A PROPOSED GUIDANCE PROGRAM FOR THE DENTON, TEXAS, SENIOR HIGH SCHOOL

THESIS

Presented to the Graduate Council of the North Texas State College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

INTRODUCTION

School, as Rugg points out, "is an enterprise in guided living. Guidance of immature learners by more mature teachers is the distinctive mark of an educational enterprise."¹ The importance of guidance leads to the statement of the problem of this study.

Statement of the Problem

Since this is the study of a proposed guidance program for the Denton Senior High School, the problem of the study may be stated as follows: (1) to survey related literature in the field of guidance in order to determine the best educational thought as to what constitutes a good guidance program; (2) with the literature and thought of educational authorities as guideposts, to establish certain principles and criteria of a sound guidance program; and (3) to set up for the Denton, Texas, Senior High School a proposed guidance program which will observe the principles and meet these established criteria of soundness in guidance.

¹Harold Rugg, editor, Democracy and the Curriculum, p. 5.
Definition of Terms

Though many conceptual meanings of guidance exist, the one advanced by Hamrin and Erickson is considered most applicable to the Denton Senior High School situation, and is the meaning which will be employed in this study. Hamrin and Erickson define guidance as:

... that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situations and to plan his future in line with his interests, abilities, and social needs. ...

Guidance or personnel work represents an organized effort on the part of the school, equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character, to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future. ... "To help Johnny see through himself and then to assist him in seeing himself through."^2

The term "A Proposed Guidance Program" means the presentation of the organization, activities, objectives, and outcomes of guidance procedures as designed especially for the Denton Senior High School.

Denton Senior High School, a class AA high school located in the City of Denton, a municipality of approximately 25,000 population in North Central Texas, is the only senior high school in the city. It has a student enrollment in 1949-1950 of approximately 500 students in the tenth, eleventh, and twelfth grades.

Importance of the Problem

The importance of this problem rests in the fact first, that Denton Senior High School needs a sound guidance program, and second, that the place of guidance in the school program is being increasingly emphasized. Many educators agree that the significance of guidance is great. Among the educational authorities stressing the importance of guidance are: Rugg; Dewey and Kilpatrick; Koos and Kefauver; Hamrin and Erickson; Rothney and Roens; and Lefever, Turrell, and Weitzel.

If guidance is a part of the responsibility of the schools—and many educational authorities think that it is—analyses of the nature and methodology of an adequate guidance program may assist the Denton child in many respects.

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3Rugg, op. cit., p. 5.


5L. V. Koos and G. N. Kefauver, Guidance in Secondary Schools, p. 3.

6Hamrin and Erickson, op. cit., pp. 1-2.

7John W. M. Rothney and Bert A. Roens, Counseling the Individual Student, p. 1.

It may help to acquaint students with their existing educational opportunities. It may help with their adjustment to prevailing educational situations, with their acquiring self-knowledge, and with their planning for future educational and vocational opportunities. Guidance can be of benefit in enabling the student to plan wisely both for the immediate present and for the future. It can aid in the sometimes difficult processes of adjustment to new school, work, and play environmental conditions both now and in the future.\(^9\)

Guidance can be of assistance in performing the following functions in Denton Senior High School: (1) the collection of pupil informational data; (2) the assembling and presentation of data upon educational and vocational opportunities; (3) the counseling of students in relation to their own personality development; (4) the stimulation of student thought in relation to educational and vocational opportunities; and (5) pupil follow-up from the standpoint of both the individual and the group.\(^10\)

If the guidance program is successful, it may result in the following benefits for Denton Senior High School: (1) decreased pupil-attendance mortality; (2) improved scholarship; (3) better student morale; (4) reduction in

\(^9\)Hamrin and Erickson, *op. cit.*, p. 3.

\(^10\)Ibid.
retardation and failure; (5) reduction in the number of social and educational misfits; (6) fewer personality and social maladjustments; (7) better self-guidance; (8) a better all-around school life; (9) greater success in college; (10) a reduction of job-waste; (11) fewer occupational misfits; and (12) better citizens for society as a whole.\(^{11}\)

That such guidance is necessary is evidenced by the contentions that today there may exist: (1) student maladjustment; (2) lack of intelligent planning; and (3) an increasing extent of pseudo-science.\(^{12}\)

The presence of youth in reformatories and penitentiaries, the increase in juvenile delinquency, the difficulties confronting compulsory-attendance officials, the number of scholastic retardations and withdrawals supply factual evidence for the contention that too many students are maladjusted. The Virginia report upon the guidance study of 2,400 college freshmen from high schools and preparatory schools in Virginia, Menger's work upon the significance of vocational choices of school children and college students, Sparling's study of vocational choices, Hildreth's survey of psychological service for school problems, and many similar studies show that guidance planning in our

\(^{11}\)Ibid., p. 5.

\(^{12}\)Ibid., pp. 5-12.
schools is not perfect and that both the child and the school might benefit from more intelligent planning. A glance through advertisements, a trip to fairs, or a reading of magazines will show that some of our guidance problems are being attacked by pseudo-scientific, invalid, and unsystematic methods of approach. Phrenology, astrology, graphology, numerology, palmistry, spiritualism, and general fortune-telling are among the approaches to the guidance problem, approaches which do not conform to the scientific principles of exactness and validity.

Scope and Limitations of the Problem

This study as proposed is limited to a survey of literature in the field of guidance, the establishment of specific guidance principles and criteria, and the application of those criteria to one specific high school, the Denton, Texas, Senior High School. Though the related literature in several fields of guidance will be explored, and though other possibilities and mechanisms will be considered, the program is limited primarily to the possibilities for guidance inherent in the functions of a school guidance director using the home-room as a basis for much of his guidance operations and procedures. This limitation

\(^{13}\) Ibid., pp. 6-11.

\(^{14}\) Ibid., pp. 11-12.
is expressed because through the home room, daily, personalized contact with all of the students on other than a curricular basis can be established. As Moore points out:

... the most practical and most efficient program of guidance must be carried out during home-room periods, and ... much of it must be done by the home-room teacher.15

Sources of Data

The data for this study were obtained primarily from a survey of related literature and authorities in the field in order to develop a background and to determine principles and criteria for a sound program of guidance. In such literature, as will be suggested subsequently, are found: (1) diagnoses of the various concepts of guidance; (2) plans for guidance programs; (3) consideration of guidance responsibilities, obligations, objectives, functions, and outcomes; and (4) some attention to the attitude of authorities and the experiences of schools in guidance. These diagnoses, plans, responsibilities, functions, obligations, objectives, and outcomes were used as source material for developing specifically the Denton Senior High School Guidance Program.

Methods of Procedure

After stating the problem, defining the terms,

suggesting the importance, and pointing out the limitations and sources of data of this study, the following procedure was employed: (1) A survey was made of recent literature upon the subject of guidance. This survey emphasized books in the field, but professional journals, periodicals, syllabi, and unpublished masters' theses were also consulted. (2) The purpose of the survey of literature was to develop a background for the establishment of certain principles and criteria of a sound guidance program. (3) From the synthesis of educational thought in the field as revealed through the survey of related studies and literature, a specific guidance program was developed and suggested for incorporation into the life of the Denton Senior High School. This program, as will be suggested, meets the guidance criteria as advanced by leading authorities in the field. (4) Conclusions and recommendations were made.
CHAPTER II

A SURVEY OF RELATED LITERATURE AND STUDIES

The problem of this study was stated as that involved in a survey of related literature in order to determine sound principles and criteria for the establishment of an adequate guidance program for Denton Senior High School. Before the Denton Senior High School Program could be set up, certain tests or criteria of a good program were ascertained to serve as measuring sticks for the program. Those tests or criteria came from the wealth of background information supplied by educational authorities in the field. The purpose of this chapter, therefore, is to review outstanding thought and content in the field of guidance in order to develop basic material for the establishment of the Denton Program.

In this chapter it is proposed that the question "What constitutes a good guidance program?" be answered in order that Denton might have that good guidance program. One method of determining what constitutes a good guidance program is to ascertain what authorities and experts in the field, educators who have given much thought and attention to the subject, feel and know about guidance. Thus the general review of literature in this chapter pertains
directly to the problem of this thesis because it furnishes the basis upon which the principles, criteria, and functioning of the Proposed Denton Program are built.

The literature on guidance programs for secondary schools is voluminous. By 1928, a bibliography on guidance limited to secondary schools had 263 references. In 1932 Cowley mentioned a list of 2183 items selected from 4902 books, articles, pamphlets, and monographs in the field. The National Society for the Study of Education has devoted two yearbooks to the subject. Many textbooks upon guidance have been written.¹ There are a number of distinctive works of considerable importance and assistance in formulating an adequate guidance program. In this chapter a brief summarization of such works will be given and criteria and principles of guidance developing from these studies and applicable to Denton will be listed.

One of the better earlier works on guidance is Brewer's *Education as Guidance*.² Brewer defines guidance as a compromise between freedom and compulsion and as a preparation for life as its actualities demand. Brewer lists seven criteria of guidance:

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(1) that the person being guided is solving a problem, performing a task, or moving toward some objective; 

(2) that the person being guided takes the initiative in asking for guidance;

(3) that the guide has sympathy, friendliness, and understanding;

(4) that the guide has superior experience, knowledge, and wisdom;

(5) that the method of guidance offers opportunities for new experiences and enlightenment;

(6) that the person guided consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions; and

(7) that the guidance offered makes him better able to guide himself.  

Brewer says that learning to live is the only complete curriculum. He examines what he calls the "alleged" aims of education and says that guidance is a fundamental requisite. He sketches curriculum making and methods in guidance, lists the problems of educational guidance, suggests methods of educational guidance, and discusses guidance for home relations, for citizenship, for vocations, for leisure and recreation, for personal well-being, for religion, for right doing, for thoughtfulness and cooperation, and for wholesome cultural action. He sketches the

\textsuperscript{3}Ibid., p. 22.
auxiliaries to and the administration of guidance and suggests the use of present studies.\(^4\)

One of the more recent works in the field, *Counseling the Individual Student* by Rothney and Roens, attacks the problem from the standpoint of the individual.\(^5\) Rothney and Roens believe that counselors must be concerned with the processes of appraisal and self-appraisal of the students and that, while counseling is commonly defined as part of the guidance process, actually guidance is part of the counseling process.\(^6\) General criteria covering the collection of data for counseling, Rothney and Roens believe, fall under the heads:

1. The consideration of individual idiosyncracies. That is, does the data about the individual assist in the understanding of him and is it given due consideration?

2. The evaluation of data. That is, has the data to be used in the guidance of the individual been appraised accurately, fully, and economically?

3. The appraisal of cultural influences. That is,

\(^4\)Ibid., pp. 1-668.

\(^5\)John W. M. Rothney and Bert A. Roens, *Counseling the Individual Student*, pp. 1-364.

\(^6\)Ibid., p. 6.
has the culture in which the individual is reared been thoroughly examined?

(4) The use of longitudinal data. This is, is the life of the individual considered as a single connected whole?

(5) The requirement of continuous conceptualization. That is, is the conceptualization continuous as each separately evaluated datum is added in the study of the individual? This requires assembling of information, organization of the data, statement of the problems, planning the procedures, treatment, and follow-up.

In addition to the criteria above listed, Rothney and Roens also suggest specific procedures for the study of the usual behavior of the counselees and for significant deviations, the study of test, academic, and work performances of counselees, the appraisal of home backgrounds, health, and other information about counselees, and the application of data to the solution of individual problems.

Another recent work of value is that of Kefauver and Hand. This is primarily a report of data derived from the measurement of a sampling of students in nineteen schools in twelve cities and the report upon a second study

\[ \text{Ibid.}, \text{pp. 49-82.} \]
\[ \text{Ibid.}, \text{pp. 83-314.} \]
\[ \text{Grayson N. Kefauver and Harold C. Hand, Appraising Guidance in Secondary Schools, pp. 3-260.} \]
of guidance over a three-year period. Proposals for appraising the value of a guidance program, according to Kefauver and Hand, include the following:

(1) There should be a continuous appraisal of the guidance service.

(2) There should be appraisal by comparison with approved programs of guidance.

(3) There should be appraisal by analysis of behavior of students in connection with orientation, establishing wholesome and satisfying personal relationships, promoting healthful living, inducing wholesome and satisfying recreational participation, building and employing a satisfactory vocational competence, and assuming socio-civic-political responsibilities.

(4) There should be correct interpretation of data descriptive of the behavior of students.  

Kefauver and Hand examine the guidance programs in the schools which cooperated in their study, list the objectives of guidance, appraise the programs on the basis of information and plans possessed by students, appraise the programs on the basis of adjustment by students, and appraise the life-career course. In the second part of their study, the authors engage in a three-year follow-up program based upon the same criteria as listed above. They conclude

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10 Ibid., pp. 241-257.
that a handicap to the guidance program is a paucity of information, that there must be more objective data and better appraisal of data in order to have a more adequate program. This study is an attempt to supply such objective data.

A 1946 work of some significance in the field is Guidance Practices at Work by Clifford E. Erickson and Marion Crosley Happ. The authors give seventeen definitions by experts of the term "guidance." They contend that the functions of guidance are twofold: (1) to provide a program of supplemental services beyond those now being carried on by the schools, and (2) to help the school staff to do its job in a more effective way. Using the ideas of specialists in the field, school administrators, and teachers, the authors consider methods of organizing the guidance program, effective orientation practices, the role of classroom activities, the role of co-curricular activities, occupational information and vocational guidance, techniques and tools, and guidance programs at work.

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11 Ibid., pp. 1-257.

12 Clifford E. Erickson and Marion Crosley Happ, Guidance Practices at Work, pp. 1-325.

13 Ibid., p. 1.

14 Ibid., pp. 1-325.
Written in 1945, *Principles of Guidance* by Arthur J. Jones contains material of use. Jones defines guidance as involving personal help given by some one. It is, he says, "... designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life."16

The basic assumptions of guidance, says Jones, are these:

(1) The differences between individuals in native capacity, abilities, and interests are significant.

(2) Native abilities are not usually specialized.

(3) Many important crises cannot be successfully met by young people without assistance.

(4) The school is in a strategic position to give the assistance needed.

(5) Guidance is not prescriptive but aims at progressive ability for self-guidance.17

In this work, Jones stresses the need for guidance and points out types of problems confronting young people. He discusses the meaning and purpose of guidance and suggests

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16 Ibid., p. 61.
17 Ibid., p. 84.
methods of investigation including the use of school records, tryout and exploratory activities; the use of tests, personality estimates, and inventories; the use of the psychiatrist, visiting teacher, and case methods; methods of recording results of investigations; methods of securing facts upon general conditions of school attendance, courses of study, and occupations. He also goes into detail upon the methods of guiding the student at all educational levels. He suggests trends in organization and the nature of the school counselor and gives his evaluation of the present status of guidance concluding that perhaps the greatest contribution of recent attempts at evaluation is the emphasis upon "the concept of guidance as something that is concerned with the entire personality of the individual."18

One of the most valuable works in the field of guidance is that of Hamrin and Erickson.19 The authors give the meaning and nature of guidance, examine the changing secondary school, look at the needs of adolescent pupils, suggest methods of teacher-study of pupils, point out ways of aiding the pupils in making a good beginning, show the relation between guidance and the curriculum and guidance

18 Ibid., p. 571.
19 Hamrin and Erickson, op. cit., pp. 1-465.
and the extra-curriculum, discuss the role of the home and the community in a guidance program, and suggest methods of obtaining better adjustment and more intelligent student planning. They also advance plans for organizing the guidance program, organizing the individual home room, and preparing every teacher to be a guidance worker, concluding with the observation that the teacher in guiding is engaged in one of the noblest of the professions—that of human engineering.20

Another valuable work to which previous reference has been made is that of Lefever, Turrell, and Weitzel.21 The authors take the broad point of the meaning of guidance, suggesting that it includes the provision of opportunities for the well-rounded development of each student to the limit of his capacities. They list fourteen principles of guidance which they suggest are useful and valid regardless of the school of guidance practice to which one belongs. These principles are as follows:

(1) Guidance is a lifelong process.

(2) The guidance service should be extended to all and not limited to the obviously maladjusted.

(3) Guiding without adequate data is "quackery."

20 Ibid.

(4) Special training is needed to do guidance work.

(5) Guidance seeks to assist the individual in becoming progressively more able to guide himself.

(6) Provision must be made for all of the interrelated aspects of guidance—vocation, health, recreation, and socio-civic behavior.

(7) Any aspect of guidance may serve as an approach or as a means of developing rapport.

(8) Each student should have some one in school who is responsible for his guidance.

(9) The guidance worker should be governed by a rigorous code of ethics.

(10) Guidance activities should be both individual and group, and not all counselors are equally adept in both fields. Individual guidance requires quantitative thinking, appreciation of detail, ability to win student confidence, proficiency in data interpretation, a good memory, and the possession of pertinent information. Group guidance, on the other hand, requires ability to create enthusiasm and inspiration in students, interest in groups, ability to generalize, capacity for class leadership, sympathy, and a broad culture.

(11) Some one should head the guidance program.

(12) Guidance workers should be assigned on a definite basis.

(13) The counselor should be acquainted with all available guidance agencies and services.
A line of definite promotion should be opened for
the competent guidance worker.\textsuperscript{22}

Lefever, Turrell, and Weitzel discuss the above prin-
ciples in some detail. In addition, they elaborate upon
the conditions affecting guidance, its meanings and concepts,
the role of the teacher, the specialist, and the administra-
tor in guidance, the connection between guidance and the
curriculum, the various areas of guidance, and representa-
tive guidance practices including descriptive outlines of
guidance practices in some selected schools. The authors
develop guidance procedures in detail, suggesting possible
sources of information about students; the place and value
of records; the group, the individual, and the clinical ap-
proach to guidance; special guidance problems, such as for
the exceptional youth and the adult; and placement and
follow-up procedures.\textsuperscript{23} They conclude that guidance should
become less and less perfunctory machinery and more and
more an integral part of the educational program because
through guidance "every child can make the most of himself
as a member of a democratic society."\textsuperscript{24}

Not recent but still useful is the work of Paterson,
Schneider, and Williamson who imply that guidance is the
process of helping students as individuals to adjust to

\begin{itemize}
\item \textsuperscript{22}Ibid., pp. 29-55.
\item \textsuperscript{23}Ibid., pp. 3-522.
\item \textsuperscript{24}Ibid., p. 480.
\end{itemize}
life. Paterson, Schneidler, and Williamson are less concerned with the academic theory of guidance and more interested in its practical applications. After suggesting the purpose and complexity of the guidance problems, they outline the functions of the guidance counselor as the supplying of assistance in educational, vocational, personal, health, and economic areas. They discuss diagnostic techniques including planning for and administering the interview, applying mental hygiene, keeping cumulative records, interpreting measurements and norms, and testing and interpreting tests. The authors are especially interested in tests as a method of diagnosing for proper counseling procedures. They describe scholastic aptitude tests, including the various intelligence and mental ability tests; academic achievement tests in mathematics, science, foreign languages, social sciences, and general culture; the various vocational tests; personality tests and questionnaires; and special attitude tests. They also point out methods of diagnosing and treating educational, vocational, and personal problems. They conclude that guidance should be an expert, professional service with its members having advanced graduate work, experience, above-average intelligence, definite interest in the work, and a good personality.

Such counselors must be able to provide diagnostic service, analysis, and student treatment.26

A somewhat different approach to guidance is found in the work of Germane and Germane.27 The authors, attacking the problem of guidance from the standpoint of personnel, devote much of their interest to stressing the acute need for personnel work. An effective personnel program, they contend, must have a twofold character: discovery and development. Discovery implies finding out what the child has done and can do. Development means increasing the youth's ability and desire to take full advantage of his potentialities.28 Like previously quoted authorities, the Germanes take the comprehensive view of guidance personnel work, claiming that it invades such areas as how to study and work effectively, success in human relationships, mental health, choice of vocation, the area of ethics, religion, and character, the area of family relationships, the area of aesthetics, culture, and charm, the area of hobbies and leisure activities, the area of world problems, and the area of personal health.29

26 Ibid., pp. 1-305.

27 Charles E. Germane and Edith G. Germane, Personnel Work in High School, pp. 2-559.

28 Ibid., pp. 18-19.

29 Ibid., p. 29.
Administering a personnel program, the Germanes think, involves answers to these questions: (1) How may the aptitudes, interests, and needs of students in the various guidance areas be ascertained? (2) What can the school spend upon the machinery of guidance? (3) What type of faculty organization will assure the most effective use of collected data? The first question, the authors contend, may be answered through teacher-improvised measurements, standardized measurements, and supplementing strategies such as quintile classifications, case studies, and interviews. The second question, budget requirements, with economical application can be answered satisfactorily with a minimum expenditure of funds. In answering the third question, the best type of faculty organization for optimum use of data, the authors generalize. 30

Germane and Germane, like Paterson, Schneidler, and Williamson, are interested in testing programs in guidance and in what they term "other strategies" in discovering the aptitudes, interests, and needs of students. Among these "strategies" they suggest the diagnostic reading test, the diary, the quintile classification—or grouping in fifths by ability and achievement, the case study, the interview, the adjustment questionnaire, the vocational interest inventory, and other "strategies." 31

30 Ibid., pp. 18-56.
31 Ibid., pp. 74-204.
The authors also present their concept of effective ways of providing student guidance. Among these, they suggest using the regular curriculum, using individual counseling, and using group guidance.32

A recent handbook on guidance is that prepared by Darley and a number of his students.33 The complicating factors of the guidance picture according to Darley are:

(1) the absence of a standard model for a guidance and testing program; (2) the lack of mass production of guidance results; and (3) the fact that all teachers are not potential guidance workers.34 Darley asks these questions about students: Are they working to capacity? Why do students underachieve or overachieve? What should we do if students are "working up to capacity"? The answer, at least in part, to some of these questions, Darley thinks, lies in the use of statistics and in the understanding of tests. He then describes methods of selecting and judging tests and describes various types of guidance tests such as those for special deficiencies and aptitudes, tests for

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32 Ibid., pp. 221-495.


34 Ibid., p. 15.
interests, personality indicators, physical indicators, and judging the socio-economic background.  

Darley describes desirable procedures subsequent to testing. These procedures include the method of selecting counselors, keeping records, diagnosing and identifying student problems, conducting the interview, and general methods of treatment. He concludes with the case history of a community where community support of guidance proved effective.  

More specifically applicable to the problem of this survey is an unpublished syllabus by Lawrence H. Moore. Moore points out that guidance has come to stay and, therefore, should be conducted efficiently and with the maximum of resulting benefits. He contends that the most effective operating machinery of guidance is found in the home room because only the home-room teacher meets the same small number of students frequently over a period of months and years with the opportunity of becoming well-acquainted with them in areas other than those demanded by the curriculum.  

Moore outlines in detail the organization of the home room for guidance pursuits, examining first the general administrative system of the school, suggesting an overall  

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36 Ibid., pp. 133-214.  
38 Ibid., pp. 1-2.
guidance director and a testing bureau, but pointing out that where these facilities are unavailable, the home-room teacher will have to add to his responsibilities by taking these duties upon himself.

The home room, Moore thinks, can provide a basic unit for effective school administration, foster parent-child-teacher relationships, provide a place for group discussion, and provide practice in living together in a democratic manner.

Moore also suggests the characteristics which should be possessed by the home-room teacher and which are similar in principle to those previously advanced. He lists methods for parliamentary organization of the home room, guiding principles in organizing, choosing officers, holding elections, and delegating responsibilities, and various home-room activities which may be undertaken.

Moore devotes a chapter to the subject of introducing the home room to the pupil, suggesting effective methods of orientation and listing behavior traits required in health, recreation, vocational competence, and socio-civic-political areas. He also provides as examples a number of specimen

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39 Ibid., pp. 6-8.
40 Ibid., pp. 9-27.
41 Ibid., pp. 28-39.
home-room programs as well as techniques and guidance devices which may be used by the home-room teacher, including inventories, expressionnaires, and other devices. His approach is more specific than general, and, therefore, in some respects more useful. Another of Moore's syllabi, "A Handbook for Building Personality," is also of some assistance in guidance, particularly in the field of personality development.42

Useful in the specific field of vocational guidance are works by Keller and Viteles,43 Smith and Roos,44 and Myers.45

Keller and Viteles believe that vocational guidance or occupational adjustment, an adaptation to the realities of everyday existence, is important in enabling the individual to attain the good and happy life, to become morally excellent and dynamically effective human beings.46 Society, they think, must "provide the collective intelligence and cooperative agencies to guide men and women into

43Franklin J. Keller and Morris S. Viteles, Vocational Guidance Throughout the World.
45George E. Myers, Principles and Techniques of Vocational Guidance.
46Keller and Viteles, op. cit., p. 17.
occupations where they may best serve both themselves and others.\textsuperscript{47}

Occupational adjustment or maladjustment, according to Keller and Viteles, is the product of a commingling of social, economic, and educational forces. Guidance and training are necessary for the proper conversion of maladjustment into adjustment. Guidance should help the individual to discover his "interests, aptitudes, and capacities with a view to selecting the occupations to which he can apply them with the greatest profit to both himself and society."\textsuperscript{48}

With the above basic assumptions presented, Keller and Viteles make a detailed study of vocational guidance practices in several lands. Guidance in the United States, Great Britain, Germany, France, the U. S. S. R., Switzerland, Italy, Spain, the Scandinavian countries, Holland, Belgium, Australia, South Africa, China, and Japan is inspected and evaluated and the conclusion reached that:

Vocational guidance can help in the fulfillment of that common desire \textit{working for a happy life}, not as a tool of intolerant political credos, but as a handmaiden to political, economic, and social vision which "takes into account the only item that really matters--the people," and fully understands

\textsuperscript{47} \textit{Ibid.}
\textsuperscript{48} \textit{Ibid.}, p. 22.
"the only values that are worth anything--the human values." 49

Smith and Roos tell us that guidance points out not only the road to be followed, but also the plowed-under and dead-end roads. "It stands like a native at the unexpected crossroads, considers the student's vehicle, his desired destination, and indicates to him a part of what he may expect at the end of the right or left fork in the road." 50

Smith and Roos discuss such subjects as occupational areas, classification and research, the relation between intelligence and occupational effectiveness, guidance and the school curricula including new curricular materials, individual attitudes and drives, guidance and mental hygiene, the cumulative record, the organization and operation of a guidance service, guidance in the junior and senior high schools, cooperative education--a study of distributive education, the supervised job search, and the qualities desired in the acceptable counselor. 51

Myers, in defining vocational guidance, gives the definition formulated by the National Vocational Guidance Association:

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49 Ibid., p. 499.
50 Smith and Roos, op. cit., p. 2.
51 Ibid., pp. 1-427.
Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals to make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment.52

Myers devotes a chapter to guidance other than that in the vocational field, but spends most of his time on vocational guidance. He discusses the nature, scope, and relation of pupil personnel work to vocational guidance, the need for an organized program, the school's responsibility, the contribution of elementary education to vocational guidance, the services involved in a vocational guidance program, occupational information service, self-inventory service, personal and general data collecting services including physical data, intelligence ratings, special aptitudes and interests, personality characteristics, social environment, achievements, and plans.53 Myers also considers vocational counseling and preparatory services, the placement and follow-up or adjustment services, research, and the organization of the program.54

The short chapter upon guidance in the Sixth Yearbook of the Department of Superintendence, while antedated,
contains some fundamental principles. The committee upon school counseling found: (1) that the high school student should have counsel in making his curriculum selections; (2) that counseling must be a unified service, taking the whole child into consideration at all times; (3) that physical and mental health are of fundamental importance in a successful and happy life; (4) that the health program needs the support and counseling of the entire faculty; (5) that educational guidance leads the student to orient himself in the life of the school; (6) that social guidance emphasizes the relation of the student to different social groups; and (7) that since counseling is a unitary matter, ethical guidance should be interwoven with health, educational, social, and vocational guidance and that:

... counseling in an individual school or in a school system should be a cooperative enterprise on the part of counselors, administrators, and teachers. It should permeate every part of the curriculum and correlated activities. When this is the case, students, on leaving high school, either with fully or partially completed courses, should leave with a zestful purpose to make a successful career and plan to build a life worthwhile--realizing that such a career and such a life are built on health, trained intelligence, mastery of self, a passion for work, honesty with self and others, and the spirit of cooperation.

Periodical articles in the field of guidance are numerous.

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55 William H. Holmes and others, "School Counseling as Related to the High School Curriculum," Sixth Yearbook of the Department of Superintendence, the National Education Association, pp. 213-242.

56 Ibid., p. 227.
Most recent and most related to the present study are the following:

A brief but penetrating analysis of guidance is found in "Small High Schools Need Guidance Programs" by Beamer and Toulouse. In a survey of three small Texas high schools, Beamer and Toulouse found that the assumption of some educators that guidance programs in small schools are unnecessary is unwarranted. An analysis of surface problems as presented by the students themselves shows seven major areas where guidance may be necessary: (1) boy-girl relationships, (2) school problems, (3) personality adjustments, (4) vocational adjustments, (5) family relationships, (6) home and finances, and (7) physical characteristics. Among these areas, investigation revealed that the three most troublesome fields to the students in order of importance were: (1) boy-girl relationships, (2) school problems such as not knowing how to study or the answer to "Why should I take this specific course?", and (3) personality development or attempts to answer problems in emotional adjustment. Fourth, but apparently of much less importance to the students themselves, was the problem of vocational adjustment.

58 Ibid.
These problems, Beamer and Toulouse conclude, should suggest to the administrator the advisability of a guidance program which will attempt to meet and solve these difficulties. Such solution can come only from trained personnel which recognizes "basic maladjustments underlying external manifestations." Furthermore, the small schools can handle such problems with their present staff if they will make the attempt--and possibly do a better job than larger schools where more impersonal relations exist.  

Beamer and Toulouse in a later study suggest that adequate guidance programs are in their infancy in many small Texas high schools. In a survey of one hundred Texas high schools, the authors find that many of the students' problems could be condensed into: (1) boy-girl relationships; (2) personality adjustments; (3) school problems such as orientation, how to study, and parental relationships; and (4) vocational adjustments. Most small Texas schools, Beamer and Toulouse find, handle these problems ineffectively or not at all. Particularly do they fail to take advantage of available opportunities such, for instance, as library facilities.

Another useful article is Chisholm's "Guidance in the

59Ibid., p. 21.

Small School." Chisholm says that one of the most significant activities of any school is its guidance program. The major parts of such a program, Chisholm thinks, are its educational plan; its orientation program; the maintenance of adequate and individual guidance records; and the use of the home room, the class counselor, the classroom teacher, parents, and the community. Guidance, Chisholm says, should be measured by two criteria: (1) to help the individual student meet and solve his problems now and here and (2) self-guidance or the aim to help the student grow in maturity. Chisholm recommends the use of faculty guidance committees, continuous appraisal, and the assignment of less class responsibility to the more capable guidance personnel.

That all guidance is not effective is suggested by Frank K. Entwisle. An appraisal of the extensive Veterans' Administration guidance program as revealed by a scattered survey of five hundred clients showed that thirty percent felt that they had been helped little by the service. Entwisle does not explain the cause of such dissatisfaction.


Interesting and recent is Traxler's "Survey of Emerging Trends in Guidance." Among such trends in the past five years Traxler notes the following: (1) toward a more adequate training of guidance personnel; (2) toward making guidance an all-faculty function, such a program implying in-service training of personnel by the guidance director; (3) toward closer cooperation of the guidance services of the school with those of the home and community; (4) toward orderly accumulation and recording of individual data; (5) toward the increased use of objective methods, particularly in testing; (6) toward differential prediction of success on the basis of test batteries; (7) toward an increased interest in the use of improved techniques in the appraisal of the personal qualities of pupils and the treatment of maladjustment; (8) toward a middle position between directive and non-directive guidance--or between the counselor-solution and the student-solution of problems; (9) toward recognition of the relationship between remedial work and guidance; (10) toward the use of improved case-study techniques; (11) toward the availability and use of better sources of occupational information; and (12) toward the use of follow-up studies.

Summary

In this chapter a review of related literature in the field of guidance has been presented in order to establish the base for the determining of principles and criteria of the Denton Program. Among the subjects covered in these various works are definitions of guidance, principles and criteria, area, organization, methods and techniques, and possible outcomes. Among the authorities and experts considered were Brewer, Rothney and Roens, Kefauver and Hand, Erickson and Happ, Jones, Hamrin and Erickson, Lefever, Turrell, and Weitzel, Paterson, Schneider, and Williamson, Germane and Germane, Darley, Moore, Keller and Viteles, Smith and Roos, Beamer and Toulouse, Myers, and Holmes and others. With the background and ideas supplied by these specialists, and the knowledge obtained from experience in the field of guidance, it is possible to formulate and synthesize certain principles and criteria of soundness in a guidance program, a procedure to be followed in the subsequent chapter.
CHAPTER III

PRINCIPLES AND CRITERIA OF
A SOUND GUIDANCE PROGRAM

Before a satisfactory guidance program for Denton Senior High School can be inaugurated, principles and criteria of soundness should be established. That is, signposts pointing the way to an adequate program and yardsticks for measuring such adequacy should be supplied. The basis and background for these principles and criteria were developed in the review of related literature incorporated in Chapter II. It is proposed in this chapter to lay down three principles derived from that literature, principles which will govern an effective guidance program for Denton Senior High School. It is also proposed to suggest certain criteria based upon the needs, functions, and objectives of the guidance program for the purpose of measuring and evaluating the principles of guidance. After listing the criteria, each will receive expanded explanation and discussion below and will be supported by the opinions of authorities in the field.

Principle One: The guidance program should be properly organized.

Criteria:

(1) Is the relation between the administration and the guidance personnel clearly and satisfactorily outlined?
(2) Does the program have a responsible head?

(3) Are the aims, purposes, and outcomes to be desired definitely stated?

(4) Is sufficient budgetary provision made for the program?

(5) What are the times and lengths of the guidance periods?

(6) Are the activities to be undertaken formulated and prepared?

**Principle Two: The guidance program should introduce the child to himself, his school, and his community.**

**Criteria:**

(1) Does the program orient the child to his school society?

(2) Does it attempt to eliminate emotional and psychological maladjustment and provide for the pursuit of happier emotional and psychological living?

(3) Does it provide educational analysis, stimulus, and inspiration?

(4) Does it inculcate ideals of healthful living?

(5) Does it train for recreation?

(6) Does it make provision for adequate vocational training both in the present and in the future? Does it supply phases of vocational distributive or cooperative education?
(7) Does it give an opportunity for the preparation and exercise of proper socio-politico-civic traits?

(8) Does it assist in the cultivation of the aesthetic qualities?

(9) Does it provide assistance in the formulation of a decent code of ethics?

(10) Does it relate the child to school, home, and community?

**Principle Three:** The guidance program should incorporate the proper methods and techniques.

**Criteria:**

(1) Does the program make provision for the collection, interpretation, evaluation, and recording of individual data? Does the testing program employed provide a clear and adequate picture of the mental ability, mental age, health record, achievement, emotional status, personality, and socio-economic background?

(2) Is the data adequately recorded, easily understood, and readily accessible to the proper interested questioners?

(3) Is the counselor qualified? What attention is given by the school's personnel management to the subject of guidance ability and experience as a requisite for the assumption of guidance responsibilities? What inducement is offered to the counselor for assuming the responsibility of discharging this important and interesting duty?
(4) What provision has been made for individual inter-
views and other assistance?

(5) What contact—in the field of vocational guidance—
has been made with prospective present and future employers?

(6) What provision has been made for continuous ap-
praisal and improvement of the program?

Each of the above principles and criteria of evaluation
may be proved valid through an expanded explanation of its
nature and meaning. Such explanation follows:

Principle One: The guidance program should be properly
organized.

Before a guidance program can function effectively, it
must have proper organization.

As Hamrin and Erickson suggest:

The effectiveness of the guidance program will
be largely dependent upon the extent to which the
program is successfully implemented. In too many
schools the philosophy of guidance has failed to be
expressed adequately through administrative organiza-
tion.¹

Jones adds:

... it should be clear that guidance is not some-
thing that can be separated from the general life of
the school; nor is it something that can be located
only in some particular part of the school; it cannot
be tucked away in the office of the counselor. ... It
is a part of every school activity; some form of
guidance is the duty and responsibility of every
teacher in the system. ... The problem of organiza-
tion is one of coordinating the guidance activities

¹Hamrin and Erickson, op. cit., p. 333.
of the school in such a way (1) that all the forces of the school shall be brought to bear in a unified and consistent way upon the problems of each child; (2) that so far as possible, definite primary responsibility for parts of guidance shall be placed upon certain individuals and certain agencies; (3) that the work shall be so divided that each person shall know what his particular duties and responsibilities are... and (4) that the individual student shall have unified assistance.2

Since organization is an important factor in the development of the guidance program, how may the soundness of such organization be tested? What are the criteria of effective organization?

Criteria of organization:

(1) There must be a definitely established and yet flexible guidance relationship between the administration—the superintendent and principal and, if one exists, the guidance director—and the faculty staff which is entrusted with the privilege and responsibility of conducting the guidance program. A complete neglect of or a hit-or-miss policy toward guidance on the part of administrative and supervisory officials is not conducive to the effective functioning of a guidance program.

As Brewer suggests:

It is certain that no system of guidance will function unless the individuals concerned with it can act as reasonably free agents. Administration consists of planning and executing, and the planning must obviously be largely democratic. Consequently, to

2Jones, op. cit., p. 457.
centralize all forms of guidance in the hands of a single director would be an error. . . . It seems clear that the different forms of guidance must be coordinated. 3

Yet, as Lefever, Turrell, and Weitzel add: "Definite responsibility for certain phases of guidance needs to be delegated to designated individuals and offices." 4 Lefever, Turrell, and Weitzel point out in some detail the manifold duties of such officers in relation to the organization of the guidance program. 5

The guidance organization to be established in this study is based primarily upon the office of the guidance director. That official will have assistance from the entire school organizational set-up. The home-room organization will be used in part as a channel through which guidance contacts may be made with individual students. Lefever, Turrell, and Weitzel say: "The home room is frequently proposed as one of the outstanding methods of administering group guidance." 6 Darley says that though there are many conflicting views upon guidance, one school holds to "home room methods as the outstanding guidance procedure." 7

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3 Brewer, op. cit., p. 592.
4 Lefever, Turrell, and Weitzel, op. cit., p. 104.
5 Ibid., pp. 104-132.
6 Ibid., p. 325.
7 Darley, op. cit., p. 21.
home-room organization will be used in answer to the first criterion--organization--in order to facilitate administration and procedure.

Jones points out that no final and absolute dicta upon the use of the home room as an essential part of the guidance program can as yet be delivered. He says that there is a radical difference of opinion regarding the place of the home room in guidance, with Davis contending that it is the focal point of all guidance, McKown considering it of vital importance, and Brewer thinking of the home room as subsidiary. Since local conditions often help determine the success or failure of any educational innovation, and since the Denton schools use the home-room approach, it will be incorporated into the proposed guidance program.

(2) The program should have a responsible head.

The problem of guidance is or should be a part of the duty and responsibility of every teacher in the system. Cooperation and enthusiastic participation of all are essential so that the guidance problems of every child may be considered. Yet the work of guidance must be so divided that each person will be acquainted with the nature of his particular duties and responsibilities--"the things for which he is primarily responsible, the ways in which he is primarily responsible, the ways in which he merely contributes to the work of others, and the areas that require

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8 Jones, op. cit., pp. 486-487.
cooperative efforts on the part of all." There should be, obviously, a definite head or agency to determine and allocate such duties and responsibilities in order to eliminate the "twilight zone" of uncertainty which interferes with the effective functioning of many guidance programs.

As Germane and Germane suggest:

... someone who is competent must actually be in charge of the personnel work if it is to function effectively. ... Guidance is being discredited throughout the country because there is lack of able leadership with regard to the many details necessary to insure the success of a personnel program.

(3) The guidance program should have definitely stated aims, purposes, and desired outcomes.

Kefauver and Hand point out that little progress can be made in appraising the value of guidance unless there is a careful definition of its objectives, saying: "Anyone at all familiar with education literature must be struck with the wide variation in thinking as to what the guidance service should accomplish."

The fundamental objective of guidance as treated in this study is the full development of the whole child.

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\(^9\) Ibid., p. 457.

\(^{10}\) Ibid.

\(^{11}\) Germane and Germane, *op. cit.*, p. 59.

\(^{12}\) Kefauver and Hand, *op. cit.*, p. 16.

\(^{13}\) Ibid.
This objective is broken down by Kefauver and Hand into a number of specific objectives in the four areas of guidance—vocational, socio-civic, health, and recreational.

Among the objectives of vocational guidance as found by Kefauver and Hand\textsuperscript{14} in a study of responses from 345 professional workers in the field of guidance were:

(1) the contribution of effective training for vocational activities; (2) the socially desirable distribution of workers; (3) the location of students in occupations to which they are adapted; (4) the leading of students to make a choice in an occupational field; (5) the planning for harmony in vocational desires and abilities; (6) leading students to choose occupations for reasons that are sound; (7) inspiring students to plan for and execute an adequate training program; (8) encouraging former students to continue with plans for vocational advancement; (9) helping students to rate themselves; (10) helping students to inform themselves upon vocational conditions and opportunities; (11) helping students to inform themselves about occupational training advantages of their own school; (12) helping students to inform themselves about training advantages in other schools in the community; (13) helping students to inform themselves about training required for

\textsuperscript{14} Ibid., pp. 16-37.
successful entry into their chosen occupations; (14) helping students to inform themselves about factors which should be considered in making an occupational choice; and (15) helping students to inform themselves about the various types of false guidance.

Among the objectives of socio-civic guidance, according to Kefauver and Hand, are these: (1) to contribute to the effectiveness of social-civic training; (2) to help students plan and carry out a social-civic training program; (3) to help students define and act upon social-civic responsibilities; (4) to help students develop the ability to rate their socio-civic capacities and interests; (5) to lead students to participate appropriately in extra-curricular activities; (6) to help students understand their society; (7) to help with the securing of information about subjects and activities preparatory to social living; (8) to prevent social maladjustment; and (9) to lead former students to plan continually and to prepare for greater social usefulness.15

The objectives of health guidance as listed by Kefauver and Hand include: (1) contributing to the effectiveness of the school's educational program in preparing students for healthful living; (2) defining and reducing remedial health

15 Ibid., pp. 28-29.
defects; (3) leading students to plan a well-balanced program of physical activities; (4) leading students to plan and carry out a program of preparation for healthful living; (5) helping students to inform themselves upon the importance of health; (6) helping students to determine their physical needs; (7) helping students to inform themselves about subjects and activities which contribute to sound health; (8) helping students to inform themselves about existing health services; and (9) helping former students to have a continuous plan of health activity. 16

Recreational guidance objectives as listed by Kefauver and Hand include: (1) contribution to effective training for recreational activities; (2) helping students to plan for present and future recreational activities; (3) helping students to develop the ability to rate accurately their capacities and interests in recreational activities; (4) helping students to train for recreational activities; (5) helping students to secure information concerning recreational activities of adolescents and adults; (6) helping students to inform themselves about the proper use of leisure and the problems associated with it; and (7) leading former students to plan continually for the more effective use of leisure time. 17

16 Ibid., pp. 30-31.
17 Ibid., pp. 34-35.
Kefauver and Hand believe that sufficient attention to guidance in the above areas will assist in the general areas of educational progress, saying that there are two additional possible contributions of guidance service: (1) "to help educators and parents to become more conscious of the abilities, interests, and educational needs of students and thus to contribute to modifications of the educational program so as better to serve the needs of students" and (2) "to improve the motivation of student activity."18

(4) Sufficient budgetary provision should be made for the program.

The amount of money to be spent upon guidance depends upon many factors: the size of the student population, the resources of the community and the state, the generosity with which the citizenry supports education, and the wishes, inclinations, and interests of the formulators of the school's financial policy. Budgetary provisions must differ in detail from community to community. However, as Germane and Germane point out, even if the school's purse string is tight, administrators and teachers with ingenuity and vision can prepare, administer, and realize the benefits of a reasonably satisfactory guidance program.19

18 Ibid., p. 37.
Since, however, when proposing the establishment of a program, exact budgetary demands must be advanced, because wise communities and boards of education have the disconcerting habit of asking, "What will this cost?", the following budgetary provisions are suggested as necessary for the incorporation of an adequate guidance program in the Denton Senior High School:

(a) The employment of a full-time guidance director at a salary of $6,000 for twelve months, a salary comparable with that set up under the Gilmer-Aikin Program.

(b) The budget allowance of $2.00 per student for the purchasing of testing materials and other guidance aids.

(c) The provision of a nominal amount for stationery, telephone expenses, and other minor expenses of a guidance director's office.

(5) Sufficient time and length of periods should be provided for adequate guidance.

Since a complete program permeates the entire educational system, no arbitrary dicta as to the length and frequency of guidance periods can be pronounced. Like Lincoln's statement that a man's legs should be long enough to reach the floor, the frequency and length of a guidance program should be sufficient to get the job done. Home-room guidance practices vary from school to school. Practice in many schools reveals that a daily home-room period
equivalent to at least one classroom period is not too long or too frequent to discharge satisfactorily the obligations of the home-room teacher. Furthermore, additional time must be allowed for the various testing programs, individual counseling, and, particularly in the field of distributive education, vocational employment and adjustment.

As Hamrin and Erickson point out, home-room periods occur in many different schools in many different periods. There are also differences in the time-lengths of home-room periods. Hughes and Herron found in a study of 703 mid-western schools a wide variation in the time-of-day of the home-room period. Kefauver and Scott found a variation of from thirty to three hundred minutes per week in the length of home-room periods. Similar variations exist in the number of times and lengths of counseling interviews with individual students. With this discrepancy of practice as an unsatisfactory guide, the suggestion is made that a flexible time and duration allotment be provided and, after practical application, if it is found that a change is desirable, such change can be made. Therefore, the time and duration allotment to be described in Chapter IV is arbitrary but advisable.

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20 Hamrin and Erickson, op. cit., pp. 348-350.
21 Ibid., p. 348.
22 Ibid., p. 349.
(6) The activities to be undertaken should be formulated and prepared.

Specifically in the field of home-room guidance after the objectives have been listed, the home-room teacher should have definitely outlined a program of guidance activities for the semester or school year. Time should be allotted for guidance help and inspiration in the areas of vocations, health, recreation, and socio-civic responsibilities. When these obligations are added to the duties of serving as a channel between the administration and faculty and the students, the guidance processes of accumulation and interpretation of records, and student orientation, it may be seen that the responsibilities the guidance-home-room-teacher accepts are great.

As Davis says:

Just what the group program . . . shall contain will depend on what the content of any other group-counseling program in the school may be . . . Consequently, the home-room program for an entire school should be worked out cooperatively under competent leadership. It is not to be expected that emphasis on any one phase should be considered by every home-room group at one time. It is desirable that certain problems be set for a particular year, and that some problems, especially those of orientation, be considered at the same time by all groups not already acquainted with them.23

Principle Two: The guidance program should introduce the child to himself, his school, and his community.

In the ultimate analysis, the fundamental purpose of

the school is to enable the child happily and satisfactorily to live with himself, his school society, and his community. What is the role of guidance in the achievement of these results?

As Smith and Roos point out, guidance treats the potentialities of the child and the ends he seeks "... in terms of the carefully analyzed and classified records that collective experience has evolved." 24

Paterson, Schneidler, and Williamson add:

To expect that guidance could be adequate which was concerned with only one aspect of the individual would be to ignore the facts. ... A more dynamic conception is necessary. 25

In view of these facts, the guidance program to be established should not be a limited program nor should it be devoted solely to the development of one facet of the child's progress. It should enable the child the better to become acquainted with himself, his school, and his society. What are the criteria which may be established to determine whether the program is pointed satisfactorily toward the consummation of this important objective?

Criteria of introduction and adjustment:

(1) The program should orient the child to his school society.

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25 Paterson, Schneidler, and Williamson, op. cit., p. 3.
There are many adjustments which the "new" student must make to his new surroundings. Among these may be included: learning the physical set-up of the new building; adjusting to new teachers; becoming accustomed to more freedom in passing from class to class; using the study hall and library; becoming acquainted with different or new rules of discipline; choosing new subjects and extra-curricular activities; beginning participation in athletics; cultivating acquaintance with wise organization and use of time; developing initiative and responsibility, forming new school friendships; and learning about sources of information and help. 26

Lefever, Turrell, and Weitzel contend: "The orientation of secondary students is commonly regarded as one of the most significant approaches to guidance." 27 Brewer agrees, terming the orientation program "the vestibule" to high school. 28

(2) The program should attempt to eliminate emotional and psychological maladjustment.

Emotional and psychological instability are the problems of the trained specialist. Unfortunately his services are not always available to every school child. Often the

26Erickson and Happ, op. cit., pp. 48-49.
27Lefever, Turrell, and Weitzel, op. cit., p. 327.
home-room teacher and the general guidance counselor must substitute, operating on the hypothesis that some attention is much better than a process of complete ignoring of maladjustment. While the home-room teacher cannot completely or satisfactorily diagnose emotional and psychological ills, he can begin elementary efforts at providing a remedy. He can be a recipient of confidences and "troubles." He can investigate socio-economic backgrounds. He can point out the importance of learning to make the best of present situations and of learning to get along with one's fellows. He can point out that "dropping a course," for example, or complete surrender is not always the best solution to the problem. 

As Andrews says, guidance should enable "... each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and, finally, to reach a complete self-guidance as a desirable citizen of a democratic order." 

Smyre adds:

The homeroom is and should be the focal point of all guidance in the school for it is here that personal attitudes are most often established. The homeroom teacher's ability to recognize and help the maladjusted

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pupil is as important as her ability to instruct him in the rules of hygiene and correct deportment. 31

(3) The program should provide educational analysis, stimulation, and inspiration.

The student in senior high school is often confronted with a shifting emphasis from the child to the subject. He comes into contact with semi-adult situations and tensions and often needs help in adjustment to them. 32 It is the duty of the counselor to catch the student's imagination, to attempt to determine the causes of, and the remedy for, academic and other educational difficulties and to help him place himself in a position where he can do the best possible work.

(4) The program should indicate ideals of healthful living.

As the Department of Superintendence points out:

Physical and mental health are of fundamental importance in a successful and happy life. The sick or physically defective pupil is poorly equipped to profit from his educational opportunities. He labors under a handicap to himself and is often of disadvantage to his fellows. It is the duty of all teachers, but particularly of the home-room teacher and others entrusted with guidance, to observe such defects and to suggest remedies. 33

Health counseling should include: (1) bringing school activities related to health together in one coordinated

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31 Myra Smyre, "Guidance and The Classroom Teacher," The Texas Outlook, XXXIII (October, 1949), 40.
33 Sixth Yearbook of the Department of Superintendence, p. 214.
whole; and (2) seeing that the entire school staff recognize the significance of promoting and using an adequate health service. The health counselor can promote training in the health environmental situations the adolescent has to meet in school or at home, at work or play.

(5) The program should guide the student in taking advantage of correct recreational opportunities.

As Brewer suggests, leisure "offers opportunity for the integration of a person's life into a harmonious, unified whole." The school has a definite interest and obligation in relation to the proper use of recreational and leisure time. It should make the school atmosphere pleasurable, teach children the proper uses of leisure, and help them to help themselves in transferring leisure time wholesomeness to all other duties and activities. It should be part of the school's guidance program, therefore, to help with the provision of opportunity for many kinds of recreation ranging from the active to the passive and from the individual to the cooperative, to persuade each pupil to learn and develop an interest in many kinds of recreational pursuits, to explain methods of self-guidance, to teach the theory and wisdom of recreation, to show how

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34 Ibid., p. 215.
35 Brewer, op. cit., p. 382.
36 Ibid., p. 384.
recreations may be pursued continuously, and to relate leisure time to other activities. 37

(6) The program should provide for adequate vocational education including, if possible, provision for distributive education.

To many authorities the term "guidance" is synonymous with vocational direction. In fact, that was the first connotation of the process. Economic determinists believe that many of man's ills are due to his maladjustment in the field of earning his bread. If this be true, the school should adopt more pertinent techniques for the development of occupational intelligence. 38 While even the best guidance cannot create jobs, it can help the student to a better understanding of his own job capabilities and of the necessity for his making himself serviceable occupationally. 39

Vocational guidance embraces all school activities specifically intended to assist individual students in learning about, choosing, preparing for, entering upon, and making progress in jobs. 40 It may provide such factors as vocational information service, a self-inventory service,

37 Ibid., p. 386.
38 Keller and Viteles, op. cit., p. 17.
39 Holmes and others, op. cit., p. 224.
40 Ibid., p. 225.
a personal data collecting service, a vocational preparatory service, a placement or employment service—indispensable in a guidance program which uses distributive education, an adjustment service, and research. 41

(7) The program should provide an opportunity for the preparation and exercise of proper socio-politico-civic traits.

The term "socio-politico-civic guidance" could include almost all phases of guidance. Specifically, however, in this survey the term refers to guiding the youth to be interested in and to prepare himself for participation in present and future social, political, and civic affairs. The program should, if possible, include the following processes: (a) participation in school activities, and (b) some participation in the control of such activities. This is a brief statement of a complicated criterion, but if the guidance program can assist the child in learning the pleasures and duties of socio-politico-civic participation it will have added to more effective living for the child and for his society.

Kefauver and Hand are of the opinion that inspiration to such participation is of tremendous significance:

While socio-civic education has always been conceded a position of great importance in equipping citizens for a democracy, the critical nature of the

problems which have developed. . . has very defi-
nitely strengthened the connection that the greatest
single task of the school lies in this field.42

Kefauver and Hand add that the concept of social guid-
ance involves:

. . . the aiding of students in defining social goals,
in planning educational experiences with reference to
these goals, in securing understandings required for
wise planning, and in assisting students when they
experience important difficulties in their social re-
lationships. In addition, it involves leading stu-
dents to develop a continuous plan of activity and
study and prepare for greater social usefulness.43

(8) The program should assist in the development of
aesthetic responsibilities.

In defining "aesthetic" in its narrow cultural sense,
the term means an effort to achieve the best, to unify and
improve all forms of life particularly in terms of the
beautiful and the good.44 Cultural guidance includes an
insistence upon a culture-abetting school environment, the
stressing of the good and the beautiful and an insistence
upon the child's learning to appreciate and develop those
qualities.

(9) A good guidance program should assist the student
to help himself in formulating a good code of ethics. Phi-
losophers sometimes disagree upon conceptions of "right."

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42 Kefauver and Hand, op. cit., pp. 24-25.
43 Ibid., p. 27.
44 Brewer, op. cit., p. 565.
Yet, as Brewer suggests, guidance for right doing should include these three theses: (a) that youth should have a real life of varied activities where they may develop the need and habit of choosing the right and rejecting the wrong; (b) that they may be assisted by their counselors in learning to make such choice both within and without the school; and (c) that teachers shall provide an opportunity for case discussion or living necessitating such decisions.

(10) The program should relate the child to his school, his home, and his community.

This criterion is by way of restating and summarizing the thesis that all guidance is an accompaniment of all education and that all education includes as important parts of its areas of operation the school, the home, and the community.

Principle Three: The guidance program should incorporate proper methods and techniques.

Regardless of the soundness of the theory upon which the guidance program is based, before it can be designated as satisfactory it must function effectively. Effective functioning demands the use of proper methods and techniques. Jaeggli insists that a guidance program cannot

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function without the use of proper and adequate techniques and tools.\textsuperscript{46}

Jones points out:

The value of all our machinery set up for guidance is dependent upon the way in which the individual students are helped. The one thing of paramount importance is . . . the actual guidance of students.\textsuperscript{47}

What are the proper methods and techniques? They vary with the individual student, teacher, and locale, but certain criteria of measuring the soundness of the program's methods and techniques are generally accepted.

Criteria of proper methods and techniques:

(1) Does the program provide for an adequate treatment of data?

As Rothney and Roens insist, those who establish the guidance program must provide for the assembling of sufficient data upon individual idiosyncrasies, including sex, age, social background, health, athletic ability, religious, political, and social convictions, attainment level in verbal and mathematical abilities, spatial relationships and memory, general and specific intelligence, achievement, personality, character, and emotional stability.\textsuperscript{48} Though full data upon all of these factors may be difficult to obtain,


\textsuperscript{47} Jones, op. cit., p. 265.

\textsuperscript{48} Rothney and Roens, op. cit., pp. 41-82.
a definite effort should be made to make the record as complete as possible. Compilation of data alone, however, is not sufficient. The data must be properly interpreted, reassembled, and used as a basis for application on a complete conceptualization basis.

(2) The data should be properly recorded and made easily accessible to the appropriate users.

Data collected and filed away only to gather dust and to waste storage space is relatively useless. Not only must the data be compiled and interpreted, but it must also be made available to each counselor of the individual student and understood and used by the counselor as a basis for the correct guidance of the individual.

Students and teachers, Jones thinks, must work together to discover, make available, and use facts that are essential for guidance.49 "The teacher needs to know the facts to enable him to guide the student."50

(3) The counselor should be qualified.

Characteristics of the good counselor, like those of the good teacher, are many and complex. Bare standards can be enumerated. The living application of techniques which measure to those standards is much more difficult.

49 Jones, op. cit., p. 108.
50 Ibid.
Characteristics of successful home-room guidance teachers as ranked by 312 sponsors from seven states were listed as follows in order of importance as evaluated by the responders: (1) ability to understand children; (2) ability to get along with people; (3) faith in the value of the home room; (4) a sense of responsibility; (5) a well-developed personality; (6) enthusiasm; (7) leadership ability; (8) originality; (9) experience; (10) mastery of teaching subjects; and (11) superior intelligence.51

Student listing in order of importance as shown by a study of 2268 student responses to questionnaires upon the subject show the following desired order of quality ranking in guidance teachers: (1) helpfulness; (2) understanding; (3) pleasantness; (4) friendliness; (5) kindliness; (6) impartiality; (7) interest in students; (8) ability to maintain order; (9) cooperativeness; and (10) patience.52

In addition to the above student-faculty supplied characteristics, the guidance worker obviously needs sufficient training, college work, and specialized courses. The guidance worker should study his school to determine its needs, develop a thorough understanding of the purpose of the home room, know helpful materials, help with the stimulation of

51Hamrin and Erickson, op. cit., p. 416.
52Ibid., pp. 416-417.
faculty thinking, and become acquainted with all of the techniques of guidance. 53

For the complicated, highly technical, and qualified services of counseling, the teacher is entitled to expect commensurate rewards not all of which can be included in the unselfish ideal of service to humanity. Community respect, personal, social, and academic freedom, security of tenure, and adequate salary should be among the counselor's rewards.

(4) The program should provide for individual interviews and similar assistance.

The subject of guidance interviews is important. Not only are interviews of assistance in securing various kinds of individual data, but much of the concrete contact between counselor and student comes through such interviews. Furthermore, in the area of vocational guidance, the student must become familiar with the techniques of the interview so that he can prepare himself for participating in similar situations. The techniques of the interview require most of the skills and characteristics suggested in qualities required of the qualified guidance teacher.

As Lefever, Turrell, and Weitzel suggest: "Personal element has been inherent in counseling since its inception."54

53 Ibid., p. 427.
Smith and Roos agree, saying: "If an interview is to be successful, there must be a proper approach, all of which includes judgment of the individual, timing the approach, and choosing an effective locale for the interviewer."

The interview also, Smith and Roos think, should have as approaches the art of directing thinking and value for the student.

(5) The program in the area of vocational guidance should make provision for contact with present and future vocational employers.

The provision for distributive education, for the student's school-work program with credit for both phases of activity necessitates that some form of placement agency be established and that the prospective employer and employee may establish contact on a mutually helpful and profitable basis. Whether or not the distributive feature is incorporated in the program, there should be provision for acquisition of the correct job-interview techniques. The job needs of the community should be investigated, and, if possible, met.

Keller and Viteles in supporting the above thesis conclude that people want to live happily and are willing to work for a happy living and that:

55 Smith and Roos, op. cit., pp. 143-144.
56 Ibid., p. 144.
Vocational guidance can help in the fulfillment of that common desire... as a handmaiden to political, economic, and social vision which "takes into account the only item that really matters—the people," and fully understands "the only values that are worth anything—the human values."57

(6) There should be continuous appraisal and improvement of the program.

Provision should be made through the selection of school personnel, individual or committee with administration, faculty, and student body represented, continually to appraise the existing program and to improve it. Inspection of and research upon programs existing in other systems may serve as a basis for comparison. Criticism from the community, prospective employers, the faculty, and the students may be of assistance. Incorporation of proved successful techniques and methods should be encouraged. The program should be dynamic, not static.

Kefauver and Hand point out that:

The need for and importance of appraising guidance have been emphasized by the reports of studies and suggestions which have appeared in the professional literature. In a canvass of judgments concerning the importance of different types of investigation of guidance, directors of guidance gave "measurement of results of existing programs of guidance" a position of greatest importance.58

Summary

In this chapter three principles and the criteria of

57 Keller and Viteles, op. cit., p. 499.
58 Kefauver and Hand, op. cit., p. 3.
testing whether the guidance program meets these principles have been listed and briefly described. The principles of (1) organization; (2) adjusting the child to himself, his school, and his community; and (3) incorporating proper methods and techniques have been advanced and the criteria for measuring such principles considered. With such principles and criteria as blueprints, it is possible to establish a guidance program for a local secondary school, the Denton, Texas, Senior High School.
CHAPTER IV

THE PROPOSED FUNCTIONING OF THE DENTON HIGH SCHOOL GUIDANCE PROGRAM

In the preceding chapter the three principles of guidance--organization, pupil adjustment, and methods and techniques--were explained and criteria developing in connection with these principles were established. It is proposed in this chapter to apply these general principles and criteria to a specific situation, that of the Denton Senior High School. That is, a guidance program for Denton Senior High School will be advanced in accordance with the general principles of organization, pupil adjustment, and methods and techniques discussed in Chapter III. After the proposed Denton High School Guidance Program has been described, it will be measured by the criteria established in Chapter III. The program for Denton Senior High School, a secondary educational institution with approximately 500 students and a faculty of twenty-six teachers, will be proposed from the standpoint of the principles of organization, pupil adjustment, and proper methods and techniques.

The Principle of Organization

The organization of the proposed Denton Senior High School Guidance Program is comparatively simple. The outline
of the organization and an expanded explanation of the outline follows:

Organization of the Program

I. Objectives

II. Structure
   A. The guidance director
   B. The guidance committee
   C. The home room

III. Schedule
   A. Time-schedule of the guidance director
   B. Time-schedule of the guidance committee
   C. Time-schedule of the home room

IV. Assignment
   A. Bases for assigning students to home rooms

V. Public Relations and Integration

Objectives.--The objectives of the program to be established are essentially contained in an effort to answer the criteria and to meet the principles advanced in Chapter III. More specifically, however, the purpose of the program is to provide direct and close personal attention and help for every one of the Denton Senior High School pupils from the time he enters school until after he leaves it, attention to his problems, progress, and adjustment, vocational development, health practice, and recreational, cultural, and ethical use. In short, the fundamental objective to be
realized is the better fitting of the student for complete living.

Structure.--The organizational structure of the system is relatively simple.

In charge of the guidance program, but responsible to the administration and ultimately to the community, is the guidance director. His is the responsibility for the overall administration, integration, and functioning of the complete program. His duties will be considered in detail subsequently. This official is found in such schools with distinctive guidance programs, as listed by Lefever, Turrell, and Weitzel, as The John Marshall Junior High School, Pasadena, California; The Horace Mann High School, Salt Lake City, Utah; The Chester High School, Chester, Nebraska; The Hope High School, Providence, Rhode Island; The Lincoln High School, Seattle, Washington; The Riverside High School, Milwaukee, Wisconsin; The Sharon High School, Sharon, Pennsylvania; The West High School, Denver, Colorado; and The Woodrow Wilson High School, Long Beach, California. ¹ The official does not always bear the title "Guidance Director." He is referred to variously as: "The School Counselor," "The Head Counselor," "The Boys' Adviser," "The Advisement Counselor," "The Director of Guidance," "The Dean of Guidance," but regardless of his title, his functions and duties are relatively the same.

Assisting the guidance director and directly responsible to him is the guidance committee, an auxiliary committee of three teachers and two students with the principal as an ex officio member. Duties of this body will be considered later. The use of such committees in guidance work is approved by Brewer; Peebles; Hamrin and Erickson; Darley, who goes into considerable detail as to the work of guidance committees in the Central High School of Fargo, North Dakota; and Traxler, who describes five such committees in his model program, that of the University of Chicago High School.

At the base of the guidance program as envisioned in the Denton Senior High School is the home room. As Hamrin and Erickson suggest:

Because the home room plan, carefully initiated and adequately developed, is most nearly in accord with the principles of organization already developed . . . it is a desirable kind of organization for guidance for most secondary schools.

There are approximately five hundred students in Denton High School. The administration has provided that

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3Erickson and Happ, op. cit., pp. 197-199.
4Hamrin and Erickson, op. cit., pp. 336-337.
6Hamrin and Erickson, op. cit., p. 22.
7Ibid., p. 337.
twenty-six teachers should be assigned to home-room duties for these five hundred students. It is recommended that these teachers be carefully screened and selected on the basis of guidance ability and that each home-room teacher be assigned approximately nineteen pupils. This assignment is not suggested as an inflexible procedure arbitrarily to be followed, but simply a beginning procedure. If certain home-room teachers demonstrate superior guidance abilities and others are uninterested in or incapable of using the home room for guidance, adjustments may be made.

The guidance committee and the home-room teacher must work directly with and under the supervision of the guidance director. All of the above personnel through data, contact, and conferences must be connected with the individual student and his guidance requisites.

Schedule.--Since the discharge of the work of the guidance personnel requires time in addition to interest, training, and skill, it is suggested that the membership should be relieved of some classroom and extra-curricular duties. The guidance director should be relieved of classroom duties so he may devote his entire attention to the conduct, integration, and improvement of guidance activities, group and individual. As Lefever, Turrell, and Weitzel point out, a survey of secondary schools in 1939 shows that 1297 of these schools employ a half-time or more
than half-time counselor, and in The John Marshall Junior High School of Pasadena and The Hope High School of Providence, both advanced by Lefever, Turrell, and Weitzel as schools with model guidance programs, the guidance director has one or less classroom teaching periods per day. Guidance committee faculty members should be relieved of at least one classroom period per day. This is a customary practice in a number of high schools. It is proposed that student members of the guidance committee be given some time and possibly activity credit for participation in such committee work. Home-room teachers are often given a "free" period during the classroom day, though there is no unanimity of opinion upon the advisability of this practice.

A definite daily period for home-room meetings should be scheduled. It is suggested that the length of the meeting be from twenty to thirty minutes daily. It is possible to follow this schedule with a staggered lunch period--that is, with one-half the student body at lunch for thirty minutes with the other half in the home room and vice versa. Furthermore, the guidance director and members of the guidance committee should be permitted to summon individual students from the study hall when necessary for individual

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9 Ibid., pp. 209-216.
10 Ibid., pp. 209-230.
consultations. Finally, it is proposed that the first two days of each semester be allotted to testing and orientation.

Assignment.--Bases for assignment to home rooms differ from school to school. Each basis has various merits and defects. It is proposed in this program to assign home-room membership on the basis of alphabetical enrollment, a plan approved by Lefever, Turrell, and Weitzel. Home-room assignment should be permanent for the duration of the pupil's high school career, though the student upon his own request and for good reason should be permitted to change home rooms if he so chooses.

Public relations and integration.--In addition to structure, scheduling, and assignment, provision is made for a clear relationship and development of adequate public relations among the community, the administration, and the guidance personnel. This is one of the duties of the guidance director. It is also his duty to point out definitely the objectives of the program. It is the duty of the community and the Board of Education to provide adequate budgetary support. A salary of $6,000 for the guidance director and provision for other expenses has been suggested above. It is also one of the duties of the guidance director

11Ibid., pp. 47-50.
12Ibid., p. 50.
13Ibid.
to help the home-room teacher with the planning of home-
room guidance activities.

Extent to which the proposed Denton Guidance Pro-
gram meets the criteria of organization as outlined in
Chapter III.--In Chapter III the criteria of organization
were listed. The extent to which the proposed organization
of the Denton Program meets these criteria will be con-
sidered briefly.

Criteria of organization:

1. Is the relation between the administration and
the guidance personnel clearly and satisfactorily outlined? Yes. The guidance director is responsible for the program,
but is under the control of the administration and is re-
sponsible for the integration of the program.

2. Does the program have a responsible head? Yes. The guidance director is the definite head.

3. Are the aims, purposes, and outcomes to be desired
definitely stated? Yes, the objectives of the program are
listed on Page 69 above. The outcomes will be presented in
detail on Pages 95-96 below.

4. Is sufficient budgetary provision made for the
program? Financial support of the program lies within the
province of the Board of Education and the taxpayers of
the community. As will be suggested in the section cover-
ing the duties of the guidance director, the director is
charged with the duty of preparing a budget for submission
to the administration and the Board of Education. It is estimated that the proposed program will entail an expenditure of between $6,000 and $10,000 annually.

5. What are the times and lengths of the guidance program? The scheduling of the program has been definitely outlined on pages 72-74.

6. Are the activities to be undertaken formulated and prepared? Yes. The guidance director is charged with the formulation and submission of a general program. Specific activities and functioning of the program will be described in sections to follow.

The Principles of Pupil Adjustment, Methods, and Techniques

The principles of pupil adjustment, methods, and techniques were developed in Chapter III and the criteria in connection with those principles were established. In applying the principles to a practical situation—that is, in proposing a guidance program for Denton Senior High School, it has been found advisable to consider the principles of adjustment and methods and techniques together, since the problem of pupil adjustment can be solved by the application of the proper methods and techniques of guidance. It has also been found that the most practical approach to
the discussion of the application of these principles to
the Denton situation is to consider how they may be applied
through an analysis of the duties of the constituent members
of the guidance personnel in the proposed Denton Program.
Those duties may be considered under the following heads:
(1) duties of the guidance director; (2) duties of the guid-
ance committee; (3) duties of the home-room teacher; and
(4) duties of the student. After these duties have been
discussed, an analysis of the extent to which they meet the
criteria of adjustment and methods and techniques as dis-
cussed in Chapter III will be presented.

Duties of the guidance director.--The guidance director
is one of the most important functioning units in the pro-
gram. His duties are manifold. They may be summarized as:
(1) group activities with the students, (2) individual
counseling, and (3) administrative and coordinative duties.

Among group activities may be listed the administra-
tion of pre-entrance tests and suggestions, the assumption
of responsibility for the orientation program, the adminis-
tration of placement tests, the coordination of distribu-
tive education, the assistance with long-time planning, and
the presentation of necessary group information counseling
to the student body throughout the school year. The guid-
ance director will have the assistance of the guidance
committee, as will be pointed out on page 80, in the administration of such activities.

Individual counseling includes interviews with every student in the school at least once a term, repeated with those who need additional counseling, a digesting of student achievement records, and a pointing out to the home-room teacher the possible significances contained in those records. The guidance director will also have the assistance of the guidance staff in the discharge of these duties.

Administrative and coordinative functions of the director include acting as a liason officer among administration, guidance committee members, home-room teachers, and students. These functions are interwoven with the duties of group and individual counseling. Interpreting guidance to the staff, making contacts with the community, securing occupational information both as to the needs of the community and the needs of the student, assisting with the formation of master schedules, and articulating the school with the lower schools, business, and community society in general—all fall within the province of the guidance director.

Specifically, it is proposed that the guidance director assume most of the functions performed by one hundred selected guidance counselors as revealed in a
study by Cox: (1) educational-vocational-emotional-and-other guidance of pupils, (2) work with parents, (3) supervision of tests, (4) cooperation with law-enforcement agencies, (5) consultation with employers, (6) placement, (7) coordinating the guidance program of the school, (8) home-room supervision, (9) cooperation with community guidance agencies, (10) supervising social needs, and (11) follow-up of pupils who have left school.

It may be seen that with the above duties impinging upon him, the director will have his professional time fully occupied. If, however, the school financial budget does not permit the setting up of a specific officer to discharge such responsibilities, the officer may also have thrust upon him the duties of the vice-principal or dean of boys. His assumption of that responsibility is not, however, recommended, particularly since the vice-principal or the dean is often the school disciplinarian. It is felt that the guidance officer should not be responsible for the administration of discipline since that obligation carries with it at times the connotation of the exercise of punitive measures and the guidance officer should always be thought of by the student as a sympathetic counselor and friend, a source of assistance rather than a policeman, court, and judge.

\[^{14}\] Jones, *op. cit.*, p. 503.
Though the guidance director is charged with the responsibility for carrying out many tasks, it is also part of his duty as an executive officer to delegate and allocate part of his responsibility to others. It is for that reason that the organization of the Denton Senior High School program as proposed contemplates the establishment of a guidance committee composed of three faculty members and two members of the student body.

Duties of the guidance committee.--The guidance committee, as has been suggested, is appointed by the principal with the advice of the guidance director. Its primary duty is to act as an agent of liaison among guidance director, administration, faculty, and student body. It has, however, other and significant responsibilities. Among its other duties are:

(1) Conferences with the guidance director to help with the formulation of the overall guidance policy for the school.

(2) Conferences with each home-room teacher in an effort to help him with various guidance problems.

(3) Conferences with individual students upon the request of the guidance director or the home-room and/or the classroom teacher. In this connection the use of the white and blue slip method of warning and counseling is suggested. For example, at the first sign of academic
failure or other maladjustment, the classroom or home-room teacher can send a white slip (a copy of which is given to the student) to the guidance committee member responsible for the student. An interview follows and remedial measures such, for instance, as advice on how to study are applied. If improvement is not made, the white slip is followed by a blue slip which results in further interviews with the student and a request for the parent to visit the school.

(4) Assisting the guidance director or vocational co-ordinator with general vocational and distributive vocational guidance.

(5) A division among the committee members of the responsibility for assisting the guidance director in the discharge of the following functions:

(a) Student and record articulation. There should be definite articulation of records between the lower schools and the senior high school for the purposes of better registration and a more favorable formulation of the school's orientation program.

(b) Student cumulative records. The committee should keep informed upon current practices in record keeping and strive continually to improve the methods of collecting and filing information and improving the usefulness of records.
(c) Testing and evaluation. The committee should study the testing needs of the school and formulate a program for better meeting those needs. It should assist with the interpretation of test results. Surveys, evaluations, the establishment of a permanent yet flexible system of testing, and the education of the teacher in the proper interpretation of such tests comprise the various phases of this duty.

(d) Curriculum research and revision. The committee should study the present school curriculum and make suggestions for its improvement.

(e) The home room system. The committee should study the purpose, function, and value of the existing home-room system of the school and, if necessary, make advisable changes.

(f) Pupil attendance. The committee should be prepared to help those in charge of attendance, if necessary.

(g) Student extra-curricular and social life. The committee should investigate the clubs—social, scholastic, honorary, and athletic—of the school, the student social life, and
the general welfare of the student body as a group--with the objective of providing opportunities for a better, more comprehensive and more wholesome social life.

(h) Vocational aspects. The committee, in addition to the vocational duties previously suggested, should survey library, governmental, and other vocational information facilities. It should assist the guidance director or vocational coordinator in surveying the vocational needs of the community.

(i) College information. The committee should assist the home-room teacher in collecting and providing better information for the student upon college needs and requirements. It should strive for better articulation between high school and college.

(j) Special student problems. The committee should assist the classroom teacher, the home-room teacher, and the guidance director in drawing up and administering a program of procedure for dealing with the physically defective, the mentally exceptional, the emotionally maladjusted, the disciplinary problematic, and other students posing special problems.
(k) Research, comparison, and appraisal. The committee should engage in research upon all phases of the guidance problem. It should have the opportunity of investigating through study and inspection the guidance problems of other schools in order to compare their guidance successes and failures with those of the Denton system. It should evaluate and appraise the Denton system with the objective of continually improving that system.

(1) Community training. The committee should bring before the administration, the teachers, the parents, and the community as a whole the necessary information for a complete guidance program.

Duties of the individual home-room teacher.--At the heart of the proposed guidance program for the Denton Senior High School is the home-room teacher. It is proposed that the student body of approximately 500 be divided into groups of approximately nineteen students. This is an arbitrary division of an approximately equal guidance load to each of the twenty-six home-room teachers. Obviously, withdrawals, graduation, new registrations, student-desired change of home room, and other factors will render it impossible to maintain an exact home-room load for each teacher. The
relatively equal division of load, however, has the advantage, at least, of being just and of allowing each student the possibility of a regularly equal amount of individual attention from the home-room teacher. This would not be the case if one home-room teacher had a guidance group of seven students, for example, while another home-room teacher had a guidance group of fifty-five students. Each group, as has been suggested, will meet daily with the home-room teacher for a period of thirty minutes. This scheduling is practical in that it fits in with a staggered lunch period.

What are the guidance duties of the home-room teacher in connection with this group? In addition to the regular routine of the home room such as serving as a channel of information from the administration and classroom teachers, recording grades, passing out report cards, assisting in campaigns, reading daily information bulletins, and the like, the home-room teacher's guidance duties embrace the entire field of guidance. Such duties may roughly be classified as follows: (1) to study pupils' needs; (2) to aid pupils in making a good beginning; (3) to aid in integrating guidance with the curriculum; (4) to aid in integrating guidance with the extra-curriculum; (5) to help students to become well-adjusted; (6) to help students plan intelligently; (7) to follow up; and (8) to evaluate the program.
Studying the pupils involves the acquisition of a knowledge of the concepts of child growth and development; an awareness of general community backgrounds and social and economic aspects; an awareness of the physical health, the speech, the emotional, the sexual, the vocational, the recreational, the cultural and aesthetic, and the ethical needs of the students; the keeping of adequate records including an individual guidance record for each child, including testing, health, mental, socio-economic, and other individual data; and observation of the home-room pupils, including a survey of their study habits, knowledge of how they look at themselves as revealed by required autobiographies, anecdotal records, daily schedules, and other such pertinent information. Activities involving each of the above requirements may be developed by the individual home-room teacher as the need arises.

Many of the orientation duties will, as has been suggested, be carried out by the guidance director and committee. The home-room teacher also, however, has a definite responsibility in aiding the pupil to make a good beginning. Each new student in the home room must be made to feel at home. He should be introduced to his fellows, given a clear-cut knowledge of the geography of the school plant, customs, traditions, pranks played upon the newcomer, course requirements, outstanding student and faculty service personnel, rules, and privileges.
The home-room teacher in connecting guidance with the curriculum should be aware of the school's curriculum, the requirements for graduation, and college entrance requirements. The teacher should be sure that his group knows these requirements. The repeated instances where the child has to linger an additional semester in high school to absolve college entrance examinations because "I didn't know what courses I had to take" are indicative of poor guidance. Furthermore, the home-room teacher should become acquainted with the latest and best curriculum trends, be prepared to make suggestions toward the improvement of the curriculum, and develop a program of home-room activities which will make guidance an integral part of the curriculum.

Guidance also presupposes that the home-room teacher will relate home-room activities with extra-curricular activities. The value of proper extra-curricular activities is now accepted by most schools. As part of the extra-curricular program where the home-room teacher can use the home room as a base, there may be student participation in self-government with the home room as the functioning foundation and home-room encouragement of school publications, assemblies, literary, dramatic, and forensic activities, music, social affairs, clubs, and athletics.

Helping students to become better adjusted is part of
the entire guidance program. Specifically, the home-room teacher should aid the students to develop better study habits, guide reading activities, work on discovering situations which lead to maladjustment, and attempt to discover and apply a preventative.

Intelligent planning by the student can be accentuated by the home-room teacher. He must learn of educational and vocational opportunities and insist that the student become aware of them. Some of the best and most valuable opportunities for individual counseling will be found developing from the discharge of this duty.

The follow-up is also a part of the home-room teacher's duties. There are many ways in which this can be done. The present three-year group, for example, can ascertain and record the addresses, present schools or occupations, and beginning successes of the graduates. Post cards, visitation, invitations to return to school, interviews in the homes, and the like may be used. Repeated follow-ups, not only with the ex-students but also with their colleges and employers, are advisable. The correct guidance practice as proposed for Denton Senior High School envisions not only the counseling of students while in school but the continuance of friendly, helpful relations after the student leaves the institution.
Duties of the student.—The student must make a special effort to become acquainted with his counselors. He must learn to look upon them as friends rather than as interferers or nosy busybodies. While much of the initiative, practically, should come from the faculty guidance personnel, complete friendship may be better if it is bilateral. If the student regards his counselor as an interferer or a spy, obviously the guidance efforts of that counselor will not achieve the maximum of effectiveness. For these reasons, the student must be encouraged to seek out the counselor and value the tendered assistance.

Some students develop the habit of regarding the teacher as a detached Olympian deity removed from the concerns and problems and lives of those whom he instructs. It is part of the concern of the proposed guidance program that this concept be corrected. The student, therefore, should become habituated to the idea that he knows his advisers, that they know him, and that each is interested in the welfare of the other.

As part of the technical routine of counseling, the student must have impressed upon him the necessity of responding to the counselor's requests for conferences. Definite provision is made in the proposed program for the student's being summoned from study hall for guidance interviews. He must learn to take advantage of such opportunities
and not force the adviser to great difficulty in locating him and obtaining his presence at interviews. As part of vocational guidance he must learn that punctuality and dependability are aids to successful occupational advance and he can begin to cultivate those virtues in school.

The student must learn to go to the counselor with problems and questions which puzzle him. Even the most skilled guidance expert cannot plumb all the perplexities which confront the adolescent. It is, therefore, the duty of the student of his own initiative to bring before his counselor the problems upon which he needs help. This does not mean that he should expect his counselor to outline his history lesson or write his themes for him. It does mean that the student should feel free to consult with the counselor upon his college and vocational plans, the division of his study time, the means of solving social problems, and the ways of extricating himself from emotional morasses. If the student accepts these responsibilities, he will aid the teacher greatly in giving him better guidance.

Extent to which the Proposed Denton Guidance Program meets the criteria of pupil adjustment and methods and techniques of guidance as outlined in Chapter III. --Ten criteria of the effectiveness of a guidance program in enabling the child to introduce and adjust himself to
himself, his school, and his community were discussed in Chapter III. Six criteria of the proper methods and techniques of a guidance program were also discussed in that chapter. The extent to which the Proposed Denton Program meets those criteria is explained below.

Criteria of child adjustment:

1. Does the program orient the child to his school society? Yes. Among the duties listed for guidance director, committee, and home-room teacher are the preparation, presentation, and supervision of an adequate orientation program which will keep the beginning student from feeling that he is in a strange and unfriendly world.

2. Does the program attempt to eliminate emotional and psychological maladjustment? Yes. One of the primary objectives of the whole guidance program is to fit the child to live a happier and more effective life. Specifically, the program provides for individual attention to the elimination of emotional and psychological maladjustment.

3. Does the program provide educational analysis, stimulus, and inspiration? Yes. Each child is treated as a specific individual and individualized attention is given to his problems, desires, and betterment.

4. Does the program inculcate ideas of healthful living? Yes, this is one of the activities prescribed.
5. Does the program train for recreation? Yes. Among the activities proposed for the home room is that of suggesting proper methods for the use of leisure and recreative time in recurring and persistent life situations.

6. Does the program make provision for adequate vocational training both in the present and in the future? Yes. The guidance director, with the assistance of the guidance committee and the home-room teacher, is charged with the responsibility for supervising distributive education and for supplying vocational counseling for those who are not in the distributive education field.

7. Does the program provide an opportunity for the preparation and exercise of proper socio-politico-civic traits? While the stimulus for the proper development of socio-politico-civic traits is, in a sense, part of the obligation of the entire educational process, provision is made in the program through attention to social, contest, and other co-curricular activities to help the student in the cultivation of such traits.

8. Does the program assist in the cultivation of aesthetic traits? Yes. The development of aesthetic traits is part of enriched life experience. There is provision in the program for directing the student to media such as
music and art courses through which such traits may be enjoyed.

9. Does the program provide assistance in the formulation of a decent code of ethics? Ethical behavior is explained and suggested by the members of the guidance program through group and individual counseling.

10. Does the program relate the child to school, home, and community? Through an adequate public relations program, contact with parents and other patrons, and follow-up devices, the Proposed Denton Plan makes a definite effort to relate the child to the school, home, and community.

Criteria of the proper methods and techniques:

1. Does the program provide for the use of data and proper testing? One of the primary functions of the guidance committee is to collect, interpret, and evaluate data through testing and research and to make such data available to the home-room teacher and others to assist in the better application of guidance methods and techniques.

2. Is the data accurately recorded, easily understood, and readily accessible? Only an examination of the program in practical operation can satisfactorily answer this question. Provision is made, however, for accurate
and accessible recording and complete explanation and interpretation.

3. Is the counselor qualified? In the program it is recommended that the administration be made acquainted with the importance of expert and trained guidance personnel and that sufficient inducement be offered to attract such personnel.

4. What provision has been made for individual interviews and assistance? The entire program is built in part upon the idea of individual interviews and assistance--by the guidance director, the guidance committee, and the home-room teacher--a threefold approach to the problem of interviews.

5. What contact in the field of vocational guidance has been made with the prospective present and future employers? One of the definite duties of the guidance director is to keep in continuous touch with all possible employers, present and future. A placement office will be maintained for the benefit of students and prospective employers.

6. What provision has been made for continuous appraisal and improvement of the program? Evaluation, appraisal, and research are among the explicit duties of the guidance committee under the supervision of the guidance director and in connection with the home-room teacher.
Outcomes

Since the program for Denton as proposed above is in accordance with the principles of correct organization, pupil self-adjustment, and proper methods and techniques, it will encompass certain desirable outcomes. Fundamentally, these outcomes may be expected to meet the criteria which have been advanced as means of executing the principles of proper organization, adjustment, methods, and techniques.

More specifically, the program as established will have these values:

(1) It will provide every pupil with one or more faculty members who are acquainted with his background, ability, capacity, interests, and needs.

(2) It will provide all necessary conferences, methods, and techniques for enabling the student and his advisers to cooperate in developing the above informational perspective.

(3) The program will have compiled, concentrated, interpreted, and made accessible records which will be utilized to the fullest for the pupil's guidance.

(4) The program will establish an organized, functioning routine by which all students can be effectively helped.

(5) The overall guidance program will serve as a central point of cooperation among all school factors and phases. It will integrate into a cooperative whole the child, the school, the faculty, the administration, the
employer, the parent, the home, and the community as a whole.

If the school is to be a valuable and functioning unit, the guidance program which it uses must be effective. The final outcome of the program should be the better guiding of the student to become a worthy member of his present and his future society. It should, in short, help to prepare the student for complete living.

When the organization, duties, and outcomes suggested in this chapter have been developed as this program proposes, it will be seen that the criteria listed under the principles of organization, introduction, and proper methods and techniques will have been met. That is, the program as presented provides for:

(1) Proper relationship among administration, guidance personnel, student body, and community.
(2) Responsible leadership.
(3) Statement of aims, purposes, and outcomes.
(4) Sufficient budgetary provision.
(5) Correct scheduling.
(6) Formulation and preparation of activities.
(7) Orientation.
(8) Elimination of emotional and psychological maladjustments.
(9) Educational analysis and stimulation.
(10) Inculcation of ideals of healthful living.
(11) Recreational training.
(12) Vocational training.
(13) Socio-politico-civic training.
(14) Cultivation of aesthetic qualities.
(15) Assistance in the development of proper ethics.
(16) Relating the child to school, home, and community.
(17) The full use of data.
(18) Individual and group interviews.
(19) Vocational contacts and development.
(20) Appraisal and improvement of the program.

Summary

In this chapter a proposed program of guidance has been advanced for possible incorporation into the Denton secondary system. The program as presented has been an outgrowth of the principles of proper organization, pupil self-adjustment, and methods and techniques.

The objectives of the program have been stated as an effort to meet the principles and establish the criteria of proper organization, adjustment, methods, and techniques of a good guidance program. The organization has been charted through the guidance director, the guidance committee, the home-room teacher, and the student. The proposed duties of the guidance director, the guidance committee, the home-room teacher, and the student have been
outlined. The overall outcome of the proposed program has been suggested as the better fitting of the child for complete living in a complete society.

With these objectives, organizations, duties, and outcomes fulfilled, the proposed program will meet the criteria accompanying the principles of: (1) proper organization; (2) complete adjustment of the student to his school, his society, and himself; and (3) adequate employment of functioning methods and techniques.
CHAPTER V

SUMMARY AND CONCLUSIONS

It is proposed in this chapter to summarize this study and present general conclusions about the development of guidance programs.

Summary

In this study the problem was stated as: (1) the survey of related literature in the field of guidance to determine what constitutes a good guidance program; (2) the establishment of certain principles and criteria of a sound guidance program; and (3) the presentation of a guidance program for the Denton, Texas, Senior High School which will observe the principles and meet the criteria of soundness as developed from an examination of literature in the field.

In the introductory chapter of the study after the problem was stated, terms were defined, the importance of the problem stressed, the history, scope, and limitations of the problem presented, the sources of data given, and methods of procedure were outlined.

In the second chapter a review of related literature in the field of guidance was presented. Particularly useful were Education as Guidance by Brewer, Counseling the
Individual Student by Rothney and Roens, Appraising Guidance in the Secondary Schools by Kefauver and Hand, Guidance Practices at Work by Erickson and Happ, Principles of Guidance by A. J. Jones, Guidance in the Secondary Schools by Hamrin and Erickson, Principles and Techniques of Guidance by Lefever, Turrell, and Weitzel, Personnel Work in the High School by Germane and Germane, Testing and Counseling in the High School Program by Darley, "Teacher's Handbook for Home-Room Guidance" by Lawrence H. Moore, Vocational Guidance Throughout the World by Keller and Viteles, and the Sixth Yearbook of the Department of Superintendence, as well as related articles in recent periodicals. This literature was of value in furnishing basic material to serve as guideposts in constructing the Denton Program.

With related literature and the view of authorities as a background, the three principles and the criteria of a sound guidance program were presented in Chapter III. The principle of proper organization has as criteria: proven relationships, responsible direction, definite aims, sufficient budgetary provision, and adequate scheduling and preparation. The principle of the child's adjustment to himself, his school, and his community has as criteria proper orientation, attempts to eliminate emotional maladjustment, provision for educational analysis, inculcation of health, recreational, vocational, socio-politico-civic, aesthetic,
ethical, and home-school-community ideals, relationships, knowledges, aptitudes, and techniques. The principle of methods and techniques has as criteria provision for complete and adequate handling of data, the securing of competent guidance personnel interviews, vocational contracts, comparisons, evaluations, appraisals, and efforts toward continual improvement.

In the fourth chapter the proposed guidance program for Denton Senior High School was set up as an outgrowth of the principles and criteria developed as a synthesis of the thought of educational authorities in the field of guidance, the principles and criteria of organization, child-adjustment, and proper methods and techniques. Under the principle of organization, the objectives, the structure of administration and personnel, the scheduling, the assignment, and the public relations and integration concepts were first explained and then measured by the criteria of proper organization, integrated relations, responsibility, definite objectives, sufficient budgetary provision, and adequate scheduling, assignment, and preparation. The principles of child-adjustment and proper methods and techniques were approached through a consideration of the duties of the members of the guidance personnel—the guidance director, the guidance committee, the home-room teacher, and the student. After these duties were discussed, they
were analyzed and found to meet the criteria of proper pupil self-adjustment and methods and techniques, the criteria of orientation, attempts to eliminate emotional maladjustment, provision for educational analysis, inculcation of health, vocational, recreational, socio-politico-civic, aesthetic, ethical, and home-school-community relationships, complete and adequate handling of data, good guidance personnel, sufficient and adequate individual interviews, vocational contacts, comparisons, evaluations, appraisals, and improvement.

Since the principles and criteria of organization were met, the proposed program will have certain desirable outcomes which were suggested in Chapter IV and which may be summarized as adequate guidance for complete living.

The program as proposed has advantages. Most important is the fact that it meets the principles and criteria of a good guidance program as developed from the educational philosophy in the field of guidance. Another advantage lies in the fact that while the program has one responsible head, the guidance director, it also provides three guidance channels--the guidance director, the guidance committee, and the home-room teacher. The program also has the advantage of a division of functions, provisions for orientation, testing, record-collection, and interpretation, provision for interviews, consideration of all areas of guidance, and
provision for the follow-up after the student has left school. The program as established presents a complete organization, employs accepted methods and techniques, considers the various areas of guidance—vocational, health, recreational, aesthetic, socio-civic, and ethical, and attempts to meet the criteria of sound guidance generally.

The program also contains certain weaknesses which practice and a growing awareness of the importance of guidance may serve to remedy or eliminate. The provision of budgetary support is not definite. This, of course, is the problem of the community, and it is the duty of the administration and the school as a whole through adequate public relations to present that problem to the community for a satisfactory solution. The program is not completely clear as to the methods of finding and obtaining adequate guidance personnel. This, again, is the problem of the administration and, in the ultimate analysis, of teacher preparatory institutions and finally of the legislature and the citizens of the community and the state.

The program has elaborated upon the vocational and distributive aspects only briefly. Provision, however, is made for full use of distributive or cooperative education.

A full schedule and list of home-room activities has not been presented. The preparation and consummation of such activities is, perhaps, best left to the judgment and
initiative of the specific home-room teacher and of the pupils under his guidance.

General Conclusions

The subject and problems of guidance constitute some of the most important phases of the American educational scene, phases which have been neglected but which are receiving increased attention. Guidance in the past has at times stressed the vocational aspects at the expense of other phases of the subject. With the increased demand for semi-skilled labor and the efforts of some of the professions to limit entrance into the professions, there still exists the danger that the vocational aspects of guidance may be over-emphasized. It is further recommended that guidance programs both locally and generally be continually studied, appraised, and reappraised in an effort to provide better education for children. As a final conclusion, the thesis is advanced that the guidance program proposed in this study may bring a better and more complete educational service to the children of the Denton community.
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