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THE IDENTIFICATION, APPLICATION, AND EVALUATION OF THE
GUIDANCE APPRAISAL PROCEDURES AT MASUK HIGH SCHOOL

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A full-time guidance program was initiated at Masuk High school, Monroe, Connecticut in the 1959-1960 school year. This was a challenging task because: (1) the principal and over 70 per cent of the faculty were new to the system; (2) the building had just been completed, thus making it possible for the senior class to attend Masuk High School for the first time, instead of being transported to Bridgeport as tuition students; and (3) the need of the guidance director, who had assumed the duties of principal from April through June of the previous year, to gain rapport with the student body.

Since the success of any guidance program is dependent upon the co-operation of faculty and students with the parents and the total community, a correlation of objectives was the first goal sought. This involved relating educational philosophy to the curriculum and provided a rationale for the pupil reporting system. Key emphasis was placed on helping each student to better understand himself and to grow in becoming self-directive. In order to reach the objectives set, it was necessary to know each student. The need for the study of individual students was documented by summaries of research in this field.

The specific data to be collected with respect to each student and the various appraisal procedures to procure this information were evaluated by criteria determined by all school personnel. It was decided to obtain data in each of the following basic areas: (1) scholastic and non-scholastic ability; (2) past educational experience; (3) home and family background; (4) interests and out-of-school activities; (5) health; (6) peer relationships; and (7) self-concept and level of aspiration. The following appraisal procedures were approved: (1) home-school communication; (2) interviews; (3) observations; (4) self-reporting through personal data blanks and autobiographies; (5) the identification of problems; and (6) a school-wide testing program.

An evaluation of the application of the appraisal procedures at Masuk High School included a review of the strengths of the guidance services this last year and suggestions relative to those areas requiring attention, in order that there may be improved instructional, guidance, and administrative practices for each student in the school.