbers, for a student body of approximately 1,130 students and includes 60 teachers, administrators, and guidance personnel. (The writer is currently one of the staff at Bitburg as Science-Mathematics-Athletic Director teacher/administration of sports.) The administration consists of a Supervising Principal with Deputy Principals for the Junior High School (7-8) and the Senior High School (9-12).

The student body is varied, and comes from U.S. Air Force personnel families at the local base, Army personnel families at the Army communications site at Pruem, the Air Force and Army missile personnel at Spangdahlem Air Base, and from civilian personnel locally, and those employed by the European factories of U. S. firms in the Duchy of Luxembourg. Additionally, U.S. Embassy personnel and some foreign national families from among
the embassies and firms of other nations in Luxembourg.

The breakdown by classes found 117 12th graders, 153 11th graders, 211 10th graders, 279 ninth graders, 170 eighth graders, and 197 seventh graders.

Sending schools include the elementary schools at Bitburg, Pruem, Trier and Buechel (a Bundeswehr Kaserne), and the junior high school at Spangdahlem.

Objectives

(1) The objectives of the Bitburg guidance program are printed in the faculty handbook (see Appendix C) which is available to all members of the faculty. All areas of the program are covered in the objectives and the objectives are specific in nature. The objectives are currently undergoing revision and are formally revised annually. The attempt to advise the faculty of the program was extensive (see Appendix D). All services of the program attempt to fulfill the objectives.

(2) The objectives of the program were rated as meeting the criteria "extensively."

Counseling

(1) The counseling staff at Bitburg is under the direction of a Supervising Counselor who is also a quasi-administrator (as are the directors who are graded as GS-10 or
GS-11 personnel). The director is employed on an eight-hour workday (0800 to 1700), as are administrators. He is assisted in the PPS area by three Special Counselors, a Career Counselor, and a Cooperative Work Experience counselor. There is also a School Nurse, a Dental Technician and a Special Education teacher included on the staff. The Nurse and Dental Technician are housed in the elementary-junior high school building, separate from the high school. All counselors are assigned full-time to counseling and are certified, except the Career Counselor/Cowex individual.

Table XXIV gives a summary of counseling time and assignments at Bitburg:

**TABLE XXIV**

**COUNSELING TIME AND ASSIGNMENTS AT BITBURG AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Indiana</td>
<td>7-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Nevada</td>
<td>7-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Oregon</td>
<td>7-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Illinois</td>
<td>7-12</td>
<td>120*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>No</td>
<td>7-12</td>
<td>360</td>
</tr>
<tr>
<td>Special Education</td>
<td>Yes/No info</td>
<td>7-12</td>
<td>360</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Yes/No info</td>
<td>1-12</td>
<td>360</td>
</tr>
<tr>
<td>Dental Technician</td>
<td>Yes/U.S.A.F.</td>
<td>1-12</td>
<td>360</td>
</tr>
</tbody>
</table>

*Total Counseling Time 1560

According to the criteria, 22/ periods of counseling time
were needed to meet the requirements. Bitburg had a total of 26 periods of assigned counseling time which met, and exceeded, the criteria. The staff was lacking a regularly-scheduled in-service training program but that program was deemed as a need to be questioned. Parents were not scheduled for individual interviews but was considered to be a desirable action for inclusion in the program's revision.

Facilities were moderately provided at Bitburg, with new quarters being renovated for occupation in the near future. These new quarters are more than adequate. Accessorial equipment such as tape recorders were missing but were considered questionable. No school-communications system exists at Bitburg, but such a system was indicated as a desirable goal.

Scheduling of "twice-yearly" conferences was questioned as desirable at Bitburg where there is an "open-door, as necessary" policy. All faculty members and students have been advised of procedures for securing counseling sessions. All interviews are recorded and all facilities are private. Only after a study of data were counseling sessions initiated, when possible. Additionally, the guidance department has benefited from the U.S. Air
Force's Project Transition program by utilizing interested individuals as clerical and support personnel for the department — as well as throughout the school. The decor and waiting areas are adequate in the counseling center.

(2) Bitburg's counseling services were "moderately" provided, when strictly compared to the criteria. If the "need questioned" items were granted, the rating would be at the "extensively" provided extent.

**Testing, Measurement and Individual Appraisal (TMIA)**

(1) Bitburg was in the process of the moratorium on group testing imposed by the Directorate, USDESEA, so the internal program was non-existent as to regularly-scheduled testing other than the work study instruments which utilized the GATB and other interest tests. Otherwise, all tests were administered on an "as needed" basis.

When testing had been in effect, all criteria for the program were met extensively. No in-service program was in effect for teachers' use of results, but was needed. The reporting of all deviations in the testing situations was also lacking but needed. Results were explained to students in private interviews, in the main, and test results, as indicated by test scores, were usually interpreted privately and with
discretion to parents, and students.

(2) Bitburg High School's testing program, when compared to the criteria, was "moderately" provided to the school.

Orientation

(1) The need for students to visit the school's physical plant and a planned first semester orientation program were questioned as to need. Counselor home visitations were missing but desirable. Initial interviews and long-range planning were accomplished by the assigned counselor, with transfer students being counseled as soon as possible after enrollment. Counselors visited sending schools and held evening programs to give parents and students information as to curriculum offerings, and entrance requirements, as well as extra-curricular programs offered, for students expected to attend the receiving school.

(2) According to the criteria, Bitburg provided orientation services at a "moderate" level for the community.

Educational Placement

The respondent rated Bitburg's educational placement files, catalog libraries and correlated information as being extensive in content. Files of potential college students were not complete. Four-year programming for each student was in effect with a program for colleges being held annually, but
this was rated as a questionable activity.

(2) The educational placement services, when rated against the criteria, were "extensively" provided at Bitburg.

**Vocational Placement**

(1) It was indicated by the evaluator that the criteria for vocational placement was questionable when applied to the Bitburg High School (comments indicated the criteria questionable for ANY overseas military community). A partial file of part-time employed students was maintained by the vocational specialist in the counseling center. Files on job sources within the community were extensive and occupational information libraries, both in the school and the counseling/career center, were quite complete as to items on hand.

(2) When compared to the criteria, the vocational placement services were "limited or missing."

**Follow-Through**

(1) The follow-through services were only moderately effective at Bitburg. The program was definite but returns were well below the percentage deemed as being successful. Sampling procedures in the criteria were questioned as applicable to the local school community as most graduates immediately rotate Stateside upon graduation. The identification of out-of-
school individuals who could benefit from further services of the school guidance program was moderately in effect.

(2) The follow-through services at Bitburg were rated as meeting the criteria to a "limited or missing" extent.

**Evaluation**

(1) The only facet of the evaluation criteria rated at less than moderately provided was the necessity for a written report to the principal, annually. This requirement was missing but was deemed as being desirable for the program. The goal of evaluations made was to implement changes, but actual implementation sometimes lagged. Each program was evaluated annually, but a more complete evaluation could be made for each service.

(2) The evaluation services of the Bitburg guidance program were provided at a "moderate" extent according to the criteria.

**Summary**

A summary of the evaluation of the guidance services at Bitburg American High School is contained in Table XXV.
### TABLE XXV

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT BITBURG AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

**SERVICE**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>facilities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TMIA</td>
<td>X</td>
<td>X*</td>
</tr>
<tr>
<td>program</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>use of results</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Educational Placement</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Vocational Placement</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*USDESEA moratorium on testing in effect*
IV. KAISERSLAUTERN AMERICAN HIGH SCHOOL

The Kaiserslautern American High School is a ninth through 12th grade school located in the German industrial town of Kaiserslautern/Vogelweh, in the Palatinate of Germany and draws its student body from Army personnel stationed in the area as well as from the munitions depot at Miesau and stores depots at Einseiderlerhof. Also, students from Air Force personnel at Sembach and Ramstein Air Bases and Landstuhl's 2nd General Hospital.

The staff of administrators includes a Supervisory Principal and three deputy principals.

Also located at K-town, is the office of the Superintendent of Schools, Rheinland/Pfalz District, USDESEA.

The student population numbers 1,283 with 250 in grade 12, 307 in grade 11, 425 in grade 10, and 301 in grade nine. Twelve students are from among civilian personnel which are non-military sponsored. Additionally, 465 come from Army families, and the rest, 806, from the Air Force families at the two local air bases.

Objectives

(1) The objectives of the Kaiserslautern High School guidance program were available in printed form to all members of the faculty and were considered to be specific in nature.
and covered all areas of the program, the services of the program were fulfilling the objectives as written. The objectives had undergone revision within the past two years. The faculty was moderately aware of the guidance program and of its objectives in the total academic program.

(2) The objectives of the K-town program were rated as "extensively" meeting the criteria established for the survey.

Counseling

(1) The PPS staff of the school was directed by a Supervisory Counselor who was assisted by three counselors, a career counselor, and a school nurse. All counselors were assigned full-time to the counseling activity. According to the returned form, none of the counselors were certified. Table XXVI shows counseling time and assignments at the Kaiserslautern School:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>No/No info</td>
<td>9</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>No/No info</td>
<td>10</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>No/No info</td>
<td>11-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>No/No info</td>
<td>11-12</td>
<td>360*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>No/No info</td>
<td>9-12</td>
<td>360</td>
</tr>
<tr>
<td>Nurse</td>
<td>No info</td>
<td>9-12</td>
<td>360</td>
</tr>
</tbody>
</table>

*Total Counseling Time 1440
There were a total of 24 periods of counseling time assigned at K-town which was two periods less than the criteria indicated as necessary to service a high school with that number of students. In all other respects as to training for staff and formal course attendance, the rating was extensively provided. Overall, the staff met the criteria at a "moderate" level. The career counselor time added more than required for counseling time.

Facilities were rated as being moderate to extensive when compared to the criteria. Individual testing facilities and location and office space were moderately satisfactory and filing facilities for securing records were moderately provided in the counseling center.

It was felt that the school records play a minor role in the counseling activity at K-town, and counseling because of poor grades was "probably a waste of time." The attempt to get involved with the "real problem" was deemed to be of greater import. It was also felt that too great a study of interview records would "prejudice" the counselor and that record-keeping, therefore, was inapplicable, at Kaiserslautern.

(2) When compared to the criteria as established, the counseling services at Kaiserslautern were "limited or missing." Facilities and staff were "extensively" and "moderately" provided, respectively.
Testing, Measurement and Individual Appraisal (TMIA)

(1) The testing program at Kaiserslautern included TAP instruments for grade 9, with the responsibility for the program being centered in the guidance department, shared with the administration. Individualized testing was carried on by psychometrists, and included the WISC, WAIS, and Stanford-Binet. The external program included College Boards, ACT, and related instruments of testing.

The administration of group tests was in class-size groups with inclusion as a part of a class unit when appropriate. Any discrepancies encountered in test administration were recorded and the purpose and nature of testing were explained prior to test administration. All other facets were met extensively, according to the returned check list.

All teachers were included in in-service programs in the utilization of test results, but not extensively. Test scores were recorded on permanent records and test results were explained to students in private interviews with reaction being encouraged by the counselor. Results were interpreted to parents only with the utmost discretion.

(2) The TMIA services were "extensively" provided, when compared to the criteria.

Orientation

(1) Orientation was held during the first week of school
with sending school counselors doing program planning with eighth graders. At the spring registration program, the high school counselors finalized the academic program. Counselors visited the sending school to give complete informational data to expected students on academic and extra-curricular activities. The first semester included a planned orientation with immediate and long-range planning for new students, and transfer students, being accomplished as soon as possible. Counselors do not make home visitations to homes of new students and no tour of the facilities was planned for new students prior to registration. Initial interviews by counselors assigned to the individual was questioned as a needed criterion. Four-year planning was also questioned as a need at K-town.

(2) When compared to the established criteria, the orientation services were considered to be "moderately" provided at Kaiserslautern High School.

**Educational Placement**

(1) There was an exceptionally well-qualified senior counselor assigned, and it was felt that all phases of the criteria were met extensively by the individual with few exceptions. There was "no need" for a file of potential college students, nor was parental and student approval for programs
deemed needed for four-year planning.

(2) The educational placement services were "extensively" provided in portions but when compared to the over-all criteria were "moderately" provided by the department.

**Vocational Placement**

(1) There was a question as to whether employment opportunities could be secured for graduates in the area and the criteria relating to part-time job awards were also questionable. The file on job sources was limited or missing, but considered to be desirable. There was an extensive file and library of occupational materials maintained in the counseling center with the Career Counselor being described as well-qualified. The Career Center needed enlarging, and facilities for lectures and group conferences was in need of improvement and enlarging to enhance the program.

(2) The vocational placement services were considered to be provided to a "moderate" extent.

**Follow-Through**

(1) The follow-through services were noted as "helpful" to the guidance department and to curriculum committees in implementation of changes and were rated as being extensive in information secured, and in the practice of the program. The
information utilized was only after a 70-80% portion of the returned sampling shows such utilization as being of great import to improve the curriculum, or service.

(2) The follow-through services were rated as being "extensively" provided.

Evaluation

(1) The evaluator felt that a combination of teacher, student, parent, and administrator self-evaluation led to many changes in the curriculum and guidance services at Kaiserslautern. A further indication was made that the evaluation services of the K-town guidance program met the criteria presented at an "extensive" level.

(2) The evaluation services of the school's guidance program, when compared to the criteria, were provided to an "extensive" extent.

Summary

Table XXVII gives a summary of the evaluation of the guidance services at Kaiserslautern American High School.
### TABLE XXVII

**SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT KAIERSLAUTERN AMERICAN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization facilities</td>
<td>x</td>
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</tr>
<tr>
<td>staff</td>
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<tr>
<td>TMIA</td>
<td>X</td>
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</tr>
<tr>
<td>program administration</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>use of results</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Educational Placement</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Placement</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>X</td>
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</tr>
</tbody>
</table>
V. ZWEIBRUECKEN AMERICAN HIGH SCHOOL

Zweibruecken American High School is located in the town of Zweibruecken, Germany near the Saar River capital of Saarbruecken in the Rheinland/Saar area of Germany's industrial coal center. It is physically present on the U.S. Air Base on the Kreuzberg, previously an RCAF base, and has as its student population the children of personnel there, and of Army units in the area.

There are 787 pupils with 414 from Air Force families, 365 from Army, and eight tuition students.

The administration consists of a principal and a deputy principal with a student breakdown of 83 12th graders, 116 11th graders, 150 10th graders, 120 ninth graders, 149 eighth graders, and 169 seventh graders, all in one building.

Objectives

(1) The objectives were specific and covered all areas of the guidance program, as written. Printed copies were available to faculty members, with all members aware of the guidance program and of its objectives in the educational program of the school. The objectives had undergone revision in the past two years.
(2) The objectives were rated as meeting the criteria to an "extensive" extent.

Counseling

(1) The counseling staff at Zweibruecken High School was under the direction of a Guidance Counselor, with two assisting counselors, all of them certified, and all assigned full time to counseling. The staff has had formal training within the past five years, with individual counselors being skilled in their areas. Table XXVIII shows a summary of counseling time and assignments:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor</td>
<td>Yes/Minnesota</td>
<td>9-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Idaho</td>
<td>11-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/California</td>
<td>7-8</td>
<td>360*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Counseling Time</strong></td>
</tr>
</tbody>
</table>

Zweibruecken High School would need an assigned time of 16 counseling periods to meet the requirements as set forth in the criteria. There was a seemingly overabundance of time assigned, with a total of 18 periods for counseling, according to the returned check list.
Facilities at Zweibruecken were considered limited or missing with adequate space for counseling, small group guidance, and individual testing facilities being rated as lacking. There also was a limited waiting area in the counseling center. Files and accessorial equipment were considered to be moderately available for utilization.

Organizational aspects were considered to be only moderately provided with clerical assistance being available to all counselors extensively. Sources of additional assistance from within the community were noted for all staff members.

(2) The counseling services, when compared to the criteria, were provided to a "moderate" extent.

**Testing, Measurement and Individual Appraisal (TMIA)**

(1) The testing program at Zweibruecken was a guidance function and included the ITBS and Lorge-Thorndike among its internal program. The external program was the standard program as prescribed by USDESEA. Tests were administered in class-size groups and integrated into the class as a unit when possible. The purpose and nature of the testing were explained to faculty and students prior to testing; to an extensive extent.

All testing was carried on by counselors and/or
psychometrists for individualized testing instruments.

An in-service program for all teachers in the use of test results was missing, but desired.

Students were given private interviews, when possible, when test results were disseminated. Students were encouraged to react to the meaning of test scores. Parental interpretation of test results was with the utmost discretion.

(2) A rating of "extensively" provided was assigned to the TMIA services.

Orientation

(1) Visitations by expected students to the receiving school were missing but desired as was a planned orientation program during the first semester in the Zweibruecken school. Counselor home visitations and sending school visits were questioned as necessary at the school locale. All other facets of the program were considered to be extensively provided.

(2) The orientation services were provided to a "moderate" extent when compared to the criteria.

Educational Placement

(1) The listing of sources of scholarship assistance and a college day program were considered to be only moderate at Zweibruecken. All other items of the check list of criteria
were deemed to be extensively provided, with the senior counselor being proficient in placing graduates. Extensive libraries of college and university information were maintained.

(2) The educational placement services were considered to meet the criteria to an "extensive" extent.

**Vocational placement**

(1) Zweibruecken was unique in having placement personnel who were able to help students in finding employment. A file of job sources was maintained in the counseling center along with a file of students with part-time employment. Files on employment opportunities and occupational information were also extensive, with career day/night programs being an annual event for interested students and parents.

(2) Zweibruecken's vocational placement services were "extensively" provided.

**Follow-Through**

(1) The evaluator felt that the follow-through services were limited, or missing, but definitely desirable, at Zweibruecken. Procedures are under way to initiate a definite program.

(2) The follow-through services were "limited or missing" from the Zweibruecken guidance program.
Evaluation

(1) Counselors and faculty members were encouraged to participate in the evaluation of the guidance program, with the total program undergoing an annual evaluation, with each service being subjected to an individual evaluation. A report of the evaluation was furnished, in writing, to the principal each year. The goal of the evaluation was to effect changes in the program to benefit future students. The amount of change was somewhat dependent upon the policies of the USDESEA system.

(2) When compared to the criteria, the evaluation services of the Zweibruecken program were furnished to an "extensive" extent.

Summary

Table XXIX shows a summary of the evaluation of the guidance services at Zweibruecken American High School.
### TABLE XXIX
SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT ZWEIBRUECKEN AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
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<tr>
<td>Objectives</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Counseling</td>
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<td>organization</td>
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<td>facilities</td>
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<td>staff</td>
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<td>TMIA</td>
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<td>program</td>
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<td>administration</td>
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<tr>
<td>use of results</td>
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<tr>
<td>Orientation</td>
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<tr>
<td>Educational Placement</td>
<td>X</td>
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<tr>
<td>Vocational Placement</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
F. NORD BAYERN DISTRICT

I. NUERNBERG AMERICAN HIGH SCHOOL

Nuernberg American High School did not return the survey questionnaire.

II. WUERZBURG AMERICAN HIGH SCHOOL

Wuerzburg American High School did not return the survey questionnaire.
G. SUED BAYERN DISTRICT

I. AUGSBURG AMERICAN HIGH SCHOOL

Located in the Bavarian state of Germany, Augsburg is approximately 60 kilometers from the Bavarian Landeshauptstadt of Muenchen. The Augsburg American High School serves the Army families of the kasernes located in that training area, with a student body of 456 pupils in grades 9 through 12. The grade breakdown was 12th, 75; 11th, 101; 10th, 125, and 9th, 155. A principal and a deputy principal administer the school complex.

Objectives

(1) The objectives of the guidance department at Augsburg were printed and available to all faculty members and were specific and complete in all program areas. All faculty members were aware of the program and its objectives, and the objectives had undergone revision within the past two years.

(2) When compared to the criteria, the objectives were provided "extensively."

Counseling

(1) The counseling staff of Augsburg High School was directed by a "Counselor" as director of guidance, with two counselors to assist him. The staff had all received formal training within the past two years, with a moderate in-service
training program for counselors. Clerical assistance was also moderately furnished. All counselors were certificated and spent full time counseling with one counselor also advising the sixth grade, which is a part of the school complex.

A summary of counseling time is shown in Table XXX:

**TABLE XXX**

COUNSELING TIME AND ASSIGNMENTS AT AUGSBURG AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/California</td>
<td>9-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Nebraska/N.Y.</td>
<td>9-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/California</td>
<td>6-7-8</td>
<td>360*</td>
</tr>
</tbody>
</table>

*Total Counseling Time 1080

Nine periods a day would have met the criteria for counseling time at Augsburg, and the time assigned would seem to exceed that amount, almost doubled. However, though the director is employed for an eight-hour day, the partial assignment for the sixth grade diminishes the requirement as met. Also, one counselor is functioning as CoWex/Career Counselor for the vocational placement services.

Facilities were moderately to extensively provided except for individual testing and accessorional equipment.
Waiting area needed improvement though the decor was moderately pleasant to personnel utilizing the facility.

Twice-yearly conferences were not now scheduled but were thought to be a desirable goal, while all other facets of the organizational criteria were met extensively. Parents and counselees were consulted, moderately, when decisions for interviews were made.

(2) The counseling services were provided to a "moderate" extent, according to the criteria.

**Testing, Measurement and Individual Appraisal (TMIA)**

(1) The internal testing program included the GATB, given by students to students, and graded by a "company in the States." Results are then discussed with the students by a counselor, or CoWex counselor. The responsibility for the testing program rested with the guidance department.

The administering of tests by counselors or psychometrists did not apply at Augsburg, and the group testing program was missing, but considered desirable. Tests administered were integrated into the class as a unit, when possible.

In-service training in the use of test results was not available for teachers, but again was considered a desirable service. Interpretation of test results to both students and
parents was only with the utmost discretion, privately.

(2) When compared to the criteria, the TMIA services were "moderately" provided.

Orientation

(1) The planning for immediate and long-range programs for students was considered inapplicable to the Augsburg locale following transfer from another school. Visits to the receiving school by students was only moderately provided. Home visiting by counselors was also moderately accomplished. The other aspects of intake interviews, planned programs of orientation and visits to the sending schools by staff counselors were considered to be extensive in scope.

(2) The orientation services were considered to be "moderately" provided at Augsburg.

Educational Placement

(1) Senior counselors were proficient in the placement of graduates, and the college catalog libraries of both the school library and the counseling center were considered to be extensive in materials. Scholarship and financing information were also extensively present and available in the counseling center. College night programs, four-year educational planning and
provisions for amending the plan were missing from the services, but were noted as being desirable for implementation in the program at a future date.

(2) The educational placement services were provided to a "moderate" extent, according to the criteria established for the evaluation instrument.

Vocational Placement

(1) A placement specialist was available at Augsburg and maintained complete files in the counseling/career center. A file of part-time employed students was present in the center, and awarding of part-time jobs was accomplished according to individual abilities and financial need. The career day/night program was limited and was in need of improvement. The service to assist students in securing employment opportunities consistent with their interests and abilities was limited, but desirable of future fulfillment.

(2) The vocational placement services were "moderately" provided, when compared to the criteria.

Follow-Through

(1) The services of follow-through were missing from the Augsburg guidance program. They were considered to be desirable as a goal for implementation. The service to identify local
individuals in need of further guidance assistance was in full effect at Augsburg.

(2) The follow-through services were being provided to a "limited or missing" extent.

Evaluation

(1) While the implementation of changes on the basis of the evaluation of the guidance program was only moderately accomplished, all other items of the check list for evaluation were considered to be provided extensively with individuals being encouraged to participate and note deficiencies, and to suggest remedies. A written report, though not extensive in nature, was submitted annually to the administration.

(2) The evaluation services at Augsburg were considered to be "extensively" provided when compared to the criteria.

Summary

A summary of the evaluation of the guidance services at Augsburg American High School is contained in Table XXXI.
TABLE XXXI

SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT AUGSBURG AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>SERVICE</td>
<td></td>
<td></td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Counseling</td>
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<tr>
<td>organization</td>
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<td>TMIA</td>
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<td>x</td>
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<tr>
<td>program administration</td>
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<td>use of results</td>
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<td>Orientation</td>
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<td>Educational Placement</td>
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<tr>
<td>Vocational Placement</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-Through Evaluation</td>
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<tr>
<td>Evaluation</td>
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</tbody>
</table>
II. MUNICH AMERICAN HIGH SCHOOL

Munich American High School is located in the Perlacher Forst housing area of the U.S. Army's Munich McGraw Kaserne in Bavaria's Landeshauptstadt, sometimes called the world's most cosmopolitan city. The student body comes from Army personnel at Munich, Dachau, Garmisch, Fursteneldbrueck, and the U.S. Air Force Base at Erding. Munich also houses a "dorm" for children of U.S. Embassy and A.I.D. personnel in Africa.

The student population has declined through Army relocation but now numbers 913 in grades seven through 12. A breakdown included 124 in grade 12, 143 in grade 11, 178 in grade 10, 163 in grade nine, 140 in grade eight, and 165 in grade seven. Three students are from Navy families, 553 from Army families, 79 from Air Force families, and 278 tuition students from non-DoD families.

The administration consists of a principal, and two deputy principals.

Objectives

(1) The objectives for Munich's program were specific in nature and covered all areas of the program. They were available to all faculty members and the faculty was aware of the objectives and the program's position in the educational structure of the total curriculum of the school. The objectives had
been revised within the past two years.

(2) The objectives of Munich High School's guidance program were considered to meet the criteria to an "extensive" extent.

Counseling

(1) Munich's PPS staff was under the direction of a Supervisory Counselor and included two additional counselors, a career counselor, a work experience coordinator and a nurse. All personnel were certified and all were assigned full time to the positions. Table XXXII includes a survey of counseling time and assignments:

TABLE XXXII
COUNSELING TIME AND ASSIGNMENTS AT MUNICH AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/Arizona</td>
<td>7-12</td>
<td>330*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Michigan</td>
<td>7-12</td>
<td>330*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Indiana</td>
<td>7-12</td>
<td>330*</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>Yes/California</td>
<td>7-12</td>
<td>330</td>
</tr>
<tr>
<td>CoWex Director</td>
<td>Yes/Kansas</td>
<td>7-12</td>
<td>275</td>
</tr>
<tr>
<td>Nurse</td>
<td>Yes/California</td>
<td>7-12</td>
<td>330</td>
</tr>
</tbody>
</table>

*Total Counseling Times 990

The required counseling periods of 18 per day is matched
by the assigned time at Munich High School. The staff also has had formal training at colleges within the past five years, and all were trained and skilled in their fields.

Facilities were considered to be moderate though space for individual testing and offices, as well as small group activity rooms were well provided. Waiting space area for counselees was also more than adequate in space and decor.

Organizational aspects were also rated as moderate with limitations present in recording interviews and including parents of counselees in the interview sessions. Some of the counseling program intruded into the educational-academic school program but the intrusions were being kept to a minimum.

(2) Over-all, when compared to the criteria, the counseling services were provided to a "moderate" extent. Staff and organizational aspects were also provided to a "moderate" extent.

**Testing, Measurement and Individual Appraisal (TMIA)**

(1) The 1972-72 testing program included the ITBS for 7-8, the Lorge-Thorndike for 7, 9 and 11 with all testing being administered in class-size groups. The NEDT achievement test was given to all interested 10th graders, at a nominal fee. The guidance staff canvassed the faculty and students before setting
up the program. Individual instruments were administered to "ascertain" intelligence or provide additional information and personality information. The testing program was considered to be extensively provided.

While all individual testing was carried on by counselors of psychometrists, the administration of group testing was carried on by teachers who were only moderately qualified in test administration. Monitoring of testing environments was also accomplished moderately for discrepancies.

Test administration was rated as moderately meeting criteria.

The use of test results was accomplished after a minimal amount of in-service training for teachers, with test results being recorded in permanent records. The results were explained to the students in private interviews with the students being encouraged to react to the meanings of scores. Parental interpretations were discretely made.

The guidance department also did the screening for the CHAMPUS program which works with handicapped children of DoD personnel, civilian and military.

(2) The TMIA program at Munich High School was rated as meeting the criteria to a "moderate" extent. Testing program material was considered to be "extensively" provided.
Orientation

(1) Counselor visitation to sending schools and home visitations were considered to be inapplicable items in the Munich community. Counselors gave the initial interviews to their counselees and students were invited to tour the receiving school’s facilities. Interviews included programming for immediate and long-range goals.

(2) The orientation services were provided to a "moderate" extent.

Educational Placement

(1) The library maintained a catalog of four-year colleges and the counseling center maintained a catalog of junior colleges for students with correlated information concerning scholarship information and financial aid also being available. The college day program was an annual affair. The senior counselor was proficient in assisting the students to make choices for themselves, rather than "placing" them in colleges.

(2) The educational placement services were provided to an "extensive" extent at Munich.

Vocational Placement

(1) The placement specialist was absent from the Munich staff and was considered inapplicable in the local situation.
Awarding of part-time jobs, and the securing of such opportunities for employment were considered as being inapplicable also. There was an extensive file of job sources within the local military community with a related file of occupational information also being maintained by the library and counseling center.

(2) When granting the "inapplicable" ratings, the vocational placement services were not useful to the military community at Munich. Compared to the established criteria, the services were "missing" from the program.

Follow-Through

(1) The sampling of a group of graduates from the past five years was questioned as to need for Munich. A limited amount of follow-through information is available from former students to counselors but "when families and friends no longer are in the command" interests are transferred to the new environment. Colleges are "more and more refusing" to return reports on students. The follow-through program was missing but desirable and was rated "highly" needed to assist in implementing needed changes in the guidance program.

(2) Munich American High School's follow-through services were "limited or missing" when compared to the criteria.
Evaluation

(1) Counselors and academic members of the faculty were encouraged to note deficiencies in the program to suggest changes enhance the services. All services are evaluated completely each year with a written report being submitted to the administration. The goal of the evaluation is to implement changes on the basis of the evaluation to identify the strengths and weaknesses of the services.

(2) The evaluation services were considered to be "extensively" provided when compared to the criteria as established.

Summary

Table XXXIII contains a summary of the evaluation of the guidance services at Munich American High School.
<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE</td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Counseling</td>
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<td>organization</td>
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<td>TMIA</td>
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<td>X</td>
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<tr>
<td>program</td>
<td>X</td>
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<td>administration</td>
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<td>use of results</td>
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<td>Orientation</td>
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<tr>
<td>Educational Placement</td>
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<tr>
<td>Vocational Placement</td>
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<tr>
<td>Follow-Through</td>
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<td>X</td>
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<tr>
<td>Evaluation</td>
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<td>X</td>
</tr>
</tbody>
</table>
III. VICENZA AMERICAN HIGH SCHOOL

Vicenza American High School is located in Vicenza, Italy, in the vicinity of Venice and Milano, and is a five-day dorm school for families stationed in the "boondocks" areas of Italy. Dependents of Army, Air Force and Navy personnel comprise the majority of the student body with 202 from Army families, 3 from Navy families, 159 from Air Force families, and 37 from non-military families with a total of 401. Gradewise, there are 76 in grade 12, 91 in grade 11, 50 in grade 10, 69 in grade nine, 42 in grade eight, and 73 in grade 7.

The administrators include a Principal and a Deputy Principal for the complex.

Objectives

(1) The school had accepted the USDESEA objectives for its guidance program and these were specific in nature covering all services completely. The services of the program attempted to fulfill the objectives as written. A revision of the objectives had been accomplished within the past two years.

Since the school is one of the smallest in USDESEA, the absence of printed copies for the faculty was felt to be acceptable for the staff was well aware of the program, and its objectives in the school's academic portions of the total educational activities.

(2) The objectives of the Vicenza school were rated as
satisfying the criteria "extensively."

Counseling

(1) The counseling staff included a director of guidance, and a counselor who spent one-half time in counseling, for a total daily assigned time of nine periods. Also on the staff was a career counselor/cooperative work experience coordinator and a school nurse. All counselors had pursued formal training in the past five years, and were completely skilled in their fields of guidance activities. The following Table XXXIV shows a summary of counseling assignments at Vicenza:

TABLE XXXIV

COUNSELING TIME AND ASSIGNMENTS AT VICENZA AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Certified/State</th>
<th>Grade</th>
<th>Counseling Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Director</td>
<td>Yes/California</td>
<td>9-12</td>
<td>360*</td>
</tr>
<tr>
<td>Counselor</td>
<td>Yes/Michigan</td>
<td>7-8</td>
<td>180*</td>
</tr>
<tr>
<td>CoWex/Career Nurse</td>
<td>No info</td>
<td>9-12</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td>Yes/No info</td>
<td>K-12</td>
<td>360</td>
</tr>
</tbody>
</table>

*Total Counseling Time 540

According to the criteria, a total of eight periods per day were required for Vicenza's student body. The total assigned exceeded that amount. There was no formal in-service training program, but the need was questionable.
Office space, group guidance and individual testing facilities were more than adequate as was counselee waiting space. Files were provided for records and all interview sessions were open to parents. Interviews were not recorded, nor were tape recorders available, but such were indicated to be desirable.

(2) When compared to the criteria, the facilities and staff at Vicenza were judged as "extensively" provided, with the organizational aspects being "moderately" provided.

Testing, Measurement and Individual Appraisal (TMIA)

(1) The moratorium on testing was in effect when the questionnaire was completed so there was no standardized group testing. The Career Counselor and the High School Counselor administered the Strong Interest Inventory, the Kuder, the GATB, and the Minnesota Vocational tests for vocational interests. Individual diagnostic testing included the WISC, Otis, Lorge-Thorndike and the TAP.

Also included were the SAT and ACT schedules, with appropriate achievement tests.

All test administrators were skilled in the administering of tests and tests were administered in size units as appropriate. No in-service program was available, but the purpose and nature of the tests were explained fully prior to the testing.
All test scores were recorded on permanent cards and test results were interpreted with discretion to parents.

(2) The testing program and test administration met the criteria to an "extensive" extent (considering the moratorium). Use of tests was considered to be "moderately" provided.

**Orientation**

(1) Counselor home visitation was a "practical impossibility" at Vicenza with 33% of the students being in the dormitory. Military housing also added to the difficulties.

Initial interviews were conducted by counselors assigned to that student and immediate long-range plans were implemented.

Those plans were formulated as soon as possible after entry into the school, and late enrollees were counseled as soon as possible after transfer.

(2) When compared to the criteria, orientation services were "moderately" provided.

**Educational Placement**

(1) The office of the senior counselor contained files of college information including scholarship and financing data.

A college day program was missing, but the smallness of the community made this difficult to attain though such a
program was considered greatly desired.

The great mobility of the school population made four-year planning a questionable activity, though all plans in effect were extremely flexible and amenable to change at any point during the student's academic life.

(2) The educational placement services were considered to be provided "moderately."

Vocational Placement

(1) A career center was in the process of being constructed and stocked with materials and those materials were considered to be quite extensive.

The majority of the criteria referring to placement and part-time employment was considered to be inapplicable to Vicenza.

(2) When compared to the criteria, the vocational placement services at Vicenza were "limited or missing."

Follow-Through

(1) The great mobility of the military"makes the need for follow-through" at Vicenza a questionable activity.

(2) As indicated in the findings, the follow-through services were non-existent at Vicenza and because of the local community were rated as "need questioned."
Evaluation

(1) The evaluation of the program at Vicenza was "given to the faculty and dorm counselors at the end of the 1971-72 school year," and most of the noted concerns had been reviewed and incorporated into the guidance program for the 1972-73 school year program of guidance services.

(2) The evaluation services at Vicenza were "extensively" provided, and in effect.

Summary

A summary of the ratings of the evaluation of the guidance services at Vicenza American High School is contained in Table XXXV.
TABLE XXXV
SUMMARY OF THE EVALUATION OF THE GUIDANCE SERVICES AT VICENZA AMERICAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Extent to Which Service Met the Evaluative Criteria</th>
<th>Extensively</th>
<th>Moderately</th>
<th>Limited or Missing</th>
<th>Need Questioned</th>
<th>Not Applicable</th>
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<tr>
<td><strong>SERVICE</strong></td>
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<tr>
<td>Objectives</td>
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<tr>
<td>Counseling</td>
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<td>Orientation</td>
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<td>Educational Placement</td>
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<td>Vocational Placement</td>
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<tr>
<td>Follow-Through Evaluation</td>
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<tr>
<td>Evaluation</td>
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</tbody>
</table>

*Moratorium in effect
CHAPTER V.
SUMMARY AND CONCLUSIONS

I. RESTATEMENT OF THE PROBLEM

Guidance programs in the nation's schools are being provided to meet the ever-increasing need of today's students as they struggle to meet the demands of an ever-growing, expanding system of society that is the most complex in the history of mankind. In recognizing this need, the USDESEA schools system has provided for guidance, or pupil personnel, services to satisfy that need. While an actual monetary accounting is difficult to set, the usual provision at a ratio of one counselor per 250-300 students, as recommended by NCA studies, is in effect. The majority of these specialized counselors are found in the secondary schools: junior-senior and senior high schools. The counselors usually comprise about five percent of the total staff membership.

The task of this survey was to rate the guidance services provided by the USDESEA schools vs a comparable system in the continental limits of the United States. That stateside system would be an "ideal" program of guidance services. It was desired
to determine to what extent the present services of each USDESEA school were provided for the students, and the local American community. Only through such a study would it be possible to make an evaluation of the existing services, and to suggest methods of strengthening and improving the programs which were currently in effect.

II. SUMMARY OF THE PROCEDURES

Only after a thorough study of the writings of authorities in the field of guidance was it possible to determine the services which should be provided by the secondary school in their guidance programs. Then, a set of evaluative criteria could be devised by which the existing services in the USDESEA schools could be rated. These criteria should include the provisions for each service area of the program necessary to serve the community in which the school was geographically located.

From this study of writings, it was determined to evaluate the existing programs in the areas of (I) Objectives, (II) Counseling, (III) Testing, Measurement and Individual Appraisal, (IV) Orientation, (V) Educational Placement, (VI) Vocational Placement, (VII) Follow-Through, and (VIII) Evaluation services now present.

A check list was devised stating the criteria and a
rating scale was devised so that the various items could be rated as to the extent to which the criteria were met. This rating scale was adapted from that provided by the North Central Association of Colleges and Secondary Schools:

- **E** — Provision or condition is made extensively.
- **S** — Provision or condition is made to a moderate extent.
- **L** — Provision or condition is limited or missing but needed.
- **M** — Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
- **N** — Provision or condition is not desirable or does not apply.

Following a discussion with the Deputy Superintendent for PPS at the Directorate, the checklist and a copy of the rating scale with a cover letter delineating the purpose and intent of the survey were mailed to the Directors of Guidance in the 33 USDESEA high schools. Two copies of the list were included so duplicates could be retained. A second request was made to the 18 schools not responding to the first mailing. The checklist included space for additional comments from the guidance directors as it was a practical impossibility for the researcher to visit all schools in the USDESEA.
system in person (USDESEA ranges from the United Kingdom, Scotland, to Turkey and from Oslo, Norway to Ethiopia). Personal visitations and conferences were conducted with the directors of guidance from the Bitburg, Karlsruhe, and Mannheim junior-senior high schools.

The findings as reported via the returned survey instruments were then presented in this study, evaluating the status of each service as it was found at the school at the time of the completion of the questionnaire. Each service was then rated against the provisions of the criteria as established.

Finally, recommendations were offered in the hope that improvements in the guidance programs of the schools might be a result of the self-evaluations made for this study.

III. SUMMARY OF THE REVIEW OF RELATED LITERATURE

The majority of the authorities agreed upon a basic set of services that should be included in the guidance program of schools. Lists studied contained more services than were finally adopted for this study, with Humphreys and Traxler including health services, personnel research and extra-curricular activities. Other listings contained fewer than were adopted, with a five-point program of counseling, orientation, testing, placement, and follow-up.
In the study of the writings, a consensus was found that the services upon which a guidance program should be evaluated would include: the objectives upon which the program was based; the counseling services including the organization for counseling, the facilities provided for the counselors, and the staff itself; the testing programs, including the tests administered, the methods of administration, and the use of test results; the orientation program for new students; the placement services, educational and vocational; the follow-up of alumni, and the evaluation practices of the program within the school.

The writer modified this list to agree more closely with the list of services provided by Hollis and Hollis which included information; testing, measurement, and individual appraisal; counseling; placement; follow-through, and research and evaluation. With modifications, this listing included: objectives, counseling, TMIA, orientation, educational placement, vocational placement, follow-through, and evaluation -- which seemed to contain the services most often placed within the range of the guidance programs.

Evaluative criteria were then necessary to determine the extent to which provisions were made for each service. Several devices were examined to determine what those provisions
should be. Among those studied were the evaluative criteria check list from the Ohio Department of Education, Section G of the National Study of Secondary School Evaluation, and the Guidance Services in Indiana Public Schools which offered criteria for a check list. Those in the listing from Indiana's Department of Public Instruction closely related to the researcher's studies and are included in Appendix B.

IV. SUMMARY OF EVALUATIVE CRITERIA

Prior to the evaluation of any program, a set of guiding principles must be established. These principles should be in clearly defined statements such that any person reading them would be aware of the item being evaluated, and be aware of the specific standards against which the evaluation is being made. Such criteria must be from authenticated sources so that the individual evaluator would realize that these statements represent the thinking of well-qualified individuals in the fields being evaluated. The following criteria for evaluating an "idealized" Guidance program will, hopefully, meet these conditions.

For brevity and conciseness, each service is set forth in an outline form, with each service being first listed and defined, followed by the criteria for evaluating each service.
I. Objectives:
   A. Definition: A set of guidelines setting forth the goals to be met by the guidance services of the school.
   B. Criteria:
      1. The objectives should be written, complete and specific.
      2. The objectives should be revised annually.

II. Counseling:
   A. Definition: A helping relationship between a counselor and counselee whereby assistance is given to allow the counselee to make decisions as to plans and goals.
   B. Criteria:
      1. Organization:
         a. There should be approximately one counselor for each 250-300 students — or one period per day for each 50 students enrolled.
      2. Facilities:
         a. There should be private offices for each counselor.
         b. There should be small group conference rooms and individual testing facilities.
         c. There should be a waiting area for counselees with a pleasant decor and guidance information handily available.
      3. Staff:
         a. All staff members should be certified by a state agency.
         b. Staff members should be continually in the process of improving counseling skills.

III. Testing, Measurement and Individual Appraisal (TMIA):
   A. Definition: That portion of the Guidance Program concerned with the collection and utilization of information about the counselee to assist in successful guidance.
   B. Criteria:
      1. Program:
         a. There should be a full internal program of intelligence, achievement, aptitude, and vocational testing.
b. There should be an external program to include the more widely-utilized college qualification tests.

2. Administration:
   a. The tests should be administered as a part of a class unit in class-size groups.
   b. All administration of tests should be carried out by skilled personnel under the direction of the guidance department, or by the school psychometrist.

3. Use of Results:
   a. All scores should become a part of the permanent record of the students.
   b. Teachers should be trained in the use of test results.
   c. Counselors should use the results in the counseling of students.
   d. Test scores should be interpreted to students and parents privately and with discretion.

IV. Orientation:
   A. Definition: The information-giving services of the guidance program to help students make the successful transition from the sending school to the receiving school environment.
   B. Criteria:
      1. Visits from personnel of the high school should be made to the sending school to explain the facilities and the educational program.
      2. New pupils should be initially and individually interviewed by the counselor who will service them during their first high school year.
      3. Programs should be formulated as soon as possible after entry into the receiving school.
      4. The orientation program should be a continuous effort throughout the first semester of attendance.
      5. Late enrollees and transfers should receive the same orientation services as students from the sending school.

V. Educational Placement:
   A. Definition: The activities carried on to assure proper assistance to the students in determining the
 attainment of the next higher level of education.

B. Criteria:
   1. Counselors should be proficient in aiding students to choose and make applications to institutions of higher learning.
   2. Materials relative to entrance requirements, scholarships and financial aid, and other pertinent information should be available to all students.
   3. A college night, or day, program should be held annually for interested students and parents.

VI. Vocational Placement:
A. Definition: The services which assist the students in determining their vocational aptitudes and interests and aid in the placement of students in positions of employment.

B. Criteria:
   1. There should be a placement specialist available full time to students and graduates.
   2. Files of information on jobs should be maintained with full particulars as to requirements.
   3. A career night, or day, program should be held annually for students and parents and graduates.
   4. The placement specialist should be in close correspondence with employers to determine if assistance can be given by the school.

VII. Follow-Through:
A. Definition: That portion of the guidance program which secures information about previous school individuals to assist the school in carrying out its educational objectives. The information is to be utilized for the improvement of the programs.

B. Criteria:
   1. The program should be planned, and under the auspices of the guidance department.
   2. The returns should be 70-80% to be effective.
   3. The information should be interpreted and presented to the administration.
   4. The results of the follow-through should be used to improve the over-all programs.
VIII. Evaluation:
A. Definition: The processes set up within the program itself to determine the worth of each of the services of the program.

B. Criteria:
1. The evaluation should be made periodically, and should cover all facets of the program.
2. The results of the evaluation should be presented to the administration in writing and should lead to recommended improvements in the program.

V. SUMMARY OF THE FINDINGS

A. North Sea District

I. Brussels American High School

No printed copies of the objectives were available at Brussels but the written objectives had been revised recently. All services were intended to fulfill the objectives.

The counseling time assigned was inadequate by approximately 2½ periods. The counselor was certified and skilled in the counseling processes. He also supervised all phases of the 1-12 program of guidance. Facilities were limited.

The testing program was in effect but was optional for 1971-72 with all recommended tests being available, but not administered to all students. Results were recorded and utilized in the counseling process.

The orientation program was in effect, but distances precluded visits to sending schools. Provisions were made to continue the orientation throughout the first semester.
Educational placement was extensively provided, as noted, with a student body that placed 90% in colleges. Vocational placement was considered to be of little value, or need, in the Brussels area, and no career programs were held.

Follow-through services had a return of approximately 60% with only a limited utilization of information being attempted. Only the annual requirement of the USDESEA report of guidance activities was found in the evaluation services.

The researcher rated the guidance services at Brussels American High School as: "moderately provided," TMIA, with the program and use of results at that extent along with the educational placement services; "limited or missing," the administration criteria of the testing program, the objectives, the counseling services including organization, facilities and staff, orientation, and evaluation; and "need questioned," vocational placement and follow-through.

II. Brunssum American High School

No data was available from the Brunssum school.

III. Lakenheath American High School

The objectives of Lakenheath's guidance program were not specific in nature, nor all-inclusive, with no printed copies available to the faculty. They had been revised recently.
Organization for counseling exceeded the requirements of the criteria, and all counselors were undergoing formal training. One counselor was not certified. Facilities were considered to be more than adequate.

There was a full range of external tests but USDESEA's moratorium was in effect and there was no group testing. All tests were available on an individual, need basis. Results of tests were utilized in counseling students and all administration of tests were carried on by well qualified personnel.

The orientation program was a planned and systematic program, and carried through the first semester. No home visitations were conducted by counseling personnel.

Senior counselors were deemed proficient in the placement of graduates and program planning was conducted at all grade levels. The programs were flexible and amenable to change at any level of the student's progress through the high school.

The vocational placement aspects of the guidance program were absent at Lakenheath except for the maintenance of files of occupational information.

The evaluator felt there was no need for follow-through services at Lakenheath school, because of the great mobility of the population. Only 20% return had been realized in
a previously-attempted, full-scale project.

The program services were evaluated annually with reports being submitted in writing to the principal and Directorate. Changes in the program were the goal of the evaluations with indicated variations being implemented.

The ratings of Lakenheath's services were "extensively provided," organization and staff for counseling, all of the TMA services, educational placement, and evaluation; "moderately provided," facilities of the counseling services and orientation; "limited or missing," objectives and vocational placement, and "not applicable," follow-through.

IV. London Central American High School

No data was available from the London Central American High School.

V. SHAPE American High School

Objectives were stated in specific terms and were written but printed copies were not available for the faculty. Both counselors were certified and the organization met the criteria. Facilities were limited as to space for small group activities and conferences.

The testing program included all recommended testing instruments, though on an "as needed" basis with the USDESEA
moratorium on group testing in effect. Administration aspects of the program were excellent and use of results included counseling students. The in-service training program for teachers in the use of results was lacking.

Orientation visits to the receiving schools were in effect but, again, home visitation was considered inapplicable. Intake interviews and long-range planning were carried on by the counselors who would serve the students during their first year at the receiving school.

The senior counselor assigned was proficient in the placement of graduates and files were present but college materials were not completely adequate. Four-year educational planning for students was also lacking.

The need for vocational placement services in the overseas schools location was questioned. A file of occupational information was maintained for interested students.

Follow-through services covered the criteria moderately with returns seldom reaching the "successful" 70-80% level.

Evaluation services covered the total program and were conducted annually, with the results being utilized in implementing changes to strengthen the program, when possible.

The guidance services at SHAPE American High School were
rated as follows: "extensively provided," administration of tests and evaluation; "moderately provided," objectives, all counseling phases, use of results, and orientation; "limited or missing," educational placement, vocational placement, and follow-through.

B. Mediterranean District

I. Ankara American High School
   No data was available from Ankara American High School.

II. Asmara American High School
   No data was available from Asmara American High School.

III. Izmir American Dependents High School
   Printed copies of the objectives were in the Parent-Student Handbook and were currently being revised. They did not fully cover the guidance program but all services did attempt to fulfill the objectives as written.

   Facilities were considered to be adequate with space available for testing and conferences. The counselor-student ratio was sufficient to meet the criteria though he also was consultant to the 500 elementary pupils in the school complex. The counselor was certified in two different states.

   The testing program was coordinated by the counselor for the elementary school, and given only on an "as needed" basis
at the senior high, but included all recommended instruments in
the criteria. All test administrators were skilled, and test
results were utilized following in-service instruction.

Long-range programming is completed for each student
as soon as possible after entry into the receiving school.
Visitation to the sending school was not applicable at the
Turkey location. Transfer students were given orientation
services similar to those of the new students, starting with
an intake interview on their first day at the new school.

Four-year programming for students was missing from the
program but the placement of graduates was handled by the
senior counselor extremely well. A parent-senior orientation
program for college was held early in the senior year. No
college night, or day, program was held.

Counseling center files of occupational information were
present but there was no need for a placement specialist in the
local community. Employment opportunities were not secured
for graduates as most of them departed the community upon
graduation. A career day program was held, with students being
given released time from classes to attend.

No program was present to identify out-of-school individuals
who could profit from further guidance, and no definite program
of follow-through services was attempted. Returns from the informal program were scarce.

The evaluation of the program was held annually with all services being evaluated. The total faculty was involved in the evaluation with the services currently "undergoing a rigorous evaluation." The evaluator noted that the "smallness" of the school allowed a "weekly and daily" evaluation. Written reports were submitted monthly to the principal.

The writer rated the guidance services of Izmir American Dependents High School as: "extensively provided," use of results of testing and evaluation; "moderately provided," objectives, all phases of counseling, orientation, and educational placement; "limited or missing," administration of the testing program and follow-through; "need questioned," the organization of testing and vocational placement.

IV. Karamursel American High School

Karamursel was a new school at the time of the evaluation and had not as yet graduated a class of seniors so no follow-through services had been practiced.

No printed copies of the objectives were available to the faculty but the objectives were specific in nature and covered most of the services of the program. The objectives
had been revised in the past two years.

One counselor was assigned to the Karamursel school which provided less than the required number of counseling periods according to the criteria. No other information was available as to certification and assignments. Facilities for individual testing were lacking and the offices for counseling were "not completely" private. Counseling interviews were scheduled at least twice-yearly with time allotted for "emergency" interviews.

The standardized program had been dropped with only the IQ tests being administered in groups. Other instruments were administered on an individual basis including interest inventories. No information was given on test administration as no group testing was being carried on at the school. All other testing was conducted by the school psychometrist.

There was no occasion for the counselors to visit homes of students, in the opinion of the evaluator. A single complex served grades 4 through 12, so the tour of facilities for new students was also non-applicable. Intake interviews were given by the students' assigned counselors and new students toured the facilities and received comparable orientation services as students from the sending schools.
Educational placement services had not yet applied to a graduating class, but the counselor was considered capable. Files on colleges were moderate in extent. A college day program was held for interested students. All plans were flexible with student and parental approval being solicited.

With the exception of an occupational information file in the counseling center, the vocational placement services were missing, and non-applicable, at Karamursel. A career day program is being planned, but is now missing from the program.

No comments were made as to planned follow-through services. At present, there were none in effect because there has not yet been a class graduated from the school.

Evaluation was carried on annually, with each service being evaluated separately. A partial report is submitted in writing to the principal and changes in the program are programmed for implementation on this basis.

The services at Karamursel American High School were rated as follows: "moderately provided," objectives, organization of counseling and facilities, testing program and use of test results, educational placement, and evaluation; "limited or missing," counseling staff and testing program, and orientation; "not applicable," vocational placement and follow-through.
V. Kenitra American High School
No data was available from Kenitra American High School.

VI. Naples American High School
No data was available from Naples American High School.

VII. Rota American High School
No data was available from Rota American High School.

VIII. Torrejon American High School
No data was available from Torrejon American High School.

IX. Zaragoza American High School
There were printed copies of the objectives available for the staff and the organization for counseling was marginal in meeting the criteria for the 350-plus students. The counselor was involved in the local base programs of drug abuse with the hospital personnel. The counselor had recently completed work at the college level. He was certificated by one of the state certifying agencies.

While no group testing was carried on this school year (71-72), the previous year's program had included all tests recommended, and the tests were still available on an "as needed" basis. All personnel were aware of the testing possibilities and written reports were utilized by the faculty and counselors in assisting the students.
Orientation services were carried on by the staff but few home visitations were made, usually for the "problem" cases. The sending school was visited by the guidance staff and the students were given orientation to the "junior high school," which is located in the same complex with the senior high school at Zaragoza.

College night programs were in effect, and the college information libraries were complete, with information on all phases of college entry, scholarship and financing being present.

Vocational services at Zaragoza were only moderately applied as such activities were strictly limited in the small American community at, and near, the air base.

A definite sampling program of follow-up services was under way at the school, but returns were insufficient to meet the criteria.

Evaluation was an annual affair with each service being evaluated in totality. Written reports were submitted to the administrator recommending implementation of changes.

The guidance services at Zaragoza American High School were rated by the writer as: "extensively provided," all services of the program except the vocational placement and
follow-through services which were rated as being "moderately provided."

C. Baden-Wuerttemberg District

I. Heidelberg American High School

No data was available for Heidelberg American High School.

II. Karlsruhe American High School

The objectives of the Karlsruhe school were not printed for the faculty and there had not been a revision in the past two years. They were specific in nature and covered all phases of the program's services.

Facilities at the school were completely adequate for the counseling program with private offices and space for testing and conferences. Counseling organization provided sufficient time for activities of counselors. The counselors were certified, with the director of Guidance holding an Indiana certificate.

The moratorium was in effect for the group testing program but all tests were available, "if needed." Administration of tests was in class-size groups when made and under the direction of the guidance staff. Written reports of the testing were made with the faculty and counselor utilizing the information.

Orientation visits were made to the receiving school by
new students and counselors visited sending schools to give pertinent information on curriculum and facilities. Transfer students were afforded complete orientation programs. Home visitations were not made and were considered unnecessary in the Karlsruhe military community.

Students and parents were included in all educational placement planning and files of college information were maintained in the school library and counseling center along with a listing of potential college students. The director of Guidance and the special counselor were both proficient in college placement techniques.

A counselor functioned as vocational placement specialist but no files of local job opportunities or part-time employed students were available. Awarding of part-time employment was considered a questionable activity for the locale. Career programs were held for students and parents.

The follow-through program was in practice but returns were limited. The usage of information was therefore only moderate in effecting changes in the programs of guidance and/or curriculum.

All personnel were involved in an annual evaluation of Guidance services with written reports being submitted. Actual
implementation of changes on the basis of results of evaluation of the services was difficult to obtain.

The guidance services at Karlsruhe American High School were rated as: "extensively provided," TMIA including test administration and use of results; "moderately provided," objectives, all phases of counseling, orientation, educational placement, follow-through, and evaluation; "limited or missing," vocational placement and the testing program though this lack was by direction of the Superintendent, USDESEA.

III. Mannheim American High School

Written, printed copies of the objectives were available to the faculty, in the faculty handbook, and covered all areas of the program. These objectives had been revised in the past two years.

Staffing for the counseling services were more than required by the criteria, with all counseling personnel being certificated. The program was under the direction of a Supervisory Counselor and included a Special Educational program for the Seckenheim SUPACT (Support Activity) with certified teaching personnel.

Facilities were lacking, mainly in the areas of individual testing space and waiting space for counselees.

The testing program was in the moratorium imposed by
the Directorate but had included all tests recommended and such a program was administered in group-size before the evaluative moratorium was declared. All teachers were given in-service training in test results usage and written reports of results were available to the teaching staff. Testing was carried on under the supervision of a school psychometrist.

All results were recorded on the students' permanent record cards with test results being interpreted to students and parents privately and with discretion.

Orientation services at Mannheim included visitation by counselors and students to the sending schools and also tours of the local high school facilities were conducted, under the sponsorship of the National Honor Society members. A pictorial booklet was being prepared for incoming students for the 1972-73 school year. Home visitation was questioned, and missing from the Mannheim school program of orientation.

The provisions for educational placement included a Career Counselor who supervised the counseling center's educational and vocational information libraries. Individual interviews were arranged for interested students, freshmen through seniors, in both college and occupational fields. College and career programs for students and parents were
held annually.

Samplings from the follow-through program were not utilized to the fullest extent, and out-of-school individuals in need of further guidance services were not identified. The returns were well below the level considered to be successful in the practiced, definite follow-through program.

Implementation of changes in the guidance program as a result of evaluation of services was moderate, but the services were evaluated annually, with results being submitted in writing to the administrators. The evaluation covered all phases of the guidance program currently in effect.

The guidance services at Mannheim American High School were rated by the author as: "extensively provided," objectives and evaluation; "moderately provided," organization and staffing of the counseling services, administration and utilization of the results of testing, orientation services, educational placement, vocational placement, and follow-through; and "limited or missing," testing program (moratorium) and facilities for counseling.

IV. Stuttgart American High School

One of the larger schools in USDESEA, the objectives at Stuttgart were not available to all staff members and were
limited as to specificity and did not completely cover the total services of the program. A revision of the objectives was in process at the time of the survey.

The counseling organization at Stuttgart had each student assigned to a teacher as an advisee with teachers referring the "harder" cases to the counselors. Eighteen periods were available for counseling the 950 students, which was slightly below the criterial ratio of 1 per 50. This did not include the teachers' counseling activities which added, and exceeded, the amount.

All counselors were certified, including the CoWex director. Facilities at the counseling center were moderately provided with individual testing facilities being restricted. Waiting area space was also minimal.

The testing program at Stuttgart had been individualized for all standardized "group" programs, as the faculty felt that many of the tests were inappropriate and the time and cost were not justifiable when viewed in terms of "results obtained." All testing was under the supervision and administration of the counselors and/or school psychometrist.

The results of tests were not recorded on permanent records but were explained fully to students in private sessions.

Orientation procedures included planned programs for all
students, late and new, with flexibility being the "by-word." No counselor visitations were made to students' homes or to sending schools.

Students only decided upon the educational programming at Stuttgart. College information was available in the school library and counseling center and included all pertinent information on entrance and financing. College day/night programs were held annually for interested students and parents.

A Career Counselor was available at the school but there was little placement in specific employment positions, as the community is basically "foreign" for employment opportunities. The CoWex counselor was in close contact with supervisors in the work-study programs. Occupational fields were the goals for graduates, with files available for students and parents. An annual career program was held.

A follow-through program was in effect but returns were almost nil; seemingly making the program inoperable.

All faculty members were involved in the evaluation of services but no written report was submitted. Changes in the program were implemented on the basis of the evaluation.

The guidance services at Stuttgart American High School were rated by the writer as: "extensively provided," the
individualized testing program, the administration of the testing program, and the use of test results; "moderately provided," all phases of the counseling services, orientation, educational placement, and evaluation; "limited or missing," the group testing program, objectives, vocational placement, and follow-through.

D. Hessen District

I. Berlin American High School

The objectives were printed, but not available to all faculty members, and were specific and all-inclusive of the program's services. They had been revised within the past two years.

Organization for counseling included 13 periods for 650 students, which exceeded the criteria. Facilities were small but included space for group conferences and small group guidance. Record-keeping of interviews was not maintained.

Parents were not regularly scheduled for inclusion in conferences, and students were not scheduled for regular twice-yearly conferences.

The testing program included all the recommended tests, including aptitude tests, and all administration of tests as carried on by counselors or psychometrists. Tests scores
were recorded and all test results were utilized by teachers and counselors for the benefit of the students.

Orientation services found the counselors visiting sending schools and students were given familiarization tours of the facilities. Intake interviews were held by the counselors assigned to the students and was continuous. Late enrollees were afforded the same orientation program as new students.

The senior counselor was proficient in the placement of graduates though no file of potential college students was maintained. Scholarship information was limited, but complete libraries of college catalogs were maintained. A college day program was an annual occurrence.

A vocational placement specialist was available but the actual placement of graduates in jobs was lacking. Part-time jobs were not awarded by the placement director. A career day program was held and occupational files were maintained in the counseling center and school library.

No formalized program of follow-through was practiced at Berlin with information coming from informal sources such as letters to counselors and teachers. This information was applied to improve the school programs.

A written report of the yearly evaluation of the guidance
services was made with a moderate amount of implementation of changes in the program on that basis. All individuals on the faculty were encouraged to participate in the evaluation.

The guidance services at Berlin American High School were rated by the author as: "extensively provided," the counseling staff and all phases of the testing program; "moderately provided," objectives, facilities for counseling, orientation, educational placement, vocational placement, and evaluation; "limited or missing," organization of counseling services and the follow-through services.

II. Bonn American High School

No printed copies of the objectives were available to all members of the faculty but the objectives were stated in specific terms and covered all phases of the guidance program. The objectives had recently been revised.

 Facilities at Bonn were excellent, except for the amount of waiting room space. Ten periods of counseling time were available for the 300 students, which exceeded the criteria. No in-service program was in effect but all counselors had received formal training within the past five years and all were certified.

The testing program, as standardized by USDESEA, was in
effect and included all tests from the criteria. Tests were administered in class-size groups and as a part of the program for administering tests there was an in-service training session for all teachers. The tests were not included as a part of a class unit. Testing results utilization was difficult at Bonn because of the large number of non-English-speaking students (as a native tongue). A great amount of follow-up is done on such students. Results are recorded on permanent records and are utilized by the faculty and counselors in counseling and assisting students.

Orientation procedures did not include visitations to homes of students nor to the sending school (all schools are a part of the same complex). All orientation services were available to late enrollees.

Educational placement counselors were proficient and there were complete files of pertinent college information. No college day program was held.

A career specialist was available with complete files of occupational information maintained. Part-time jobs were not in demand at Bonn. No career day program was held.

No follow-through program was practiced as there had not
Yet been a class graduated from Bonn.

Evaluation services involved the total faculty with a written report being submitted annually.

The guidance services of Bonn American High School were rated as: "extensively provided," objectives, facilities and staff for counseling, program and use of test results for TMIA, educational placement, and evaluation; "moderately provided," organization for counseling, administration of tests, and vocational placement; "limited or missing," orientation and follow-through.

III. Bremerhaven American High School

Probably the most farflung of the USDESEA schools, and one of the smallest, Bremerhaven's 200 students are serviced by a counselor for students in grades 6-12. He also acts as a consultant for the elementary school. A part-time career counselor also was assigned giving the school a total of eight periods of assigned counseling time which more than fulfilled the criteria. The objectives were written but printed copies were unavailable for the faculty. The objectives had not been revised within the past two years.

Facilities for counseling were excellent as to space but decor and accessorial equipment were somewhat lacking.
The testing program was directly under the guidance staff and included all instruments noted in the criteria. The tests were administered in class-size groups and as a part of the class unit. In-service training for teachers in use of test results was missing from the service.

Individual testing was carried on by counselors and test scores were recorded on permanent record cards.

Home visitation by counselors was not included in the Bremerhaven orientation services, but there was a planned program of activities conducted throughout the first semester of attendance.

No file of potential college students was available nor was a college day program in effect. The senior counselor was proficient in placement of graduating students and files were present with information on scholarships and financing of a college education.

Vocational placement services were missing from the Bremerhaven school guidance program.

Follow-through returns were well below the level rated as being successful. No attempt was being made to identify out-of-school individuals in need of further counseling.

The annual evaluation was carried on by the whole staff
with implementation of suggested techniques being moderately made. A written report of activities was submitted but the report was not comprehensive.

The guidance services at Bremerhaven American High School were rated by the writer as: "extensively provided," all aspects of the TMIA program and orientation; "moderately provided," the counseling services, follow-through, and evaluation; "limited or missing," objectives, educational placement, and vocational placement.

IV. Frankfurt American High School

No data was available from Frankfurt American High School.

V. Wiesbaden American High School

No data was available from Wiesbaden American High School.

E. Rheinland-Pfalz District

I. Bad Kreuznach American High School

No printed copies of the objectives were available for the members of the faculty but it was felt that all members of the faculty were aware of the services provided. The objectives had not been recently revised.

The counselor was assigned for a total amount of eight periods for the 270 students which exceeded the criteria. He was not certified in counseling and had not attended formal
classes recently. Facilities were excellently provided. Interviews were not recorded.

The internal testing program included all instruments except the aptitude tests and were administered in class-size groups. Tests were not included as class units. Testing was conducted under the supervision of the counselor with skilled administrators being utilized in testing environments. No in-service training in test results use was in effect.

No planned program of orientation extended through the first semester for the student and home visitation was also missing. Transfer students were afforded the same orientation services as new students.

The senior counselor was well qualified in the placement of graduates and complete information was available on financing and scholarships. Four-year programs were planned for all students. No file of potential college students was maintained.

The Bad Kreuznach respondent indicated there was no need for placement activities in the vocational fields at the school.

The follow-through services were inoperative and were questioned as to need there.

Counselors and faculty participated to a moderate extent
in the annual survey of guidance services. No written report was submitted to the principal.

The guidance services at Bad Kreuznach American High School were rated as: "extensively provided," facilities for counseling and the testing program; "moderately provided," objectives, counseling organization and staff, testing administration and use of results, orientation, educational placement, and evaluation; "limited or missing," vocational placement and follow-through.

II. Baumholder American High School

All faculty members had printed copies of the objectives available and the objectives had been revised in the past two years.

There were 12 counseling periods for the Baumholder school which matched the criteria requirement. All members of the PPS staff were certified. Facilities were moderate with individual testing facilities being limited.

The school psychometrist supervised all testing which had been individualized, with the High School Counselor doing testing with vocational instruments. All use of test results was proceeded by an in-service training program.

Students from sending schools visited the physical plant
and counselors held informational conferences at the sending school. No home visitation was conducted by the guidance staff though the social worker was a resource individual.

Educational placement services were provided for college-bound seniors with libraries of pertinent information being maintained in the school library and counseling center. There was no college day/night program held.

Only an occupational information file was maintained as a vocational placement service. All other items of the check list were missing from the program. There was doubt as to the appropriateness of such a program overseas.

A definite program of follow-through was practiced but samplings were not limited to five-year alumni. Returns were far below the 70-80% level rated as successful.

The evaluation services were extensively provided but results of the evaluation fell far short of their goals to strengthen and improve the program by implementation of changes identified as necessary by the evaluation. A written report was submitted.

The guidance services at Baumholder American High School were rated by the author as: "extensively provided," objectives, counseling staff, and TMIA services with the notation that the
internal program was individualized; "moderately provided," all
counseling other than staff, orientation, educational placement,
and evaluation; "limited or missing," vocational placement and
follow-through.

III. Bitburg American High School

Objectives were provided in written form in the faculty
handbook for all members of the faculty and are specific and all-
inclusive as to services covered. They are currently being revised.

All staff members with the exception of the Career Counselor
were certified and the organization gave 22½ counseling time
periods of assigned time exceeding the criteria. No in-service
training program for counselors was in effect.

Facilities had recently been renovated with the location
being convenient to students and administrators.

The moratorium on group testing was in effect at Bitburg
at the time of the survey but all administration criteria were
moderately pursued. Test scores were recorded on permanent cards
and test scores were interpreted with discretion.

Students were not given tours of the facilities but counselors
visited sending schools and held conferences for students and
parents to explain the programs at Bitburg. All late enrollees
were given intake interviews immediately upon enrollment.
Senior counselors were proficient in their fields and the college information files were complete and contained information necessary to successfully finance a college education. No college day program was held.

The follow-through services were limited to informal correspondence with returns being moderate, well below the number of returns necessary to justify changes in the programs.

Vocational placement services were limited to occupational files with a career night program being held.

No written report of the annual evaluation of guidance was made to the principal, other than the USDESEA report of activities conducted. Changes in the program are proposed on the basis of the evaluation.

The guidance services at Bitburg American High School were rated as follows: "extensively provided," objectives and educational placement; "moderately provided," all counseling services, the administration and use of test results, orientation, and evaluation; "limited or missing," vocational placement, follow-through, and the internal group testing program which was in abeyance as a result of a moratorium imposed by the Directorate, USDESEA, in an effort to determine the worth of the internal testing program throughout the system.
IV. **Kaiserslautern American High School**

All members of the faculty had printed copies of the objectives available to them and the objectives had been revised within the past two years.

The organization provided did not meet the criteria for counseling time, by a narrow margin. The physical facilities were adequate for counseling. None of the personnel assigned to counseling positions were indicated to be certified.

Testing was the responsibility of the guidance, and administration, departments and was individualized with only the TAP being administered in group size as a part of a class unit.

An in-service program in use of test results was in effect with test information being recorded on the permanent records cards.

Orientation was held during the first week of school attendance with counselors doing program planning at the sending schools and finalization at the receiving school.

The senior counselor was exceptionally well qualified and college information libraries were present with complete information available. A college night program was held annually.

The career center was too small, and needed enlargement. A placement specialist was available and had the primary concern
for helping students find employment. Files of job sources in the community were not available.

A definite follow-through program was practiced and results met the return criteria. The information obtained was "helpful" in implementing changes in the school programs.

A combined evaluation by teachers, parents, students and administrators was carried on by the Kaiserslautern school with changes being implemented on the basis of the information obtained.

The guidance services at Kaiserslautern American High School were rated as: "extensively provided," objectives, facilities for counseling services, all phases of the TMIA services, follow-through, and evaluation; "moderately provided," counseling organization, orientation, educational placement, and vocational placement; "limited or missing," counseling staff.

V. Zweibruecken American High School

Printed copies of the objectives were available to all faculty members and the objectives had been undergoing revision within the past two years.

All members of the counseling staff were certified and the organization of counseling time exceeded the criteria. Facilities for counseling activities were limited.

The testing program was a guidance function and lacked
all recommended tests. Tests were administered in class-size groups as a part of a class unit. All administrators of tests were skilled, and an in-service program in test results was provided for interested teachers. Students were informed of test results in private interviews.

Students did not receive familiarization visits to the physical facilities and no planned program of orientation was held during the first semester at the school. Initial interviews were given by assigned counselors, and late enrollees were also afforded comparable orientation programs as the new students.

Educational placement and vocational placement services were provided, with all counselors being skilled in their tasks.

The follow-through services were missing from the Zweibruecken program. Evaluation was carried on annually with information obtained used to improve the services offered.

The guidance services at Zweibruecken American High School were rated as: "extensively provided," objectives, counseling staff, testing program and use of test results, educational placement, vocational placement, and evaluation; "moderately provided," counseling organization, administration of tests, and orientation; "limited or missing," counseling facilities and follow-through.
F. Nord Bayern District

I. Nuernberg American High School

No data was available from Nuernberg American High School.

II. Wuerzburg American High School

No data was available from Wuerzburg American High School.

G. Sued Bayern District

I. Augsburg American High School

Printed copies of the objectives were available for all members of the faculty and were specific and extensive in nature. The objectives had undergone revision within the past two years.

All staff members had undergone formal training in the past five years and all were certified. A total of 18 periods, almost double the criteria requirements, was scheduled for counseling. Facilities were well provided at Augsburg.

The testing program was individualized with the results being provided students after grading by a U.S. company in private interviews. Students tested students in the program.

The external program was administered by a teacher with counselors doing the individual testing of personality instruments. No in-service program in use of results was available to the teachers.

Results of testing were recorded in the permanent files of
the students.

No immediate or long-range planning was effected for late enrollees, though familiarization tours of the facilities were provided. Counselors visited some homes of students. Visits to sending schools were conducted to disseminate information as to academic and extra-curricular programs of the school.

Senior counselors were proficient in placing graduates. College entrance information and financing information were provided. A college day program was not held. Flexible planning was not present nor was the four-year programming for students.

Vocational specialist assistance was available and files of occupational information were in the counseling center. No career day/night program was held.

Follow-through services were missing from the program except for the identification of out-of-school individuals in need of further guidance services.

A planned program of evaluation involving the total faculty was carried on annually, with written reports being available.

The guidance services at Augsburg American High School were rated by the writer as: "extensively provided," objectives, counseling organization and staff, use of test results, and
evaluation; "moderately provided," counseling facilities, orientation, educational placement, and vocational placement; "limited or missing," the testing program and testing administration, and follow-through.

II. Munich American High School

The objectives were written and specific in nature and covered all phases of the guidance program.

All staff members were certified and had undergone formal training recently. The organization granted 18 periods for counseling which met the criteria. Facilities were provided but accessorial equipment and materials were deficient. Clerical assistance was minimal and needed supplementing.

The testing program included all recommended tests and was the responsibility of the guidance department. Individuals administering tests were skilled in their techniques, with counselors and/or a psychometrist administering individual tests. A full screening of individuals for the CHAMPUS program was also conducted under the auspices of the guidance department. Test results were recorded and interpreted to students in private interviews. No in-service program was given to new teachers but a general in-service program in test results usage was in effect.

Orientation practices included visits by students to
the receiving school and counselors conducted initial intake interviews for their counselees. Counselors did not visit the sending schools nor make home visits. Transfer students were given orientation programs similar to the new students.

The senior counselor was proficient in the placement of graduates and the counseling center maintained complete educational and vocational files. A college day program was held for students and parents. (Maryland University's Munich campus is attended by many students from the overseas school system.)

The vocational placement specialist was missing from the Munich staff. Employment opportunities were not secured for students. Career day programs were held and guest speakers were invited to give presentations in their fields of occupational employment. Field trips to Munich's numerous factories were also conducted.

The follow-through services were missing from the Munich program. The information available came from informal correspondence with former students. Few colleges return requests for follow-through information.

The evaluation services provided information that was utilized in implementing changes in the programs, and a report of the evaluation was submitted in writing annually.
The guidance services at Munich American High School were rated by the author as: "extensively provided," objectives, testing program, educational placement, and evaluation; "moderately provided," all services of counseling, test administration and use of results, and orientation; "limited or missing," vocational placement and follow-through.

III. Vicenza American High School

The school has adopted the USDESEA guidance objectives with printed copies being available to the faculty but not for all members. All services are covered by the objectives, and the services attempt to fulfill the objectives as written.

Two counselors are assigned to the department, one full time and one half time, giving nine periods which more than fulfill the criteria. The counselors know all students in the school personally, which is beneficial to the counseling program. Facilities are excellent for counseling.

All recommended tests were available, but the moratorium on group testing was in effect so no group testing was in progress. Tests also included aptitude tests and interest inventories. All test administrators were skilled in test administration and individual testing was carried on by school counselors or psychometrist. An in-service program
in test results usage was in effect for teachers. Test information was recorded on students' permanent records. Test results were explained to some students, and in private sessions.

The high school also has a dormitory which comprises 33% of the student body, which makes home visitations difficult to accomplish. Tours of the physical plant are arranged for new students and late enrollees who are given similar orientation programs. There is no continuing program of orientation throughout the student's first semester of attendance.

Educational placement was excellent but few four-year programs were planned because of the great mobility of the student body. No college day/night program was held.

Vocational placement was absent from the program of the Vicenza school, and was considered inapplicable to the local community's needs. No career day/night program was held for students and parents.

The follow-through services were considered unnecessary at Vicenza and was missing from the guidance program.

The total faculty was involved in the evaluation of the program's services at the end of the 1971-72 school year with the majority of "concerns" being implemented into the program
for the school year 1972-73.

The Vicenza American High School's guidance services were rated as: "extensively provided," objectives, counseling facilities and staff, testing program and administration of tests, and evaluation; "moderately provided," counseling organization, orientation, and educational placement; "limited or missing," vocational placement; "need questioned," follow-through.

Table XXXVI (on pages 254-6) is a summary of the findings of the evaluation of the guidance services in the USDESEA secondary schools.

V. CONCLUSIONS AND RECOMMENDATIONS

From the data presented in this study, the following conclusions and recommendations would appear to be in order for further consideration:

1. While USDESEA disseminates a set of guidance objectives to the schools, not all schools had a set of written, printed objectives available to all members of the school's faculty. It is recommended that the directors of guidance for the individual schools, or their guidance committees, further refine the USDESEA listing to be in accordance with the local philosophy of education and guidance services.

2. The provisions for counseling time varies from school
### TABLE XXXVI

**A SUMMARY OF THE FINDINGS OF THE EVALUATION OF THE GUIDANCE SERVICES IN THE UNITED STATES DEPENDENTS SCHOOLS, EUROPEAN AREA HIGH SCHOOLS**

<table>
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<tr>
<th>School</th>
<th>Objectives</th>
<th>Counseling Organization</th>
<th>Counseling Facilities</th>
<th>Counseling Staff</th>
<th>TMIA Program Administration</th>
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**TABLE XXXVI (continued)**

Legend:
- **A.H.S.** -- American High School
- **A.D.H.S.** -- American Dependents High School
- * -- USDESEA testing moratorium in effect
- ** -- all testing individualized
- # -- the survey instrument was not returned
- **E** -- services extensively provided
- **S** -- services moderately provided
- **L** -- services limited or missing but desirable
- **M** -- services missing but need is questioned
- **N** -- services not applicable to the local community
school, but in all schools USDESEA has established "slots" for counselors in accordance with the recommendations of authorities with a ratio of approximately 1:300 for student:counselor ratios. In all schools, counseling was the domain of trained specialists. However, some counselors were not certificated personnel and it is recommended that all counselors meet this criteria of certification requirements.

Physical facilities varied greatly from school to school; from "extensively provided" to "limited." It is recommended that all schools provide areas that are conducive to the successful counseling of students. This would mean providing private offices for counselors, individual testing areas, and waiting space with decor in keeping with the helping relationship. The areas should be located conveniently to the administration but separate and be furnished adequately with material.

3. The testing program of group testing was also varied, depending somewhat on when the check list was completed. The evaluative moratorium on testing affected many programs as to instruments offered. However, in one school students administered the tests to other students with grading being completed by a Stateside firm.

The majority of the programs were satisfactory in terms of
the criteria with all types of recommended instruments available to the guidance specialist.

Tests are designed to assist the individual in discovering his abilities, limitations, and interests and should be utilized for these purposes.

It is recommended that a testing program be pursued and that all test results be disseminated to students involved and to faculty members with appropriate in-service training in the use of the information obtained. The tests should be explained to both students and test administrators as to nature and purpose so that the student understands the importance of the test and so that the greatest motivation possible is instilled in the testee to obtain optimum effort and results.

Whatever the outcome of the moratorium study, there should be a testing program that includes the basic test instruments for intelligence, achievement, interest inventories, and aptitude testing.

4. Orientation services were provided to some extent at all of the USDESEA secondary schools and some extended that service throughout the first semester of student attendance at the school. Some schools met this criterion with "group guidance" as a part of the academic program. In others a more informal
program was in effect as the total school complex was in one physical plant. It is recommended that the schools not conducting formal orientation programs develop such a program and continue it through the first semester of attendance to facilitate the adjustment of the students into the new school's activities, academic and extra-curricular.

5. As might be expected from an overseas location, the educational placement services were provided to an extensive extent at almost all of the USDESEA locations, the college information files were extraordinarily complete in most of the schools' counseling centers. Some did not hold college day/night programs, citing extreme difficulties of distance. The educational placement services should continue to be strong throughout the student's academic life, at all grade levels, planning the necessary educational activities to assist him in meeting his goals. It is recommended that all counselors be continually in the process of improving techniques and strengthening methodology for assisting students in their process of self-determination for his particular goal.

6. The services of a vocational placement specialist could very well be questionable in the overseas schools where the need for part-time employees in the military is
very limited. Furthermore, "Status of Forces Agreements" also limit the number of positions available for American dependents. The demand for part-time employment based on financial need is also somewhat spurious as the majority of the military on the same socio-economical level (the regulations Governing travel limit those who are "command-sponsored."') and schooling is entirely "free", provided by the local base.

Some of the schools had a Cooperative Work Experience Coordinator, and it is recommended that all schools not having such a program develop one to assist the terminal-education student in determining and developing his work skills. The Career Counselor and CoWex director should cooperate in determining interests and aptitudes of the students. Home visitation by counselors should also be instituted, if not now in effect, to help in the counseling of students as the home environment has great bearing on the students' actions and interests.

7. Follow-through programs are practiced extensively in only one of the 20 schools answering the survey. In all others it was limited or missing. A continual pattern of difficulties ranging from student body mobility (few stay four years at one school) to non-answering of requests were
cited as reasons for this limitation. It is strongly recom-
mended that all schools formulate a definite program of follow-
up inquiries, sampling the most recent graduates. While many
students do leave the immediate community immediately upon
termination of schooling, some are still present and can
be interviewed for information. Also, many parents remain
overseas and can serve as resource personnel. Some civilian
sponsors remain within the local community and can also be
surveyed for pertinent information concerning their children.
A regular program of mailing of simplified questionnaires
should be formulated with returns being tabulated and utilized
to strengthen and improve the current academic programs in
terms of assisting future students to achieve goals.

8. The USDESEA regulations require the submission of an
annual report of guidance activities and this should be an
excellent opportunity to extend the activity into an annual
evaluation of the guidance services, with the results being
used to implement changes to strengthen and improve weak
points discovered by the evaluation. Strong points can be
further strengthened and extended. The total faculty, or at
least the guidance committee of the school, should participate
in the evaluation. This would also be a method of imparting
awareness of the program to the faculty members.

9. As noted in the results of the survey, the guidance programs varied greatly from school to school though all are based on USDESEA's set of guidance objectives. It was also noted that many similarities existed among the local communities. It is therefore recommended that a more formalized means of communications be developed between the guidance departments of the individual schools. This would enable a more open exchange of practices that are utilized to successfully cope with problems and situations. A particularly good technique, or techniques (see Appendix D), may then be shared and possibly adapted to overcome a similar situation in some other locality.

10. It is further recommended that all attempts be made to exploit local resource personnel, either from the local military or the local "foreign" community to expand opportunities for the students to better his chances for successful self-determination and self-assistance.
BIBLIOGRAPHY

  A glossary of technical terms used in educational and psychological measurement for persons with limited training in the field.

  An attempt to answer some common questions concerning guidance in the nation's schools.

  A book written for the person involved in a human relationship with another person centering on the school counseling process.

  A textbook outlining the basic information sources in the field of occupational information and giving a history of the development of the occupational information services of the U.S. Bureau of Labor.

  A publication intended as a text and source book for graduate courses in group aspects of personnel work and as a source book for counselors, administrators, and other individuals dealing in services where group counseling is provided.

  An attempt to assemble the basic scientific information which supports the work of the school counselor and tells who should perform the professional counseling and guidance services needed in schools.
A booklet outlining the criteria and objectives for an exemplary program in guidance services.

This book attempts to clarify the relationship of guidance services to instruction and to the teacher and other personnel, to identify major functions of personnel in guidance programs, and to provide a framework of principles from which the program of well-organized guidance can be developed.

A book for beginners in guidance programs, particularly appropriate for the introduction of a study of guidance techniques, individual analysis, pupil appraisal, and fundamentals for understanding pupils.

A listing of services and activities for guidance in the Ohio elementary and secondary schools.

A review of the broad objectives of education, identifying the major functions of the educational processes, attempting to perceive guidance in the educational processes.

An inventory developed from a workshop following a partial survey and analysis of testing programs in participating schools by the Ohio University College of Education.
A book addressed to guidance practitioners and colleagues in elementary and secondary schools to take a fresh look at the meaning and purpose of guidance and to continue to examine aspects of management of the program which have to do with leadership, definition of roles, and functions and use of guidance staff in the school situation.

A book projecting the philosophy and role of guidance in education with prerequisites for the formation and modification of programs. Also presents an organizational structure for each of the seven guidance services.

The contents are focused on how the counselor works with an individual in personalizing the information processes in educational, occupational and personal-social areas and with professional personnel who also work with the individual.

A presentation of basic concepts and procedures for guidance services at all educational levels and to serve as an introduction to the field of student guidance services.

A book outlining the individualized aspects of the pupil personnel services program which are designed to help each student to reach his full potential in the areas of vocational, personal, and emotional development.

A fine introduction to the importance and difficulty of understanding the individual in his environment. Lists some of the imperatives to effective guidance services.


A thesis presented for the program of Specialist in Education degree. Especially valuable for the check list evolved and for the criteria presented.


Describes methods and problems encountered in the evaluation of a guidance program. Delineates the types of evaluative criteria.


A project to build and strengthen bridges between the social-cultural sciences and the practices of guidance-personnel work and in the belief that concepts can change us and the world and that the areas of guidance-personnel work and education need some new theories and concepts on which to base professional practice.


A book for teachers and student teachers ... for anyone interested in transmitting skills and knowledge to others.

A book written to serve as a text for a course in guidance stressing the consistency and/or overlap of elementary and secondary school goals and methods and materials and the amount and type of knowledge needed to meet guidance responsibilities.


An effort to present in proper perspective four essential and inter-related phases of the guidance program, and is designed for introductory courses in guidance, counseling, and pupil personnel services to help teachers, advisors, counselors, and administrators in their approach to the problems of guidance.


This section serves as a guide for evaluating the guidance departments of schools undergoing NCA accreditation evaluations. Evaluates the guidance programs and pupil personnel services program within a school.


A textbook for the preparation of counselors. It gives a sequential approach to the guidance viewpoint and stresses the importance of the total school in the program of guidance.


The book presents principles, procedures, and plans necessary for initiating, developing, and appraising a modern school guidance program with special emphasis on flexibility.
An instrument for evaluating the guidance program. Contains a description of the guidance program and the printed objectives of the program.

A rough outline of the guidance services conducted by counselors who establish helping relationships with adolescent individuals. An attempt to provide a capsule description of guidance services which may be of some assistance to those responsible for such services.

A delineation of the guidance program into the services performed by the different individuals in the educational process. Outlines the ideal program for the secondary school indicating the duties of teachers, specialists, and administrators.

A book presenting six objectives including developing an awareness of self-structure and skills in influencing the counselor's role, providing a framework for students, to introduce counseling approaches, to promote understanding of counseling practices, and to help students understand the problems, issues, and concerns confronting the counselors.

A textbook purporting to outline the characteristics and techniques for organizing and administering a guidance program. Especially helpful for the check lists for evaluating the guidance program.
EVALUATIVE CHECK LIST WITH INSTRUCTIONS FOR COMPLETION

The information requested in this check list, as grouped, is for the purpose of evaluating each service to the fullest extent. Please complete one copy for the researcher and one copy identically for your file.

In addition to the check list, space is provided for additional comments at the time of the self-evaluation, as deemed necessary by the evaluator.

To prevent any comparison between individual schools, no numerical rating is requested. In lieu thereof, please complete each blank by placing the following as appropriate therein:

- E -- Provision or condition is made extensively.
- S -- Provision or condition is made to a moderate extent.
- L -- Provision or condition is made to a limited extent or is missing but needed.
- M -- Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
- N -- Provision or condition is not desirable or does not apply.¹

In all other blanks indicate as instructed.

Appendix A

GENERAL DESCRIPTION OF THE SCHOOL

Name of School

Name of Principal

Name of Assistant Principal(s)

Name of Director of Guidance

Exact Title

Date of Completion of Questionnaire

Enrollment by Grade Level:

12th

11th

10th

9th

8th

7th

Enrollment by Service:

Army

Navy

Air Force

Civilian (tuition)

Other
SECTION I

OBJECTIVES

1. The objectives of the guidance department are stated in specific terms.

2. All areas of the guidance program are covered in the objectives.

3. All services attempt to fulfill the objectives as written.

4. Printed copies of the guidance program objectives are available to members of the faculty.

5. All of the school faculty is aware of the guidance program and of its objectives in the school's educational program.

6. The objectives of the guidance program have undergone revision within the past two years.

ADDITIONAL COMMENTS
Appendix A

SECTION II
COUNSELING SERVICES

1. Information concerning counselors:

<table>
<thead>
<tr>
<th>Name of Counselor**</th>
<th>Certified*</th>
<th>State of Certification</th>
<th>Grade(s) Assigned</th>
<th>No. of Pupils</th>
<th>Counseling Time (min)</th>
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*Please answer "yes" or "no".

**Please include all PPS personnel and indicate positions other than counselors.

2. Location and office space provided for counseling services are adequate.

3. Space is provided for small group guidance and for conferences.

4. Individual testing facilities are provided.

5. Students and conferees are provided with waiting space when arriving at the counseling area.

6. The guidance facilities are decorated in a manner pleasing to the personnel utilizing them.

7. Each counselor is provided with a private office for exercising counseling assignments.

8. Secured filing facilities are available for individual guidance folders.

9. Tape recorders and other equipment are available and regularly used in the interviews.
10. The counseling area is integrated into the communications system so that announcements may be monitored or shut off as necessary.

11. A program of in-service training exists and meets regularly for counselors involved.

12. All counselors have attended formal classes at colleges or universities within the past five years to retain levels of capability.

13. The students are aware of the counseling services and know the procedure for counseling and to which counselor they are assigned.

14. A twice-yearly session is scheduled for each student's counseling.

15. Time is allowed by each counselor for unscheduled and/or emergency interviews.

16. Interviews are accomplished after a careful study of individual guidance records.

17. Accurate, private, confidential records are maintained on each student.

18. A separate folder is maintained in the guidance facilities on each student.

19. Potential dropouts are counseled before being permitted to drop school.

20. Students are aware of their potential abilities and limitations, and realistic goals have been, or are being developed.

21. Individual counselors are trained and skilled in vocational, educational, and personal adjustment techniques of counseling.

22. All counselors are aware of additional assistance for serious problems and make use of such supplemental assistance and information.
23. Periodic meetings of the director of guidance and the counseling staff are held.

24. Parents of counselees are invited to participate in interviews at least once yearly.

25. Parents and counselees make all decisions concerning problems and/or reasons for interviews.

26. The counseling program does not interfere with the educational-academic school program.

27. The faculty is aware of procedures for counseling requests.

ADDITIOnAL COMMENTS:
SECTION III
TMIA (TESTING, MEASUREMENT AND INDIVIDUAL APPRAISAL) SERVICES

1. Please describe the testing program that is now in effect at your school. Is the program the responsibility of the guidance staff? Where it is not, please so indicate. Please list tests by name, type and grade used.

2. Tests are administered in groups of class size.

3. The test is administered as a part of the class unit where and when possible.

4. A program of in-service training is given to all NEW teachers in the use of test results.

5. A program of in-service training is given to ALL teachers in the use of test results.

6. The individual administering the test is one skilled in the processes of test administration.

7. Any and all discrepancies and/or irregularities that may cause a testee's score to be invalid are reported to the Director of Guidance by the individual administering the test.

8. The purpose of the test and the nature of the test are explained to the students before administration of the test.

9. The faculty is aware of the program of testing and has been instructed in utilization of test results.

10. Counselors, or psychometrists, carry on all individual testing of students.
11. Test scores are recorded on permanent records of students.

12. Students' test results are explained individually in private interviews.

13. When interviewed as to test results, students are encouraged to react to meanings of such scores as they feel the scores describe their aptitudes, abilities, achievements, and/or interests.

14. Results of tests as shown by test scores are interpreted to parents with discretion.

ADDITIONAL COMMENTS:
SECTION IV
ORIENTATION SERVICES

1. Students expected to attend the receiving school have visits to the school planned to acquaint them with the physical facilities.

2. Counseling interviews with new students are conducted by the counselors who will be that student's counselor for the duration of the student's first year at the receiving school.

3. Each individual student interviewed by a counselor as they are entering the receiving school for the purpose of immediate and long-range program planning.

4. Counselors make home visitations to the homes of new students.

5. Visits to the sending schools are made by the counselors to discuss curriculum, activities, and general procedures with the students and parents about the receiving school.

6. During the first semester that the new student is in the receiving school, a planned program of orientation is given.

7. An intake interview is given to late enrollees and transfer students on their first day of attendance by the counselor who will have that student as a regular counselee.

8. Immediate and long-range programs are planned for the student as soon as possible after his transfer from another school.

9. Transfer students are given a tour of the physical facilities upon entering and enrolling in the receiving school.

ADDITIONAL COMMENTS:
(Please use additional sheets as necessary.)
SECTION V

EDUCATIONAL PLACEMENT SERVICES

1. The senior counselors are proficient in placing graduates in colleges.

2. A college catalog library is maintained in the counseling center.

3. The counseling center maintains a file of college materials.

4. The counseling center has scholarship information in the center.

5. An adequate source of scholarship help is available for the school's graduates.

6. The counseling center maintains a file of potential college students.

7. Information on the financing of college educations is provided through the counseling center.

8. A college day or night program is held annually for interested students.

9. Educational placement at each grade level is made through the counselors for each student in the counseling process.

10. A four-year educational plan is programmed for each student.

11. Student and parental approval are given to the plan.

12. The plan can be changed any time during the four-year period, and is flexible enough to be amended as necessary.

ADDITIONAL COMMENTS:
(Please use additional sheets as necessary.)
SECTION VI

VOCATIONAL PLACEMENT SERVICES

1. A placement specialist is available in the school whose primary concern is helping students and graduates find employment.

2. A file is maintained of all job sources within the community and is kept in the counseling center.

3. Students employed on a part-time basis have a file maintained in the counseling center.

4. Employment opportunities are secured for graduates consistent with their occupational goals as determined through the counseling center.

5. Individual ability and financial need are the bases on which part-time job opportunities are awarded.

6. The counseling center and the school library maintain files of occupational information.

7. The individual responsible for the placement of graduates, dropouts and part-time employees contacts employers regularly to determine if the personnel of the school guidance services can be of assistance to the employers.

8. At least once a year a career day, or night, program is held for the students.

ADDITIONAL COMMENTS:
SECTION VII
FOLLOW-THROUGH SERVICES

1. A sample group of individuals who have graduated from school within the past five years composes the population of the follow-through sampling.

2. Information secured from the follow-through sampling is used to improve the curriculum and guidance programs.

3. A definite program of follow-through is practiced by the school and is administered by the Director of Guidance and his staff.

4. From seventy to eighty per cent returns from the follow-through survey are included in the sampling information utilized.

5. The follow-through study is utilized to identify those out-of-school individuals who are in need of further guidance services.

ADDITIONAL COMMENTS:
SECTION VIII

EVALUATION OF THE GUIDANCE SERVICES

1. Counselors and other personnel are encouraged to note deficiencies in the program and/or new techniques which could improve the program, and to report such information to the Director of Guidance.

2. The total program is evaluated annually with each service being evaluated individually.

3. A report of activities within the guidance program is reported in writing to the principal each year.

4. The aim of the evaluation is to implement changes in the guidance program on the basis of the evaluation.

5. Changes in the program are implemented on the basis of the evaluation.

ADDITIONAL COMMENTS:
## Summary Sheet for Collating Information

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<thead>
<tr>
<th>Counseling Services</th>
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CRITERIA FOR EXEMPLARY GUIDANCE PROGRAMS IN INDIANA

I. PHILOSOPHY AND OBJECTIVES

The school has a written philosophy and clearly stated educational objectives which are consistent with each other. Included in the overall philosophy and objectives are a guidance philosophy and guidance objectives.

II. STAFF

A. PROFESSIONAL

1. One person is designated as being in charge of the guidance program for the school. The person designated with the responsibility of the guidance program meets Indiana requirements for professional guidance certification and has adequate experience at the level at which he is functioning.

2. Only personnel who hold guidance certification in Indiana are employed as school counselors.

3. All school counselors are engaged in generally accepted guidance activities on a full-time basis.

4. The school provides an opportunity for the professional growth of guidance personnel.

5. Each member of the guidance staff assumes the responsibility for his own professional growth.

6. The size of the guidance staff is such that it provides guidance services for all students.

B. RELATED PROFESSIONAL PERSONNEL

Guidance staff members have access to related professional personnel for referral and consultation.

C. COUNSELOR - SUPPORT PERSONNEL

Counselor-support personnel are utilized to permit
counselors to perform professional roles more effectively.

D. CLERICAL PERSONNEL

There is sufficient clerical staff to insure that counselors are devoting their time to generally accepted guidance activities.

III. PROGRAM

There is an organized, coordinated, full-services guidance program which includes:

A. RESPONSIBILITIES: The responsibilities and guidance program are delegated to appropriate individuals.

B. APPRAISAL SERVICES: The appraisal services insure that sufficient information is available to aid the student in making realistic decisions about himself, relative to his educational, vocational, and personal-social goals.

C. INFORMATION SERVICES: The information services insure the availability of adequate educational, vocational, and personal-social information that facilitates decision-making for all students.

D. CONSULTATION AND REFERRAL SERVICES: The consultation and referral services insure that open lines of communication exist between the counselor and teachers, parents, administrators, referral sources, specialists, and other community agencies.

E. PLACEMENT SERVICES: The placement services insure that each student is placed in the proper setting in order that he may derive maximum benefit from the existing programs.

F. COUNSELING SERVICES: The counseling services insure that each student is given the opportunity to develop a meaningful interpersonal relationship with a counselor, which clarifies student perceptions and
enables him to make appropriate decisions about himself.

G. PROGRAM DEVELOPMENT: Program development insures a continuous, organized effort by all staff members to identify those areas of the educational program which most effectively meet the needs of all students, as well as indicates those areas of program ineffectiveness which need modification in terms of changing individual and social needs.

IV. FACILITIES AND PROVISIONS

Provisions for the implementation of guidance services and facilities for the guidance program provide the physical environment and supplies which permit the program to function most effectively.

V. FINANCIAL SUPPORT

Financial allocations shall be such that an effective guidance program exists for all students.¹

D. PUPIL PERSONNEL SERVICES - Guidance and Counseling (PPS)

All counselors and the director of counseling shall serve under the direct supervision of the principal and will be responsible for the following:

1. Development of an overall comprehensive guidance and counseling program which reflects the total needs of all students within the Bitburg American High School.

2. Establish admission and registration procedures and help in planning policies for admission and registration.

3. Provide orientation of new students and parents (physical plant, faculty and students) to offerings, its requirements and its methods of work.

4. Provide other guidance services such as:
   a. Collection of significant comprehensive information about students.
   b. Provision of a larger body of authentic and up-to-date educational and occupational information for the use of students and counselors with a career planning program for students possibly starting in grades 7 and carrying through grades 12.
   c. Development of a testing program which is up-to-date and meaningful to the school.
   d. Communication with the staff concerning analysis of test results.
   e. Follow-up of students (i.e., former graduates).
   f. Provision of guidance to students in regard to program changes.

5. Offer counseling to all students, both individually and in groups. This includes preparation of background data through preliminary interviews with teachers, staff and/or students, testing, observation, and review of cumulative records; the keeping of on-going records such as pupil progress and periodic psychiatric consultation on serious problem cases if applicable.
6. Provide guidance in extra-curricular activities.

7. Provide guidance in the maintenance of student personnel records.

8. Perform services in personnel research including evaluation of total program of personnel services.

9. Coordinate efforts of teachers and other staff members to provide the best services to students. This includes coordination with special education and health services (i.e., drug abuse, sex education and other programs as appropriate).

10. Assist teachers, students and administrators in understanding students and in helping them solve their emotional problems.

11. Help the individual students, by his own efforts as far as possible, to achieve up to the level of his own capacity, to gain personal satisfaction in as many aspects of his life as possible and to make his maximum contribution to society. To assist the individual student to meet and solve his own problems as they arise; to make correct interpretations of fact and to make wise choices and adjustments.

12. Offer teachers systematic in-service training activities on a scheduled basis.

13. Provide for referrals of students from teachers, parents and the community and use school and community resources in disposition of referrals.

14. Work with parents, individually and in groups, about Guidance needs of children and with concerns over the parent and child relationship in the home.

15. Provide consultation and advice to other staff members in matters relating to the counselor's duties and responsibilities.

16. Act as a consultant to other community organizations when such service is desired.

17. Cooperate with other school departments and community organizations in the development of programs beneficial to the Bitburg American High School and the community (e.g., drug
abuse education, minority studies, human relations awareness and equal opportunity employment, etc.).

18. Accept other assignments of duties from the principal which will assist him in providing administrative services to the Bitburg American High School.¹

¹Faculty Handbook of Bitburg High School, 1972.
GUIDANCE NEWSLETTER NUMBER ONE
SY 72-73

The Newsletter will be one of the ways we plan to inform the faculty of the guidance department's activities. Your comments and suggestions on our activities are encouraged.

TESTING

1. The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test will be administered to interested Juniors on October 21. This test gives a good indication of how well a student will do on the College Board tests in his senior year.

2. The College Board tests will be given for the first time this year on the first two Saturdays in December to those seniors who have applied. Bitburg High School is a test center.

3. Standardized Testing Program. Did you miss it? A year's moratorium was called. We will probably be asked for some faculty feedback later in the year as to the value of resuming the testing program next year.

COUNSELING

1. One of the counselor's main jobs is to see students individually. The problems and questions vary. An attempt will be made to see all students' teachers refer. Please check with the counselor concerned if you do not get any feedback on your referral. The counselors will be trying to see all students who received one or more warning slips.

2. (a) Group Guidance — With the cooperation of the government teachers, all Seniors were given information on graduation requirements, procedures on applying to schooling after high school, college admissions procedures, etc.

(b) Group guidance classes are being conducted weekly with 9th graders through the PE study halls. Topics covered so far are orientation to the school, counselor's role, and the Kuder Inventory of Interests. Other topics planned are career information, how to get along with parents, how to get along with teachers, how to get along with peers, and gaining self-knowledge.
An orientation program was presented to the seventh graders with the cooperation of the English teachers. Other topics similar to the above with the 9th graders will be discussed in the near future.

**COOPERATIVE WORK EXPERIENCE PROGRAM**

At the present time there are 70 students enrolled in the Cooperative Work Experience Program: 33 seniors, 27 juniors, 10 sophomores. The General Aptitude Test Battery and Kuder Preference Record were used to make meaningful placements. A CWE roster with job sites will be distributed later.

**COLLEGE NIGHT**

Tuesday night, November 7th, a college night is being planned for interested students and their parents. Representatives from various American colleges in Europe will discuss their schools. More on this later.

**ENROLLMENT**

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<th>Lost</th>
<th>6 Oct.</th>
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The newsletter will be one of the ways we plan to inform the faculty of the guidance department activities. Your comments and suggestions on our activities are encouraged.

New Students
Since the first of October, 136 students have enrolled in the school. This brings the total to 306 students that were not in the Bitburg Junior-Senior High School last year.

Parent-Teacher Conference Area
Any teacher who has a parent conference may use the vacant office in the guidance office. If desired, you may request the student's counselor to attend the conference.

Referrals
Teachers are encouraged to refer students to the counselors. Forms are available in the guidance office but verbal referrals are welcome.

Counselors Organizational Chart and Major Duties
Attached is a copy for your information. The counselors are attempting to be actively involved in many aspects of the school program.

Transcripts
Also attached is a form that we send to other schools and with college applications to explain our school program.

Cooperative Work Experience Program
Over seventy students are enrolled in this program. This is almost one tenth of the high school population.

Guidance Committee - Another Committee!!
The Guidance Committee is a valuable asset in a school program, and is authorized by the Administrator's Guide for every school. The Guidance Committee operates under the chairmanship of the school counselor. Ideally the school Guidance Committee should comprise volunteer faculty members who have background or
interest in pupil personnel services. This interest stimulates them as individuals or as a group to assist the counselor and principal in determining the school's guidance needs. The committee should strive to:

a. Facilitate ongoing communications among the faculty in determining the school's guidance needs.

b. Assist in implementing the existing guidance program.

c. Play an active part in revising and developing, where necessary, pupil personnel practices and policies that are unique to a school's situation.

d. Make suggestions as to the feasibility of discussing local problems in group guidance.

e. Aid in better communicating the guidance resources that are available and can be drawn upon by pupils, parents, teachers and administrators. If interested in serving on this committee for this year or next, please indicate below. The committee would meet monthly or on an as needed basis.
BITBURG AMERICAN JUNIOR/SENIOR HIGH SCHOOL
U.S. AIR FORCE BASE
BITBURG, GERMANY
APPO NEW YORK 09132

JOHN DAL SANTO, PRINCIPAL

TRANSCRIPT INFORMATION SHEET
1972-73

SCHOOL CHARACTERISTICS: Bitburg American High School was established as part of the U.S. Air Force school system for dependents of military personnel. It is a six-year high school fully accredited by North Central Association with a student enrollment of 1120 and an academic staff of fifty-six teachers. The school is part of the USDESEA system, United States Dependents Schools, European Area.

School morale is stimulated by an active student council, club activities, a full-scale athletic program and a student newspaper.

COMMUNITY CHARACTERISTICS: The school is located in Bitburg, Germany where it serves Americans living in Bitburg and thirty surrounding communities. Ninety-four per cent of the school parents are military. The remaining six per cent are civilians serving the government in military support activities or working with U.S. companies located in Luxembourg. The normal tour of duty of the military parents is four years, yet the average student is enrolled in this school for 18 months.

THE CURRICULUM: The curriculum is mainly academic although eighteen and one-half of the sixty-six Carnegie units offered are in practical arts. Advanced college placement exams were written last year by seniors in Chemistry and Mathematics. The transcripts of typical graduating classes reflect grades assigned by more than 100 different high schools.

Honor Courses are marked + or H. These plus the third-and-fourth year in college preparatory mathematics, science, and foreign languages, carry an additional 0.5 grade point differential. Exceptionally capable students in grades seven and eight may enroll in Algebra I, French I or German I, II for Carnegie unit credit.
Class of 1972 - National Merit Commended Scholars

<table>
<thead>
<tr>
<th>Number graduated</th>
<th>96</th>
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52% of graduating class are attending college.

College Board Test Scores - Verbal SAT 512 Math SAT 536

Scholarship Winners Attending:

Radford College
Auburn University
Miami University
Brigham Young University
University of Oregon

Marietta College
University of Michigan
Clemson University
Mississippi State University
University of Texas

REQUIREMENTS FOR GRADUATION:

1. To graduate from USDESEA high schools, students must successfully complete a minimum of seventeen units plus participation in group guidance and physical, drug and health education.

2. Required Units (10)
   a. Aesthetics - two one-half units in humanities, literature, drama, art, music, or similar courses.
   b. Career education - two one-half units in practical arts, cooperative work experience or vocational education.
   c. Language Arts - six one-half units in English.
   d. Mathematics - two one-half units.
   e. Science - two one-half units with appropriate emphasis on environmental education.
   f. Social Studies - six one-half units (including one unit in Social Studies 9 (World Regions) or Social Studies 10 (World History), one unit of Social Studies 11 (United States History) and one unit of Social Studies 12 including one-half unit of United States Government.

A maximum of 1/2 semester unit is granted for a passing grade in any semester in any course (except physical education which is 1/4 semester unit).

GRADING POLICY:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>B</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Appendix D

I - Incomplete
W - Withdrawn (passing)
X - Withdrawn (failing)
P - Pass
F - Failure

NOTES ON CERTAIN CLASSES:

Biology 1-2 - classes use BSCS material.
Chemistry 1 - classes use Chem-Study materials.
English - classes are one semester in duration and organized according to subject material.
Mathematics - classes are taught through calculus, which is taught to an advanced placement level.
Foreign Languages - classes are taught with emphasis on modern aural-oral methods and utilizations of the language laboratory. German, French, and Spanish are offered.
Cooperative Work Experience - classes offer students a work experience in the community through school supervised programs.

COMMENTS: The Guidance Department does not provide personal recommendations in order to prevent the possibility of prejudicing the helping relationship inherent in our role. The attached summary is a compilation of ratings and comments by student-selected teachers. If this position might be detrimental to this student's candidacy please inform us immediately.

Our policy precludes providing an exact rank in class.
BITBURG AMERICAN HIGH SCHOOL
APO NEW YORK 09132

COUNSELORS ORGANIZATIONAL CHART
AND MAJOR DUTIES

The major emphasis for the counselors is to have sufficient
time for individual counseling.

This year each counselor will counsel students in grades 7-12.
This will provide an opportunity for counselor in-service
training as each counselor will handle the various problems
of an entering seventh grader to a college bound senior.

SUPERVISING COUNSELOR - Mr. Oswalt

1. Counselor for all students A-B, T-Z.
2. Supervision of counselors, guidance secretary, and
   student help.
3. Supervision of report cards and student records.
4. Correspondence pertaining to student records.
5. Guidance reports.
6. School coordinator for local scholarships.
7. Guidance orientation programs for faculty and students.
8. Administrative committee.
9. Supervise student research studies.
10. Advisor for discipline cases.
11. Preparation for guidance budget.
12. Individual IQ testing as needed.
13. Supervisor for external testing program (SAT, ACT).
14. Coordinator for testing program.

OTHER:

1. Member, community coordinating committee.
2. Scheduling committee.
3. Philosophy committee.
4. IMC committee.

CAREER COUNSELOR (1/2 TIME) - Mr. Molloy

1. Cooperative Work Experience Program Coordinator (1/2 time).
2. Counselor for all CWE students.
3. Maintenance of Career Information Center
4. Handle referrals from other counselors and faculty for
career information.
5. Contact for community resources (ref: CWE Program).
6. May be requested to assist supervising counselor in
   performance of other duties.

OTHER:

1. Registrar for Selective Service.
4. Supervisor for Graduate Record Examinations.

COUNSELOR - Mr. Schmidt

1. Counselor for all students C-D, G-Mc.
2. Group guidance classes as assigned.
3. School coordinator for referrals to hospital.
4. Contact for community resources (ref: Drug & Youth Council).
5. Member of Community Youth Council
6. Individual IQ testing as needed.
7. May be requested to assist supervising counselor in
   performance of other duties.

OTHER:

1. School drug program coordinator.
2. Teen involvement coordinator.
3. Yearbook Advisor.
4. President, EE-APGA.
5. Sports Car Club Advisor.

COUNSELOR - Mr. Umstead

1. Counselor for all students, E-F, M-S.
2. Group guidance classes as assigned.
3. Chairman of Child Study Committee (Special Education).
4. Coordinator for computer scheduling.
5. Assist in compiling high school Honor Roll.
6. Assist in compiling test and survey statistics.
7. May be requested to assist supervising counselor in
   performance of other duties.
8. Reading referrals to RIS teacher.
9. Individual IQ testing as needed.

OTHER:

2. Photo Club Advisor.
GUIDANCE SECRETARY

1. Receptionist for new students and parents.
2. Maintenance of student records, files, forms.
5. Arranging conferences for counselors, teachers, or parents.
6. Preparation and sending of transcripts.
7. Telephone.
TO: School Faculty  
FROM: Guidance Department  

SUBJECT: School Visitation and Orientation of Students From Our Feeder Schools

1. On Friday, 18 May 1973, we will be visited by students from the sixth and eighth grade classes from Pruem, Buechel, Trier, and Spangdahlem.

2. For many of these students, this will be their first visit to our type of school. Past experience has shown that Spring Visitation can be most helpful in providing answers to their questions, alleviating apprehensions and generally stimulating their interests. Your cooperation in helping us make their brief visit a pleasant one is indispensable.

3. The students will follow the below listed schedule of activities. Each group will visit your class for a brief period of time — approximately five minutes. This will permit the students to meet some of the faculty, get a general orientation of our plant facilities and prepare them for the operation of our classes. Teachers are not expected to prepare a special assignment for that day. Each group will be conducted by a member of our student body.

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1000</td>
<td>Students arrive at school</td>
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<tr>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td>1010</td>
<td>Remarks by High School Principal, Dr. John Dal Santo</td>
</tr>
<tr>
<td>1020</td>
<td>Remarks by Director of Guidance, Mr. Bruce Oswalt</td>
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<tr>
<td>1030</td>
<td>Students to visit classes:</td>
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### Appendix D

<table>
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<tr>
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<td>Sci R-54</td>
<td>H Ec R-107</td>
<td>IA R-115</td>
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<tr>
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<th>Typ R-4</th>
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<th>Band R-50</th>
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<td>Band R-50</td>
<td>Fr R-108</td>
<td>Typ R-4</td>
<td>IPS R-24</td>
</tr>
</tbody>
</table>

1125 -- lunch -- students board buses
1230 - assembly for all students
1245 - students board buses for the return home.