THE ADMINISTRATION OF THE GUIDANCE PROGRAM FOR SECONDARY SCHOOLS

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to determine whether or not the guidance program in the senior high school at Waco, Texas, is adequate -- adequate in the sense that the boys and girls of this particular school are better fitted to live in our democratic society today.

Procedure of Study

An attempt will be made to answer these questions:

(1) Why is a guidance program necessary? (2) What steps are being taken to accomplish the objectives set forth? (3) What is considered the best method of instituting a guidance program? In answering these questions a study of the guidance programs in a few of the leading cities and states of the United States has been taken into consideration. The best possible method or combination of methods will be recommended. This method will be compared with the program of guidance now in operation in the Waco High School, Waco, Texas.

Limitations

The study will be limited to the recommendations considered necessary to bring Waco's guidance program up to a
status of adequacy -- adequate as compared with the studies made of the various leading programs discussed herein.

This study is to be a comparative one. Representative guidance programs now in successful operation throughout our nation will be studied and an evaluative program will be established in order to evaluate the program now in operation in Waco.

Sources of Data

In making this study a thorough consideration has been given to all available material such as magazines, periodicals, research bulletins, charts, graphs, and any number of books written on the methods and theories of guidance by the best writers of past and present who are considered to be authorities in this line of thinking. These materials were obtained largely from the North Texas State Teachers College Library and the University of Texas Library. Many research bulletins, charts, graphs, etc., are those now used in the Waco guidance program. Most of these materials have been published during the past eight years.

Background of Study

What is guidance? Guidance is that phase of education which has as its primary function the interpretation and adjustment of boys and girls to the school and to the life about them. More concretely stated, guidance means giving
organized assistance to pupils in making choices and adjustments at strategic points in their lives; giving help, based on the best scientific data available, to pupils in solving their problems; giving training to pupils in developing techniques for the solution of their own problems; and giving help to pupils in the methods of self-analysis and improvement.¹

While guidance may be looked upon as a major function of education, it can hardly be said to be synonymous with education because it places the emphasis upon choice and interpretations and problem-solving rather than upon all phases of educational training. As society becomes more complex it becomes increasingly necessary to have organized assistance to help the child in his struggle for adjustment.

While the all-around development of the child is the recognized objective of guidance, it must also be understood that external factors such as economic pressure, restricted curricular offerings, and personal limitations may temporarily limit the complete fruition of the program. But even with limitations, there are guidance activities that may be undertaken. It is possible to have made accessible to youth helpful information and reliable techniques that may be used in solving their problems. It is further possible to provide

guidance-minded teachers who will devote mature judgment and specialized training to the guidance of pupils.²

With conditions as they are now, it takes courage to discuss programs and problems in the field of guidance at the secondary-school level. Now more than ever, programs and their accompanying problems are subject to needed changes and adjustments. In fact, in times such as these the most successful program in the field of guidance is that which can guarantee adaptability to meet changing demands.

Modern psychology teaches us that individuals differ and that it is in the cultivation of these differences that some of the greatest educational gains are to be achieved. We have also learned that, assuming adequate individual capacities, habits, and attitudes, these differences oftentimes outweigh other factors in determining success or failure in school as well as in life. It is necessary, therefore, that those who would guide young people have as complete a knowledge as possible of the personal characteristics and achievements of the individual pupil in organizing any plan of guidance.³

It is one of the greatest hopes and most challenging visions for the future which we permit ourselves to contemplate and idealize, that sometime man will better study and

²Ibid., p. 3. ³Ibid., p. 4.
understand his own mind as well as his own body. And the finest gleam of sound intelligence which shines today is the recognition which many have of the oneness of health of mind and health of body. We merely know a few things about either aspect and we hope to know a few other things.\(^4\)

Naturally, then, we are adding to our high schools those teachers whom we are calling counsellors, whose only duty is that of counselling the students on any and all subjects which may appear necessary. All teachers are counsellors, but some (or many) counsel in their specific subjects only. Therefore, it is natural that we should seek to pick out for this function of counselling those teachers who seem to have both aptitude and training in this field, whether training is from experience or special study. We think of a select few as being the ones we wish to designate as counsellors, and yet all teachers should be counsellors. While we recognize the aptitude for this field of teaching endeavor, we realize that we must avoid that teacher who merely seems "talented" in giving advice, receiving confessions, and exercising a propensity for talking and making human contacts that are only superficial. Somehow one feels that he must beware of the teacher who glibly says, "I am interested in counselling." There is something serious and important in undertaking this work, and approaching it glibly and superficially is just as harmful as possessing the same attitude.

\(^4\)El Paso Schools Standard, January, 1944, p. 3.
toward the practice of medicine. Of course, one must be happy in his life work, but mere curiosity and fancy that one would "like" counselling may be just as dangerous as being one of an idle crowd that surrounds the scene of an accident and impedes the help which should be given to the victim.5

There is no greater service which can be rendered by the schools as an institution than the effective guidance of youth into channels of social, economic, and vocational effectiveness. It is toward the realization of this aim that greater efforts should be directed.

5Ibid., p. 4.
CHAPTER II

STATUS OF THE PRESENT GUIDANCE PROGRAM

Superintendents and principals have realized for years that their educational offerings are not functioning in the lives of a large majority of the secondary-school pupils. The self-criticism of school men has had no equal from outside critics. School executives have, as a group, been more than willing to adopt any measures which promise to remedy the situation. One panacea after another has been proposed, hailed, and tried out as the solution of the schools' problems. As a result, schools are in a muddle, and the problems, instead of being solved, are piling up mountain high.

One of the main reasons for the failures has been that, even though there have been many experiments, much the same technique of teaching and administration is employed as was used in the beginning. The nature of the school system has necessitated mass education. The suitability of the knowledge placed before the pupils to their needs or their capacities was not considered the affair or the concern of the school. The facts and their implications were placed before the pupils; they could take them or leave them. Those pupils who could not or would not avail themselves of the
opportunity were advised that it would be better for all concerned if they transferred their activities to some other scene of action.

This method was proper, perhaps, during that period in our history when the high school was strictly a college-preparatory institution and industry easily absorbed everyone who knocked at its doors. With the turn of the century, however, the whole picture changed. The masses discovered the high school; the aftermath of the World War and changing social and economic conditions brought a deluge of pupils. The schools were not prepared to meet the situation either physically or educationally. The old landmarks had disappeared. Types of pupils heretofore unknown to the high schools, with needs and demands formerly unvoiced in classrooms, were now attending secondary schools and seemed destined to remain. The take-it-or-leave-it attitude was no longer tolerable. High-school workers began to question whether they were even properly preparing those pupils who had no problem except preparation for higher education.

The El Paso Guidance Program

In an attempt to solve these new problems the El Paso, Texas, high schools installed guidance directors. The function of these counsellors in the El Paso system is aimed at mental health, and this effort is interwoven with the work of the physical education teacher as well as the teacher of
English. Therefore the counsellor in high school has a tremendous job and a tremendous responsibility. The administration of the El Paso system has hopes that some day all of its teachers will be real counsellors, and that all schools will aim first at physical and mental health as a background for that which we have heretofore regarded, too narrowly, as constituting "education."

A medium of one guidance director for about six hundred students has been decided upon for El Paso. This means, roughly, two counsellors each for three high schools, with a part-time counsellor for Douglass High School, and one for Technical Institute.¹

For the school counsellor, the most natural entree to counselling is educational guidance. Present needs are met and related to future needs. Evidence of the need for educational counsel is found in the number of failures recorded during the year, and in the number of subjects "dropped" in discouragement or disappointment in courses.²

Social guidance concerns itself with the inner organization of the students, which leads to poise and self-confidence in social relationships and assurance in their selected vocations. The failure to develop happy or satisfying interpersonal relationships often is accompanied by a

poor academic accomplishment. Therefore social guidance requires

(1) The ability to distinguish between the "normal" expressions and the deviations which may need prompt and continued treatment if serious emotional disturbance is to be averted. (2) The ability to recognize the hazards caused by the differing modes of behavior between the present day and the days when the parents were in school. (3) A current social problem with adolescents is the attitude toward authority. 3

In vocational counselling, career-planning occupies an important place, the counselling being based upon the study of the individual. Also emotional factors are of great importance because of the escape nature of some kinds of work, particularly to boys. The students whose capacities are limited also offer a challenge to the counsellor as well as those who have superior abilities but limited finances.

The El Paso guidance program also includes health counselling as well as counselling in personality development and conduct. Also the information service offered by the El Paso program is one of its outstanding features.

Upon entrance to high school the student fills out the following face sheet:

FACE SHEET
El Paso High Schools
Department of Counselling

Name________________________ Referred by______________
Date_________ Address________________________ Telephone_____

3Ibid., p. 15. 4Ibid., p. 34.
<table>
<thead>
<tr>
<th>Sex</th>
<th>Class</th>
<th>Course</th>
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<tbody>
<tr>
<td>Nationality</td>
<td>Religion</td>
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<tr>
<td>Date of birth</td>
<td>Age</td>
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<td>Date entering this school</td>
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<tr>
<th>Schools Attended</th>
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<th>Average Mark</th>
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<tr>
<td>Grades repeated</td>
<td>Grades skipped</td>
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| School activities | |
| Part-time work | Type of work |
| Father's name | Birthplace | Occupation |
| Mother's name | Birthplace | Occupation |

<p>| Brothers and sisters | |</p>
<table>
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<tr>
<th>Names</th>
<th>Age</th>
<th>Schooling</th>
<th>Occupation</th>
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| Language spoken at home | |
|-------------------------| |

**PSYCHOLOGICAL REPORT**

**Psychological test**

<table>
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<tr>
<th>C. A.</th>
<th>M. A.</th>
<th>I. Q.</th>
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**Achievement test**

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<td>Ed. Age</td>
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**HEALTH RECORD**

Medical examination __________________ Date ________
Negative __________________ Doctor __________
Defects __________________ Dentist __________
Recommendations __________________
Corrections __________________

The cumulative folder from grade school gives the scholastic information about the student. Already in the hands of the counsellor are the results of the psychological and the achievement tests obtained in the eight grades. With these accumulated data the counsellor confers with the student.5

In the interview the student's experiences, hopes,

5Ibid., p. 20.
plans, and sometimes feelings are discussed. Sufficient material is obtained in the interview to determine whether the student is functioning according to his capacities, the degree of his progress, and whether there are deviations in ideas or feelings which may need further consideration. The movement in the interview is partly determined by the student's capacity for sharing his experiences and plans. Shyness, inhibition, overtalkativeness, and other evidences of emotional disturbances are noted by the counsellor for further understanding and treatment.6

The material given below is a rough sketch of the information covered in the first few interviews with a student (not to be a question-and-answer process). This information constitutes the basic record of the student to be used by the guidance director in planning with the student throughout his period in school, and thereafter when desired.7

1. Appearance (by observation)

2. Scholarship

How do you like school?  
Why did you come?  
Do you expect to be graduated?  
Have you at any time wanted to leave school?  
Has your attendance record been good?  
Did you ever play truant?  
Have you always got along well with your teachers?  
Why did you choose your particular course?  
What are your favorite subjects?  
How much time do you spend in home study?

6Ibid.  
7Ibid., p. 31.
Is this more or less than in previous years?
Do you have any difficulty in attention and concentration in classroom or study hall?
Do you study more easily at school or at home?
What are your conditions of home study?

3. Health

How is your health?
Is your endurance good?
Do you have any trouble with your eyes?
Do they ever burn or tear?
Does the print ever blur?
Are you subject to headaches? If so, of what frequency and type?
Are you troubled with sore throat?
Do you have colds often?
Have you ever had any trouble with nose or ears?
What diseases or illnesses have you had?
Were any of them severe?
Have you suffered any accidents, injuries, or surgical work?
Are you considered nervous? If so, in what way?
Who is your family physician?

4. Hygiene

Is your appetite good?
Are your meals regular?
Do you eat breakfast?
Are you capricious about foods? If so, are you indulged?
Do you have any strong likes or dislikes?
Do you sleep well?
What are your hours of sleep? Are they regular?
How much time does it require for you to get to sleep after going to bed?
Do you awaken during the night and have difficulty in getting back to sleep?
Are your dreams disturbing?
Of what nature are they?
Do you talk or walk in your sleep?
Do you feel refreshed on rising?
Do you take any regular form of exercise?
Enumerate your average daily exertions as to amount of walking, gymnasium work, sports, assisting with home duties, etc.
5. **Interests**

If you were to list the things you like to do, what would you put first?
List athletic and sports interests.
Are you interested in electrical or mechanical things? (Boys)
Are you interested in cooking or sewing? (Girls)
Have you had any musical experience?
How often do you read a book?
Who are your favorite writers?
What papers or magazines do you read?
Are you active in church affairs?
Do you belong to any club or organization?
Do you enjoy social parties and dancing?
How often do you attend the "movies"?
Do you prefer a few intimate friends or many friends?
Have you a particular chum?
Do you include girls among your friends? (Boys)
Do you include boys among your friends? (Girls)

6. **Plans**

What do you expect to do when you leave school?
What led you to make these plans?
What is your parents' attitude toward these plans?

7. **Impression**

8. **Recommendations and plans for treatment**

The information gleaned in the interview is correlated with the other data for an appraisal of the student. On the basis of this, suggestions are made and further plans for development are inaugurated. The student may be referred for more diagnostic and interpretative data such as psychological and vocational tests.

Group tests of intelligence and school achievement are given routinely to all eighth graders. In addition to this, individual tests may be given to the students.
Psychological testing is done by one trained and experienced in clinical work. Standard individual tests of great variety are used: intelligence tests, personality rating scales, achievement and vocational tests. The counsellor's information is evaluated and the test selected that will be most helpful in bringing about an understanding of the student. Tests are not given to obtain intelligence quotients or mental ages alone. The observations of the student under controlled conditions may prove more important than the production in the examination; however, the cohesion of these tests and the interpretation of the attitudes and methods of approach to certain kinds of problems in the tests are important contributions to the quality of counselling.8

By virtue of the method of individual study, the counsellor sees but one student at a time. This appears easy when other aspects of the work with a single student are not followed or clearly understood. Numerically, the total of students worked with by a counsellor during the year surpasses, actually is more than double, the number worked with by an instructor.9

It is interesting to note some of the random items which indicate the progress and effectiveness of the services rendered by this guidance program:

8Ibid., p. 21. 9Ibid., p. 29.
1. Repeated visits of students who have found help in the counselling setup.

2. Referral of a child by a mother whose neighbor's child has benefitted by contact with a counsellor.

3. Appreciation shown by principals who have wished to be of greater service to particular pupils than the classroom afforded.

4. The academic progress and improved attitudes of students noted appreciatively by teachers.

5. The satisfaction expressed by principals and teachers that there was "someone" to do for students what they had neither the time nor the training to accomplish.

6. The cooperative spirit of many teachers who want to do teamwork in helping their students to successful living.

7. The disappearance over a few months of anxieties and tensions in children.

8. The interest of boys in vocational aptitude tests with subsequent change of plans to ones which are in harmony with their abilities.

9. The relaxing attitudes in teachers when assured that certain types of behavior are due to stages of growth rather than to some grave aberration of personality.

10. The expectancy and assurance by teachers that the counselling program will grow in effectiveness as its objectives are more generally and more clearly understood.

11. The interest and enthusiasm of counsellors who have had opportunity to intensify their work in counselling.

12. The generous interest of the Board of Education in giving time for understanding and planning, and finally for supporting the counselling program. Their understanding of the need and value of in-service training evidences their unusual insight and foresight.
13. The deep understanding; the ability to coordinate work; to translate plans into action; and withal the infectious buoyancy of spirit of the Superintendent of Schools.10

The consultant to the counsellors is a psychiatric social worker who has had special work in child development and in psychoanalytic theory as applied to social casework.11

With only two exceptions, the selection of guidance directors was made from among members of the teaching staff who expressed interest in counselling and who appeared to have aptitude for it. The technical preparation for counselling varied. Most of them had had the general courses in counselling, psychology, and mental testing. A few had pursued courses in social case work, mental hygiene, and related subjects.12

In order to have some uniformity in the work, a common understanding of objectives, and a method with which to obtain a basic understanding of children, the College of Mines and the public schools, with the counsel of the director of the Hogg Foundation, collaborated in providing courses of training on a professional level. These included a course in psychiatry, one in medical information, and a third in counselling techniques with emphasis on social casework methods.13

10 Ibid., p. 30.  
11 Ibid., p. 39.  
12 Ibid.  
13 Ibid.
It was felt that the courses in psychiatry and medical information would cover most of the fundamental factors in the life of the student which are dealt with in counselling. The techniques in counselling would provide a method of procedure in applying what was learned in the other courses. These courses supplemented each other and, taken together, provided much essential information and philosophy for child study. With this preparation the counsellors would be enabled to consider each student in an individual way, to note his personality assets and his liabilities, and to strengthen the former and inaugurate treatment for the latter.\textsuperscript{14}

\textbf{The St. Paul, Minnesota, System}

Confronted with new problems, educators discover that none of the old answers seem to fit. Added to the dilemma is the fact that the commercial and industrial worlds are no longer the same. Advice given to pupils only a few years ago no longer applies. The preparation needed to enter industrial fields then is no longer adequate. In fact, so rapid is the shift that the occupational opportunity may disappear in a given area while the pupil is in the midst of his training. This whole state of affairs has come with such seeming suddenness that educators are left groping and somewhat aghast.

\textsuperscript{14}Ibid., p. 40.
If the state of mind of educators can be thus described, what is the mental attitude of the pupil and of his parents? Not being able to see the way out for themselves, they are looking to the schools for help. They want definite, concrete educational and vocational guidance. They wish to know what subjects should be studied and why. If a pupil fails in his work, they want to learn the real cause and possible remedies. Generalizations, based on teachers' subjective ratings alone, will no longer suffice. These have their place and value, but they must be supplemented by as much other objective and subjective data as can be obtained.

After struggling for several years with these problems, the administrators of Central High School, St. Paul, Minnesota, discovered their inability to master them with the data at hand. Experience and an analysis of their needs convinced them that they must have a definite scientific compilation of information about their pupils and their needs, arranged in such a form as to be instantly available for use in counselling with individuals. The agreement was reached that they needed as much light on the following items as possible:

(1) the types of pupils in their schools; (2) the capacities of each pupil; (3) the special interests and abilities of each pupil; (4) the background, the aims, and the ambitions of each pupil; (5) any emotional and personality detractors
which a pupil might have; and (6) real or possible causes of maladjustment of a pupil.\textsuperscript{15}

At the same time they were looking for the above information, effort was put forth to learn and investigate the possibilities of a scientific evaluation of a pupil's knowledge. This line would lead directly to an evaluation of courses of study and teaching techniques, with an ultimate scientific reorganization of the curriculum. They decided to be precise, to give up-to-date information on conditions and trends in the commercial and the industrial fields.

After a two-years' experimental tryout at Central High School, the program, in its fundamentals, was adopted for all of the high schools in the city of St. Paul.

The purposes of the guidance program were listed as follows:

(1) To discover the causes of pupil elimination from school before graduation and where the elimination is the result of maladjustment or of low achievement, to attempt by proper guidance to direct pupils into present or revised courses in line with their abilities; (2) to make an effort to remove much of the strain and stress of the present system by devising a scientific method of evaluating the work of pupils; (3) to discover and reduce distractors which cause failures among potentially able pupils; (4) to motivate pupils to achieve up to their capacities. The fundamental aims, then, of a guidance program center in the pupil, in his continuance in school, and in the adaptation of courses and teaching methods to his individual needs.\textsuperscript{16}


\textsuperscript{16}Ibid., p. 377.
To accomplish these aims, clinical guidance must assist in bringing about effective utilization of present-day educational resources. A responsibility of the guidance program is to utilize its techniques in the discovery of pupils' needs and possibilities. In line with this aim the entire English course at Central High School, a part of the science course, and the course in world history have been paralleled by modified courses suited to the capacities of pupils who cannot succeed in the regular work. This method will be extended to other courses.\(^{17}\)

Although much of the work of guidance has to do with the correction of maladjustments through every known device, the major objective of guidance work must be to achieve measures which will tend to prevent maladjustments. This aim requires that pupils be led to attempt that type of education which is constant with their attitudes and abilities.

It should be a further function of a guidance bureau to be on the alert to note and acquaint the administration with accepted modifications of the present program which are discovered and worked out successfully elsewhere in the educational field. A properly constituted guidance organization thus becomes, educationally, a scientific arm of the administration.\(^{17}\)

\(^{17}\)Ibid.
In St. Paul in the committee's report to the superintendent of schools, the chief function of a guidance department was conceived as the making of a continuing study of the student body whereby a record can be made and kept of the intelligence, the abilities, and the aptitudes of each pupil by the collection and utilization of the following data:

1. General education capacities of a pupil, determined by the frequent administration of standard tests of intelligence, achievement, and special ability;
2. A health record of each pupil, noting any physical disabilities which might interfere with the pupil's vocational and educational adjustment;
3. Confidential transcripts of all personal interviews of the pupil with teachers, administrators, and guidance workers (a record should be kept of each pupil's social and emotional behavior);
4. A record of what parents have to communicate concerning the adjustment of the pupil, noting being kept of the parents' plans for the child, such as continued education and vocational choice; and
5. A personalized synthesis of all available information for each pupil, made by a trained guidance worker before the pupil's registration in high school, in order that he may be directed to educational curriculum which seems best for his adjustment.

The primary functions of the whole guidance organization are to discover and to meet problems of educational and vocational adjustment and to obtain the cooperation of the administration and the faculty in carrying out the program in the interests of the pupils.

Organization for an effective program embodies the following features:

18Ibid., p. 378.
1. There should be a city director of guidance to supervise guidance activities in all schools, to assist each school in initiating and developing its program, to give proper emphasis to the guidance point of view throughout the school system, and to initiate a placement program.

2. With each school there should be a school director of guidance without teaching assignment, who shall have complete supervision of the guidance program in that school under the direction of the principal. Under this school director there should be an adequate clerical force for scoring tests, keeping records, transcribing case records, and performing general clerical routine. There should be a psychometrist to administer and interpret psychological tests and other data.

3. Each school director should have attached to his office, and under his supervision, a committee of carefully selected and trained teachers, with light teaching schedules, who will act as general counsellors of pupils carefully diagnosed by the director and the psychometrist. These teachers will not be expert counsellors, but general counsellors assisting the director in handling his counselling load and also acting as liaison between the technical guidance services and the general faculty.

4. The school director, the psychometrist, or some of the general counsellors should be trained to teach classes in occupations.

5. As quickly as possible, each school director should institute a program of anecdotal contributions by teachers to the diagnosis and the treatment of each pupil's case. Essentially, this procedure is both a method of collecting from teachers, with a minimum expenditure of time, all the valuable comments and observations that they may have about the pupil's conduct in the classroom, and also a valuable method of teaching the general faculty the guidance point of view so that they may individualize their teaching of pupils and assist in the adjustment of pupils following diagnosis and recommendations by the guidance bureau.

6. The school director should serve as the coordinator of the personnel agencies within each school.
He may co-ordinate the work by holding weekly staff clinics, at which the cases of individual pupils are presented and discussed in the presence of the pupil's teachers, and the school nurse, the principal, the assistant principal, the dean of girls, and any other specialized personnel workers who may have had contact with the pupils. This staff clinic will serve as a means of educating the guidance staff and of co-ordinating all personnel forces and will also assist in the adjustment of individual cases in a harmonious manner. The general counsellors of the school should be invited to these staff meetings, particularly when a case of one of their pupils is involved.

7. The school director should be directly responsible to a school principal, but he should also have some responsibility to the city director of guidance in order that there may be integration and co-ordination of the programs in all schools.

8. The city director should institute a program of guidance research to be carried on in cooperation with all the school directors of guidance so as to collect basic data necessary to adequately diagnose any maladjustments, and to the setting up of preventive measures throughout the school system.

9. Within each school a guidance bureau should be organized and accepted as an official part of the program. This bureau should be given adequate rooms for interviewing in privacy and for examining from one to one hundred pupils with privacy. There should be adequate filing equipment and space for keeping a careful and accurate file of all case material in such a way as to insure complete privacy for these confidential records.¹⁹

In connection with, and as a valuable part of, the guidance program at Central High School, separate classes in "vocations" for boys and girls have been organized. No textbook is used, but up-to-date information is collected from all available sources and placed in the hands of the students.

¹⁹Ibid., p. 379.
pupils. Self-rating blanks are filled out by each pupil, and various aptitude, attitude, and achievement tests are given to each child. The results of these tests are the ratings which form the basis for personal interviews with the instructors. Outsiders are brought in from the various types of industry, who talk to the classes about their work on a functional basis, following an outline prepared by the teacher. An attempt is made to give the pupils as broad a view as possible of the world about them. 20

This program, then, is the means by which one school, and ultimately one city (St. Paul), are meeting the conditions which all schools are facing. They do not expect to solve all of their problems. Much of their work will be experimental and pioneering in this field. Their organization is functioning, and they are beginning to get results. They are enabled, at least, to isolate some of their difficulties, to arrive at some idea of their elements, and to develop techniques for their possible removal.

The Pennsylvania System

During the past several years a number of studies have been conducted in Pennsylvania which are closely related to the guidance movement. From these studies has come the following brief summary of Pennsylvania's program of guidance:

20Ibid., p. 380.
1. To provide guidance in each school under the direction of one or more individuals appropriately trained in guidance activities.

2. To develop a program which will inform all teachers concerning the guidance program, procedures, and techniques.

3. To have for each pupil in the secondary schools a cumulative record which provides accurate and reliable information concerning the pupil's individual growth, trends and development.

4. To establish case study methods as a standard procedure in handling personnel problems.

5. To insure that each pupil has class or home-room advisors who have sufficient time, apart from teaching assignments, to give individual and group guidance to pupils.

6. To establish an educational program whereby the pupil may secure through self discovery and appraisal information concerning his own abilities and capacities and the ways in which he can be of greatest service to society and to himself.

7. To establish a procedure whereby the school curriculum will provide the informational material and the techniques so that each pupil will react to a growing body of definite information concerning social, vocational, and educational opportunities and possibilities.

8. To establish as a part of the routine of each school home visits and follow-up service.

9. To provide opportunities for the pupil to learn at first hand concerning professional, commercial, and industrial processes.

10. To provide a continuous survey of school graduates and withdrawals so that the effectiveness of the school program may be increased.

11. To mobilize each community in the State in the interest of youth and in providing the facilities and opportunities necessary for youth to secure educational and vocational experiences necessary for growth.

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Newark Valley Central School System

Any attempt to provide guidance services for all secondary schools must include, of course, consideration of the problems of that group of rural high schools in which a relatively small number of pupils are enrolled and in which few teachers are employed.

There are more than 23,000 high schools in the United States. More than fifty per cent of these schools have an enrollment of 125 or fewer pupils; seventy-five per cent have an enrollment of 250 or fewer pupils. We may say, therefore, that three fourths, or approximately 17,000 of our high schools may be classified as small schools with three to ten teachers devoting their time to work at the high school level. These are the schools which, for the most part, serve the rural youth of America. It should be stated, however, that less than twenty-five per cent of the approximately 7,000,000 high school pupils of the nation are now enrolled in these smaller schools.22

There are social and economic problems peculiar to rural areas. For generations the youth of the open country and the small town have migrated to urban communities. How many sons and daughters in rural families leave home permanently? When do they leave the parental household? Where do they go? What occupations do they enter, and at

what levels? Where does farm youth get preparation for urban life and occupations? How do career opportunities at home compare with those in urban centers? Are local opportunities fully understood and appreciated? What, in the final analysis, are the employment opportunities of America's youth? These are but a few of the many questions which constitute both individual problems for rural youth and social problems involving the national welfare. Too few schools or colleges have thus far concerned themselves with these questions, but they are the essence of guidance services designated to serve farm youth and the rural community. They are also of vital concern to society as a whole for the reason that no large city in our nation is producing enough children to maintain its population.\textsuperscript{23} Will the rural sections continue to supply citizens for our urban centers, and have metropolitan areas passed the peak of their development? How can rural youth and the nation best be served in the task of finding employment and making adjustments to modern life?

If education is preparation for adjustment to adult life, schools must assume the responsibility for helping to answer these questions.

Guidance services provide techniques for attacking these personal and social problems. What is a complete

\textsuperscript{23}Ibid., p. 2.
guidance program? What personnel is required, and what are the desirable qualifications of persons fitted to assume guidance responsibilities?

Each school system must answer these administrative questions in the light of existing local conditions. But it is always helpful to study "patterns" already developed and tested. For this reason the writer has selected two guidance programs for rural areas as operated by schools in the State of New York. The guidance programs of the Newark Valley School and the Rockland County schools cannot be represented as typical rural guidance programs because both schools are much larger than the average rural school, but Newark Valley is basically agricultural and the Rockland County schools are fairly representative in size of enrollment of rural high schools where the county unit (or other large unit) and consolidated school organization plans are in effect. It is true that the State of New York also provides guidance services not available in many other states.24

The Newark Valley Central School is located in Tioga County, in the south-central section of New York State. It is a school of the rural consolidated type. Housed in a large and attractive building, the school is situated in the open country a short distance from the village of Newark.

24 Ibid., p. 3.
Valley. The pupils are transported to and from the school by busses. There are approximately eight hundred pupils enrolled, about one half of whom are in grades seven to twelve, or in the junior and senior high school.25

Tioga is almost entirely a rural or agricultural county. Farming is the principal occupation of the residents, with dairying as the leading farm enterprise. Within a radius of twenty-five miles of Newark Valley, however, there are several industrial cities, including Binghamton, Endicott, and Johnson City.

The guidance department was established in 1936. Three persons -- a counsellor and two teachers -- have specific guidance responsibilities. The counsellor gives approximately one half of his time to the work of the guidance department and devotes the remainder to the teaching of science classes.26

Two teachers have specific group-guidance responsibilities in the teaching of classes, namely, Personal Problems (seventh and eighth grades) and Social Studies (ninth grade). The counsellor assists in giving this instruction. All teachers in the school participate in giving tests, making ratings, and in otherwise "building up" the cumulative record which is one basis for counselling. The vocational teachers do some informal counselling in the fields of

25Ibid., p. 5.  
26Ibid.
their instruction and assist in placement.

The entire program, other than the salaries of those with guidance responsibilities, costs the Newark Valley School less than $150 a year.27

The duties of the Newark Valley Guidance Department might be divided as follows:

1. Occupational Information
2. Personal Inventory
3. Counselling
4. Educational and Training Opportunities
5. Placement
6. Follow-up28

Occupational information is presented to pupils of the junior high school grades formally and informally.

In the seventh and eighth grades an orientation or personal-problems course is given. An introduction to the study of occupational information is given as a part of these courses.

Some time is also given to a consideration of the techniques of occupational study and analysis as a part of the ninth-grade social-studies course. The pupils of this grade also prepare "career books" dealing with tentative personal plans in meeting the requirements for some occupation in which they are particularly interested. During the year the pupils in the social-studies course have the opportunity of seeing motion pictures dealing with occupations, usually once each week. Three films, requiring fifteen

27Ibid.  
28Ibid., p. 6.
minutes each, are usually shown during the period devoted to this form of visual instruction. Both sound and silent pictures are used. These pictures are selected by the counsellor, who also has charge of the orientation and the social studies courses for the time devoted to occupational information studies.

Other methods of presenting occupational information are used. For example: (1) interviews are arranged for pupils; (2) speakers are invited to the school to make talks on the occupations in which they are engaged; and (3) trips in school busses are made to nearby industrial centers.29

With respect to the personal inventory of pupils, the entire program is built upon two studies, (1) that of the individual and (2) that of occupational opportunity and training.

Logically, individual analysis comes first. This task is started in the kindergarten and carried through the whole thirteen years represented by the complete school system. For each pupil a letter-size manila folder is kept in which the information obtained is added to the personal inventory as it accumulates. This folder follows the pupil from grade to grade and from teacher to teacher from the kindergarten through the sixth grade. From there on it is kept in the office of the guidance department, where the most effective

29Ibid., p. 7.
use of it can be made.30

Counselling, according to the conception of the Newark Valley School, is the task of making it possible for each pupil, in formulating a plan of personal adjustment, to utilize all the facts that the school has been able to obtain concerning (1) the individual himself and (2) the world in which he lives.

Counselling implies a personal and confidential relationship between two persons -- in this case, the pupil and the counsellor. Interviews, in which such a relationship is possible, are so scheduled in the Newark Valley School that the counsellor is able to see each pupil in grades eight to twelve, inclusive, at least one time each year. Pupils in grades nine to eleven, inclusive, usually have several interviews during the year as a basis for the decisions they are attempting to make. Seniors meet the counsellor many times, both individually and in selected groups.

As a basis for preparing pupils to understand and to take advantage of a counselling service, each individual, as a part of the social-studies course, has devoted three weeks to a study of individual analysis. This study includes an explanation of tests and all devices used in obtaining personal inventory data. The pupils have learned

30Ibid., p. 8.
something of the techniques for studying occupations; they have a general knowledge of occupational fields as well as more definite information concerning one or more occupations in which they are especially interested. Through the courses given in the seventh, eighth, and ninth grades, they have come to have some appreciation of educational values; they know something of the significance of educational choices; and they understand high-school and college requirements.

In addition to the interviews which are scheduled at the request of the counsellor, pupils may ask for interviews at any time they desire. This is not difficult for pupils to do for the reason that they go to the counsellor's room for the study of occupational and educational literature. Incidentally, this room is most attractively arranged and informational material is so appealingly displayed that the normal reaction is to remain and read.

A follow-up study of graduates of Newark Valley over a ten-year period revealed that fifteen per cent of them selected the college preparatory course, but that only five per cent actually attended college. Believing that perhaps a larger number should avail themselves of the opportunity to obtain higher education, a college club, which meets once each month, has been organized in the school.31

The school graduates from forty to fifty pupils annually,

31Ibid., p. 10.
sixty per cent of whom are girls. About ten per cent of the graduates now continue their schooling beyond the high school. The majority of the girls marry soon after graduating and are not seriously interested in permanent employment. The boys have, on the whole, been successful in finding employment in the county and in nearby cities.32

The guidance department assumes responsibility for keeping in touch with the graduates of the school. A study of the graduates for a ten-year period (1926-1936) was conducted. This is being kept up to date. The facts concerning the experiences of former pupils and their opinions, as expressed in replies to specific questions, are taken into consideration in attempting to improve the work of the school.33

Rockland County School System

Rockland County, covering 186 square miles, is situated on the Hudson River, thirty miles from New York City. Although distinctly rural in the sense that there are no large cities within the county, it is in reality what is classified by the United States census as a "suburban nonfarm" area. Many of the persons residing in the county work in New York City.34

There are forty-seven small school districts in the county. Seven of the districts offer work of high-school

32Ibid., p. 11. 33Ibid. 34Ibid., p. 13.
level. There are three village superintendencies in Rockland County, one of which is Nyack.

The Nyack district has a population of approximately 8,800. There are 1,750 children enrolled in the Nyack schools. Three school buildings are located within the village: one small elementary school for that part of the first grade in the extreme western end of the district, and one main elementary school housing the first six grades, and a junior-senior high school. About eight hundred pupils are enrolled in grades seven to twelve. The junior-senior high school faculty consists of fifteen men and twenty women, including a full-time librarian, a full-time nurse, a part-time doctor who supervises the health program, a psychologist, and the services of a consulting psychiatrist.35

The guidance program of the Nyack schools is given as an example of one school unit in a county program. The most important implications of the county basis for organization are that

(1) The cost of counselling service to any one school is reduced; (2) the scope of the program is extended; (3) the number of contributing agencies is multiplied; (4) the necessity of duplicating effort in securing basic information is eliminated; and (5) provisions for supervision and teacher-improvement are insured.36

Cooperation on the part of the school districts is voluntary. They may or may not participate in the county program, as they prefer. Thirteen school districts in the

35Ibid. 36Ibid.
county are now cooperating. Although the schools that are carrying on guidance services as part of the county program vary widely in size, the functions as reported for the Nyack School are representative of those that might be carried on in any school in the county.

The county director of vocational and educational guidance visits these thirteen schools on a definite itinerary for the purpose of aiding with their guidance activities. Among the many duties of the county director, the following are the more important:

1. Conferring with superintendents, principals, and other school officials relative to guidance programs.

2. Making or directing county surveys to secure occupational and other essential information.

3. Training teachers for participation in the program.

4. Preparing bulletins, charts, and other material for distribution to the teachers of the participating schools.

5. Counselling individual pupils, especially with respect to problems dealing with vocational choices.

6. Giving, or supervising the giving of, tests, measurements, and obtaining other personal inventory data.

7. Coordinating the activities of cooperating service agencies that aid in carrying on the guidance program.

8. Informing parents, civic clubs, educational and social agencies, and the general public about the nature, plans, and achievements of the guidance programs.37

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The Nyack Junior-Senior High School **Handbook** contains the following statement concerning the guidance service:

Guidance is a cooperative enterprise. It cannot be isolated from the rest of the school functions because it is peculiarly involved with each and every other activity of the school and home. Guidance in any of its phases -- educational, vocational, program, ethical, moral, social, or health -- is a continuous process that is needful at all stages of child development.

While guidance is inherent in all school activities it can be more definitely planned and directed in some than others, and some teachers have a unique opportunity to discharge this function of the school. Among these are the homeroom teacher, school counselor, class adviser, dean of girls, principal, and the nurse.

The guidance program has its beginning in the primary grades of the lower school where the effort is made to work out a high degree of adjustment between the pupil and the school. Opportunity is given the pupil to make the most of his potentialities and he is, through a planned guidance program, led toward greater development. As a basic part of the program, a psychiatric service is utilized and all the other services of the school are exerted to further the pupils' adjustment and development.

The school psychologist follows up intensively any pupils facing subject or personality difficulties. Special tests are given in order to determine what the exact nature of the handicap may be, such as lack of comprehension, lack of concentration, etc. Then remedial plans are worked out with the teacher and parent.

In the junior high school the guidance work with the seventh grade is centered around adjustment to the new school environment, acquainting students with the rules and regulations, and in general helping develop proper school citizenship habits. Program guidance in the junior-senior high school starts with the exploratory courses offered in the eighth and ninth grades. Following this the pupils' needs for information concerning educational and occupational opportunities are supplied through a class for the study of educational and occupational information in the ninth year. These courses have the twofold purpose of presenting occupational and course information and at the same time giving an appreciation of the extent of the vocational fields.
Vocational and educational conferences are held through the year for pupils in the tenth, eleventh, and twelfth grades. Special programs are planned for the upper classmen to acquaint them with some of the special social and economic problems the workaday world will present. The placement service in the school is coordinated with the county junior placement service established by the New York State Employment Service.

In connection with the program outlined above, a series of personal conferences are held in regular office hours by the principal, guidance director, dean of girls, and the school psychologist. These conferences are for the purpose of making provision for boys and girls who may require individual attention in adjusting themselves to the high school situation. This department aims to offer assistance to the high school boy and girl in discovering his or her personal assets, liabilities, and possibilities along lines of activity which are open to him or her, and make special provision for --

1. Conducting individual interviews with pupils concerning educational and vocational plans.

2. Discussing with groups of pupils questions relating to choice of vocation.

3. Making program adjustments for gifted pupils and for those who are failing to make passing grades.

4. Conducting field trips relative to securing information along occupational lines.

5. Furnishing data regarding college entrance requirements and assisting with applications for college.

6. Offering suggestions for courses of training on a trade of technical or semiprofessional basis.

A psychiatric service of adjustment is carried as a part of the guidance program in the junior-senior high school as well as in the elementary schools. The representative junior placement service holds office hours at the school every Tuesday from 1 to 4 P. M. for the interviews with pupils who are leaving school and with those who have left and who want further information and help in securing employment.
In addition to the services offered in school to students, the guidance department feels that guidance to parents is equally essential. Every effort is made to talk over recommendations with parents either at the school or in the home. Many visits are made in the home when parents cannot come to the school. Evening programs on educational and occupational problems are also planned, at which time parents are invited to participate.38

One of the most realistic and interesting phases of the program of occupational enlightenment, one which is based upon the "activity" approach, centers in the forums. They have been developed to a remarkable degree in some sections of the county. Typically the forums are informal and there are four groups of participants: the pupils, representatives of an occupational field, teachers, and guidance specialists. Although the occupational representatives usually address the group informally, the chief participants are the pupils. They acquaint themselves with the field to be discussed, and with the cooperation of the teachers, they prepare for the discussion by listing questions and problems. Following the forum, the meeting is discussed and the facts summarized.

Plans are now in progress for a county-wide cooperative scheme whereby observation or exploratory work, or both, will be provided in law, medicine, education, banking, architecture, life insurance, real estate, credit bureau organization, osteopathy, mental hygiene, landscape architecture,

38Ibid., p. 18.
the ministry, printing, agriculture (professional), publishing, and theatrical management. Other occupations will be added from time to time.\footnote{Ibid., p. 22.}

The Nyack Public Schools have developed a definite and reasonably complete system for obtaining, recording, and interpreting information about individual pupils, beginning with the first grade.

With the exception of a small first-grade unit, the pupils in the first six grades are housed in a main elementary school building. A testing program in charge of a psychologist is conducted in this school.

A cumulative record folder is started for each pupil as soon as he enters the school system. Material is added each year. The folder is sent to the junior-senior high school when the pupil completes the work of the elementary school.\footnote{Ibid., p. 23.}

The manner in which this personal-inventory information is used is most significant. Each morning, before school work begins in the elementary school, a faculty clinic conference is held. Such a clinic is held in the junior-senior high school each afternoon, following the close of the last period. At these clinics those teachers and school officials are present who are associated with the pupils whose programs and problems come before the
group for consideration. The principals of the respective schools preside at these clinics. No pupils are present at these discussions.

At a typical clinic held in the junior-senior high school at which members of the junior class, for example, are under consideration, each teacher present has the privilege of presenting the "cases" for the consideration of the group. These are not all problem cases in the sense that the individuals considered are guilty of some infringement of regulations, are subjects for psychiatric diagnosis, or are failing in their academic work. During the course of the year, the work, plans, and activities of all pupils of the school are considered. Some of the questions concerning any pupil for consideration at a clinic might fall into the following categories: (1) Choice of school subjects; (2) tentative vocational objectives; (3) failure to work up to capacity; (4) extra-curricular activities (too many or not enough); (5) attitudes toward school work; (6) personality traits; (7) relations with teachers and with other pupils; (8) need for self-help; and (9) any other matters related to pupil progress, adjustment, and plans.

The teacher presenting each "case" has before her the cumulative record folder of the pupil under consideration. The question or problem is stated and the supporting facts
are presented. The teacher may offer a tentative suggestion or solution that, after discussion, is accepted, rejected, or modified; or, the teacher may present the "case" without recommendation and ask for suggestions from the group as to the best solution and procedure. In either event, a conclusion is reached, and some person is assigned to interview the pupil, if necessary. The selection of the person who is to talk with the pupil depends upon the nature of the matter under consideration. If it is a problem involving school work or personal relations, it is assigned to the home-room teacher or the psychologist; if it is a vocational problem, a conference with the guidance director is arranged; if it is a question of health, it is brought to the attention of the school nurse or physician. In other words, the best qualified person is given the opportunity to help the pupil. Of course, an interview is not always indicated. In certain behavior problems, for example, the teachers agree as a group upon remedial procedures. In any case the home-room teacher is held responsible, because of her special relationship to the pupil, for a detailed follow-up and a later report to the conference group.41

Individual counselling in the Nyack schools is a responsibility of (1) the home-room teacher, (2) the director of guidance, (3) the junior placement counsellor, and

41 Ibid., p. 25.
(4) other specialists employed by or available to the school. The pupil-adjustment interviews conducted by these teachers and officers are in addition to the administrative, disciplinary, and other interviews with principals and deans of girls.\textsuperscript{42}

Even though several persons have responsibilities in counselling, the program as a whole is complete and includes the following functions:

1. Assisting the individual in the interpretation of his personal data.
2. Assisting the individual in the identification of his major problems.
3. Assisting the individual in the planning of possible solutions to his personal problems.
4. Helping the individual in making a start toward carrying out these plans.
5. Helping the individual, when necessary, in the modification of his plans.\textsuperscript{43}

The home-room teacher has a major responsibility in conducting the counselling program. Usually before a pupil is referred to the guidance director, or to any other specialist, one or more interviews have already been held with the home-room teacher.

Through the monthly reports of the junior employment counsellor, information is available for making surveys of those who drop out of school before completing a high school course, but this group is relatively small for the reason

\textsuperscript{42}\textit{Ibid.}, p. 26. \hspace{1cm} \textsuperscript{43}\textit{Ibid.}
that the compulsory school law of New York State now requires pupils to stay in school until seventeen years of age.\footnote{Ibid., p. 31.}

We can see how the various guidance systems are in operation in the different sections of the United States. These programs, although comparatively new, are already showing signs of improving the effectiveness of American school systems as a whole. As we learn more about this thing called "guidance," the effectiveness of these programs promises to increase still more.
CHAPTER III

CRITERIA FOR EVALUATING A GUIDANCE PROGRAM

In promoting the extension of guidance programs throughout the United States, one important problem is that of identifying elements essential to such programs and supplying clear outlines as to function and purpose.\(^1\)

To carry forward guidance activities of various sorts and simply assume that they are valuable is insufficient. The activities are performed in order that certain purposes should be realized. Steps should be taken, then, to determine whether or not the purposes are realized. Evidence as objective in nature as possible should be gathered in order that the value of the program and of the various elements in the program may be determined. The counsellor should continually maintain an experimental attitude toward his work and be ready to modify procedures as they prove invalid. Just as great progress has been made in the objective measurement of instructional programs, so guidance programs must be submitted to the same sort of evaluation. If guidance is really good for something and objective evidence can be produced to prove it, deflationary influences

will not so readily eliminate it from the schools as was true during the recent depression. If guidance is not really good for something, that, too, ought to be known and the consequences accepted.

To take account of the objectives of guidance is the first step in evaluation. From the following list ultimate objectives may be pointed out:

1. To have pupils choosing occupations which correspond to their abilities, general and special.

2. To have pupils choosing occupations in such proportions as to signify some degree of correspondence to social need.

3. To have only those pupils choosing college who have the ability to profit by the experience.

4. To have pupils selecting curricula and elective subjects in accordance with their capacities to profit by them.

5. To have all pupils achieving the maximum adjustment to their surroundings.

The following may be indicated as proximate objectives, by the attainment of which the ultimate objectives are realized:

1. To have pupils possessed of adequate knowledge concerning the array of occupational and educational opportunities from which choices may be made.

2. To have pupils acquainted with their own abilities, interests, and limitations and dislikes.

3. To have teachers and the counseling staff in possession of full knowledge of pupils.

4. To have the school generally acquainted with the opportunities of the world and reflecting them to pupils through the program of studies and the instruction.²

The aim of the high schools of today includes more than academic and vocational training. The complex society in which boys and girls are now living and in which they will continue to live has increased its demands, and our high schools must assume the responsibility of the development of a rich and varied program of studies and of multiple curricula. The high school of today, therefore, is not only a teaching agency, but also an agency for enabling students to study themselves, their capacities, their interests, their needs, and the possibilities open to them educationally and vocationally, and to adapt their educational program most effectively to purposes of exploration and specialization. Not only should the school provide young people with experience and counsel such as will enable them to make intelligent decisions in their educational problems, but as a result of the increased number of boys and girls in high school and the need for moral guidance resulting from changing social conditions, the lessened influence of the home, and the decreasing contribution of the church, the high school may perform a most valuable service in providing guidance of a nature calculated to make for clean and wholesome living, private and public.  

The school, with specially trained workers and with facilities for health and physical examination, is in much

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better position than the home to render service to a great many boys and girls. The school has a splendid opportunity to assist pupils in discovering their abilities and aptitudes, and in developing interests to insure successful and profitable living.

Almost any type of guidance may be considered as "educational guidance." There is one type of guidance that furnishes the pupil with a knowledge of occupations, particularly related to rewards, conditions of employment, and opportunities for advancements. It furnishes the pupil with opportunities to discover his general and special capacities, aptitudes, and interests. It furnishes the pupil with a point of view and a method of study of occupations which will assist him in making his vocational decisions. This type of guidance is called vocational guidance.

There is a type of guidance that furnishes the pupil counsel and opportunity to discover his interests, abilities, and capacities in various studies. It gives him opportunity to discover what studies will contribute most to the realization of the plan, and where such studies may best be pursued. It provides courses of study adapted to abilities of typical children, and guidance in electing such courses. It acquaints the pupil with the curricular and extra-curricular activities of the school, and with the opportunities and methods of using the school library. This type is educational guidance.
One type furnishes counsel, example, and learning situations which will contribute to the development of right ideals and habits of conduct and living. The high school can provide situations which call attention to infirmities, defects, or tendencies which should be corrected or removed. It can provide interests, habits, and skills in games and other activities which operate to promote health. This is health guidance.

The school, in order to be of assistance in guidance, should have a full and complete account of the child from every source to be used in registering for entrance in high school. Those who assume the responsibility for guidance realize the importance of a complete abstract of the child at the time of registration. Perhaps the best plan is to provide for pre-registration. The adviser should have the child's intelligence tests with mental age and intelligence quotient.\(^4\)

One individual in schools of medium size, especially trained in guidance theory, organization, techniques, and underlying psychology and testing, should direct guidance programs. He should be charged with setting up the plan of organization and the machinery for guidance, with trained helpers and home-room advisers able to supervise their activities. An excellent organization for larger schools

\(^4\)Ibid., p. 27.
includes a director of guidance, a dean of girls, a vocational counsellor, staff or registration advisers, and a staff of home-room advisers. The director of guidance heads and directs the entire guidance program.\(^5\)

A properly organized and supervised guidance course in high schools will include a trained girls' adviser or dean, a useful member of the principal's administrative staff. The most important duties and opportunities are as follows:

1. Personal and group advice in the matter of health and hygiene;

2. The responsibility for organization and assistance in the social and recreational program of the school -- dances, parties, and hikes in which girls participate with or without boys;

3. Sympathetic and wholesome advice to girls in their social life outside the school;

4. Special responsibility in social and personal development;

5. Advice and counsel on financial problems;

6. Advice and counsel on vocational guidance where there is no vocational counselor.\(^6\)

The duties of the dean of boys are often given to men teachers or principals. It is not always highly important to have a dean of boys.\(^7\)

In guidance programs in high schools, advisers of home rooms or group advisers will greatly assist in guidance activities. The functions performed by these advisers vary with schools and with types of guidance programs. The home

\(^5\)Ibid. \(^6\)Ibid. \(^7\)Ibid.
room with competent and forceful advisers may become a very successful instrument for guidance. The home-room period should be an activity period in which guidance programs can be very successfully carried out. Certain types of guidance may easily find a place in home-room activities.

The principal as counsellor should have records of various sorts: attendance, misdemeanors, and a complete account of the child covering, if possible, the complete life activities. He should have the assistance of capable advisers, or directors, with adequate training and he should have sufficient funds to accomplish the aims and objectives in a guidance program in high school. Wide-awake school administrators and teachers no longer assume that pupils can depend wholly upon their own initiative for adequate future planning and adjustment.\(^8\)

The administrator of today is deeply concerned about the present-day teacher's responsibilities in guidance that can insure the fullest possible education and adjustment of each individual. The teacher should realize that the obligation to the many-sided personal, educational and vocational adjustment problems of each pupil requires that she become a counsellor as well as a teacher.

The school administrator should require of the individual teacher more than just the prodding of the laggard and

\(^8\)Ibid., p. 28.
arranging means by which greater amounts of subject matter may be acquired in a given period. She should be required to accept her role in guidance. The teacher should help the child to succeed. That does not always follow from gaining knowledge -- it is the child's attitude and his estimation of himself that are important. The inauguration and development of guidance-instruction courses in the school are becoming important in guidance administration work in our high schools.  

We may say, after careful examination of the entire program, that an adequate and democratic guidance program evaluated by the following criteria can be called sound, and will assume the role that the modern secondary school demands:

1. American principles of democracy make the individual and his welfare a fundamental concern.

2. A sound guidance program in a democratic society must give supreme consideration for the individual and his development.

3. The concept of learning best suited to a democracy is one in which learning is the progressive changes that an individual undergoes as he interacts with his environment in meeting and resolving his experiences as he attempts to live more intelligently.

9Ibid.
4. A guidance program, to be valid as to the psychology of learning, must provide the means of varied experiences so that interaction may be purposeful and result in the more intelligent living of the individual.

5. There are guidance programs that do apply democratic principles and modern psychological concepts of learning and are functioning in progressive schools in America.

6. The modern view of the place of guidance is one that should interpenetrate every phase of the educative process.

7. A sound guidance program must provide varied and suitable experiences for each pupil in order that a well-adjusted individual may emerge.

8. Such a well-adjusted individual can best play his part in a democratic order.

Modern society demands an educational system committed to the policy of educating the whole pupil. Individual teachers and school administrators must assume that pupils can no longer depend wholly upon their own initiative for adequate future planning and adjustment and they must be concerned about the pupils' problems of self-inventory, self-discovery, and self-guidance. Slowly, but certainly, all persons concerned are coming to recognize that efficient guidance depends upon the inspired leadership of school administrators and the quality of service given.
CHAPTER IV

THE HOME ROOM AND THE STUDENT COUNCIL

That there has been an outstanding development in education during the past two or three decades, no one will deny. The average parent who visits a modern school is probably as bewildered by the size, extent, and complexity of its organization and activities as George Washington would be if he walked down a typical modern city street. Washington never saw a street car, an automobile, a motorcycle, a traffic light, a plate-glass window, an electric sign, or a skyscraper, and he doubtless would be amazed, confused, and distressed by directed learning, try-out courses, shop work, extra-curricular activities, teaching methods, equipment and materials, guidance organization and administration, and other recent developments in the school. And probably one of these developments that would interest him most, if for no other reason than its unusual name, is the home room.

The home room has appeared within the last fifteen or twenty years, and its growth has been astounding. If the reader doubts this, let him attempt to find references to the home room in the professional literature of fifteen
years back and then contrast these, in number and extent, with those that he finds today.

Proof of the current interest in the home room is to be found in the extent to which discussion of it is included in professional meetings and conferences of all kinds; the number of investigations being made of it; the number of books that are appearing on it; the amount of space in professional magazines being devoted to it; and the provision now being made for its inclusion in nearly all schools. The recent trend to decentralize the guidance office and deputize home-room sponsors as guidance officers is responsible for much of this rapid development and current interest.

During the past five years many small schools, in which an entire class or grade, or even the whole school, becomes a home room, have adopted the plan. And, moreover, many elementary schools have incorporated it, not merely in the top two or three grades, but in the lower grades as well. On the basis of recent growth and present emphasis it appears that during the next decade developments in the general field of the home room will be at least as great as, and probably far greater than, similar developments in other phases of education.

Educators, as well as others, apparently recognizing the value of some new idea, organization, or procedure, often adopt it in name but not in principle. Probably many
"junior high schools," for instance, are junior high schools in building only; "directed learning" plans are directed learning in name only; and "home rooms" are home rooms in period only. Making a new division of the grades, rearranging the schedule of recitations, and assigning pupils to a newly provided period are but externals; and these without such correlative internals as worthy purposes, logical principles, and successful activities are unprofitable, vitiating, and misleading.¹

The modern conception of the home room is one of the newer emphases in education that must be explained and justified to the more conservative member of the community, as well as, for that matter, to the more conservative member of the faculty itself. Although at least as important, this explanation and justification to the pupil will probably be a fairly easy task because of his relative inexperience with formal education, his lack of well-established educational ideals and habits, and the naturalness of the home-room plan itself.

Either together with reports of successful experience with the home-room plan or without these reports, logic can be utilized in justifying its inclusion in a school's schedule. And while logic is hardly as convincing as definite evidences of its worth, yet logic that is fair and

¹Harry C. McKown, Home Room Guidance, p. vii.
accurate can be very persuasive.\(^2\)

A statement of what appear to be the main objectives or aims of the home room will help to clarify the matter and in the presentation of only the stronger justifications these will be classified into four main groups. Of course, other justifications and other classifications might also be made.

[1.] To develop desirable pupil-teacher relationships. The home room is one substitute offered for the lost teacher-pupil equation. It takes away none of the value of departmentalization and the social attributes of the large high school, and yet it offers a workable plan whereby one teacher assumes the responsibility cast off in the effort to make the school fit the growing attendance.\(^3\)

[2.] To guide the pupil -- Education is not concerned merely with the training necessary for an occupation; it is concerned with the development of individuals from an all-round point of view; and guidance, as a definite part of the educational process, is also concerned with the entire individual. We might as well say that all education should be considered a part of vocational education as say that all guidance should be considered as a part of vocational guidance.\(^4\)

[3.] To develop desirable ideals and habits of citizenship. Although education is primarily a responsibility of the states and local communities, and rightly so, yet the nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Self-government can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The nation has marched far beyond that. The more complex the problems of the nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must

\(^2\)Ibid., p. 25.


discover more and more leaders for every walk of life.

We cannot hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership.5

[4.] To expedite the handling of administrative routine educatively. This value of the home room is intentionally placed last because it is believed that it is of less importance than those previously discussed. In any home room there are a number of "report room" matters such as taking attendance, reading announcements and bulletins, receiving and caring for records and reports of various kinds, care and distribution of supplies, tickets, publications, etc., and collections of various types. Announcements and bulletins can be handled better in this period than in the regular school assembly. In the assembly these announcements can be read only, with perhaps some little explanation, while in the home room, because the group is small and compact, these same announcements can not only be read and explained but discussed as well.

Campaigns and drives represent what may, in many instances, be called a higher type of "routine" than the reading of announcements or bulletins, and these, too, may be easily handled through the home room. The groups are small, individual responsibility is more easily placed, seen, and appreciated, and competition may be developed between home rooms that not only will bring zest and success to such a campaign but also will return educational profits.

Some of these activities, such as the explanation of an announcement or a new regulation, can be handled by the sponsor herself, but many of them can be handled just as efficiently and perhaps more educatively by officers and members of the room. Accepting and discharging the responsibility for the

5Herbert Hoover, "Inaugural Address," Current History, XXX (April, 1929), 4.
efficient execution of these lesser duties should be educationally valuable not only to those who do them but also to those to whom and for whom, they are done. Does not such more or less direct and complete participation in activities that reflect important interests of the entire group represent immediate and vital good citizenship?

The home-room teacher must realize her responsibility in the guidance of the pupils assigned to her. This teacher may be assigned various duties in different schools but in general these duties may be classified as follows:

(1) Discipline and social conduct; (2) special activities; (3) guidance; (4) administrative (e. g. attendance records); (5) school spirit and activities; (6) civic training; and (7) methods of studying.7

Again the activities of the home-room teacher might be classified as follows:

1. A helpful personal acquaintance and interest in each student.
2. Orientation of the group into the life of the school.
3. Administrative routine.
4. Assistance to students in educational plans, selection of courses, and changes in curriculum.
5. Assistance to students in vocational planning.
6. Individual counseling with students concerning personal problems.
7. Cooperation with the administration and the classroom teachers in achieving satisfactory adjustment of each student.

6McKown, Home Room Guidance, p. 42.
8. Supervision of the home room as a unit in school citizenship which gives training and practice in democratic principles. 8

From the enthusiastic support of the home room, it might be assumed that it is believed that it is a sure and certain cure for all of the ills of the school and its regular curriculum. Such an assumption would, of course, be far from the truth. Many mistakes in home-room activities have been made, and many more will be made, because of the newness of the idea, our lack of experience with it and proper appreciation of it, and because of the personal equation represented by differences in pupils, teachers, administrators, and members of the community. It is probably true that, at the present time, both the average pupil and the average teacher dislike home-room activity and this is because of their lack of experience with it -- a lack of knowledge of what to do and how to do it.

A school that had nothing but home rooms and home-room activity would be an absurd anomaly; a school that made no provision for home rooms and home-room activity would be just as ridiculous. As is the family to society, so is the home room to the school. 9

The maxim, "Well begun is half done," is nowhere more true than in the development of a plan of student participation. How many are the discouraging failures which have

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8C. E. Erickson and M. C. Happ, Guidance Practices at Work, p. 306.
9McKown, Home Room Guidance, p. 43.
occurred in American schools all because the plan was not properly initiated, and how much damage has been done through the discrediting effects of these failures! Further, how infrequently have the reasons for such failures been analyzed, and how rarely has the blame for them been properly placed: ¹⁰

The usual result of an unhappy experience with a council is an unexpressed or expressed final-word attitude of, "It may work somewhere else but it won't work in my school." It is reasonable to believe that if the plan is successful in one school it should be successful in another school which is similar, and most schools are similar. In one way the handling of the participation idea is like the handling of an automobile: the car may be driven through a plate-glass window by one driver and safely along the street by another. Yet it is a rare occasion when the first driver would blame the automobile itself, or the plate-glass window for being in that particular spot. In student council affairs the administrators and teachers who take that attitude apparently do not realize how thoroughly illogical it is; nor do they recognize that such an attitude only reflects their own ignorance or bungling.

Like an automobile, a council must be properly designed and equipped, but just as important, it must be properly

¹⁰Harry C. McKown, The Student Council, p. 96.
started and kept going. How to initiate the council is the question; how to keep it going successfully is another question.

Many student-council failures are due to the fact that the system was planned largely by the principal, or the principal and the sponsor-to-be, with relatively little or no assistance from the students, and in response to no direct demand from the school as a whole.

The foundation of democracy is consent of the governed. A democratic form of government cannot be imposed from without; it can come only in response to a definite demand from within the group. Such a demand must be based upon a thorough understanding of the purposes and details of the plan and an appreciation and acceptance of the duties and obligations which it will bring. No administrator, teacher, or even small interested group of students, can ever successfully force a council upon a school, because no such individual or group can ever give the intelligent consent necessary. Although it is unreasonable to expect that this demand will ever be entirely unanimous -- it never has been in our American democracy, and it never will be in a school democracy -- it is reasonable that it must be and can be a solid majority. Further, it is reasonable to suggest that this need should be something more substantial than a shallow desire to have a new or novel organization, or a halfhearted, "Well, we might try it" attitude. Without adequate support, the plan is doomed even before it is introduced.  

Strange as it may seem, this felt need will have to be originated and developed. In traditional organization there is no felt need for participation because the school has not favored it and has offered no instruction designed to promote it. How can this need be developed? Through education,
and again, strange as it may seem, by beginning with a study of the participation idea itself.

Because the modern conception of participation is new and somewhat out of line with the school's traditional policies and practices, administrators, teachers, students, and parents cannot be expected to know a great deal about it. Probably most of them have heard about it, and perhaps some of them have had a little experience with it, but even where such knowledge exists doubtless most of it is inaccurate and incomplete. Further, there may even be undesirable faculty attitudes, such as a feeling that the teachers are already overloaded (as they may be), indifference, a desire not to have to make troublesome readjustments, and opposition due to previous experience. In addition, the teachers may lack the proper educational philosophy, and some of them may lack the personal qualifications for successful voluntary group leadership. Therefore it is reasonable that a most serious study of the plan should be made before any attempt at actual introduction and organization is undertaken. This educational preparation will include attention to the ideals, objectives, implications, details or organization, activities, evaluation, and other related elements.12

A favorable attitude on the part of the faculty is essential to the success of the plan because every teacher will have contacts with it and will be in a strategic position to encourage or discourage it. The faculty need never be expected to be one hundred per cent in favor of either the idea or the plan as finally worked out by the school, but it can be expected that by a good majority the faculty will be well disposed toward these. This favorable attitude must be built upon a basis of comprehensive knowledge and accurate appreciation; it can never emerge from a principal-imposed or student-group-imposed system. Free discussion

12 Ibid., p. 99.
and fair disposition of objections on the basis of facts and logic, instead of upon the basis of seniority, bias, or position held, should help to make for acceptable and accepted ideas and a fully matured sentiment.

A quite proper method of beginning this program of faculty education is for the principal to appoint a committee of those teachers who, on the basis of training, experience, personality, and open-mindedness, are most competent to give the subject adequate and fair consideration. In a small school the entire faculty may compose this committee. This group collects constitutions and handbooks of other schools and pertinent literature in the form of bulletins, books, and magazine articles, and makes a serious study of them. In addition, it may arrange visits to and from other schools; hold conferences with both leaders and followers in other schools; take university courses which reflect the participation idea; attend student-council conferences and conventions; and in other ways cover the ground rather completely and deliberately.¹³

A further step in this program is the education of the entire faculty. The committee assumes responsibility for this. Committee materials, as well as the results of the group's study, may be made available to the faculty. This program must be unhurried, and ample opportunity for free discussion both for and against the plan should be provided. In no case should the faculty be made to feel that the principal or the committee is forcing action on the issue. At the same time it should be able to understand the significance of participation and to appreciate its values, and also to catch some of the enthusiasm of the committee's members.¹⁴

¹³Ibid., p. 100. ¹⁴Ibid., p. 101.
After the faculty has learned something about and, presumably, to some extent accepted the participation idea, it will promptly face the practical question, "Just how would it work in our school?" Undoubtedly, during the discussion, all or nearly all of the teachers will have been thinking about, and perhaps giving expression to, possible local applications, and this question will therefore not be startlingly new. The answer to it will necessitate a survey of the local setting, including such elements as precedents, prejudices, and past experiences; faculty interest and approval; teacher and student leaders available; community approval; equipment and materials available; school activities which might be concerned; necessary limitations of authority; delimitation of fields of activity; proper approval by educational authorities; sponsorship; details of representation, organization, meetings, etc.; and the methods and materials of desirable publicity.

The survey should be carefully made, preferably by the entire faculty instead of by the committee alone. Of course, the members of the committee will have been thinking and talking about local applications, but if this group attempts to hurry the matter, it will probably shorten the faculty's period of learning about the idea in general. A superficial idea of the plan can only mean a handicapped application of it.
This procedure of educating the faculty first is thoroughly sound because every teacher in the school will have to take an attitude toward the plan and answer students' and patrons' questions concerning the general idea as well as possible applications of it in the school. This is a much better foundation than can be built on the interest of the principal and a few student leaders, or one or two teachers and such a group.15

After -- not before -- the faculty has become thoroughly acquainted with the ideals, materials, and procedures of the participation idea and has considered the possibilities of its local application, comes the education of the students themselves. But whereas in the case of the faculty this had to be a dual program, with the student body it is three-headed: the education of a smaller group of student leaders, the education of representatives of the various democratic units of the school, and finally the education of these units through their representatives. In general, the procedures utilized are about the same as those suggested for the faculty.16

After the school has been brought to an understanding of the basic idea of participation, and the necessary felt need has been recognized, inevitably there will come a demand for the adoption of the plan. Hence a sort of blueprint must be drawn, and this blueprint is the constitution. In it the areas of the council's responsibility are staked out, organization is described, and authority is officially

15Ibid., p. 102. 16Ibid., p. 103.
delegated and recognized.

The entire school will serve under this constitution and therefore the school should have the right to participate in its development, as well as in the right to adopt it. But the school as a unit is too large and cumbersome and consequently a smaller group of students and teachers should have the responsibility for leading this development. This group may well be that which sponsored the education of the school in the participation idea, together with representatives of the various units, if there are not too many of these. If it appears more desirable, the various units may elect delegates to a constitutional convention. Probably the first plan is the better because it utilizes the interest and knowledge which have already been developed. The entire group studies and discusses the various possibilities, decides upon the basic features of the plan, and then commissions a smaller group to put these into definite form as a tentative constitution.\(^1\)

After the tentative constitution has been developed by the group and approved by the principal, it should be taken to both the faculty and the student body for further discussion. Because it is practically impossible to study the document when it is read orally, it should be mimeographed and distributed. The representatives should take

\(^{17}\text{Ibid.}, \text{p. 107.}\)
it to their various groups, explain it, and invite criticisms or objections, which means, incidentally, that these representatives must be thoroughly familiar with its contents and with their various implications. Probably few serious criticisms or objections will be made because of the previous group and unit discussions, but, at the same time, it is not at all impossible that some important items may have been overlooked. If constructive suggestions arise, they are noted by the representatives and carried back to the central group where they are given serious consideration. In cases of important changes the constitution, or the amended sections of it, is again returned to the units for final discussion before adoption.

In order to avoid later amending, this consideration process should not be hurried. Amendments to a constitution should not be impossible, but too frequent amending is evidence that the plan was not completely and clearly thought out originally. It requires less time to amend a tentative instrument than it does the final document, and such early change may save a great deal of confusion and trouble.18

When the tentative constitution appears finally to be in good shape, it is then ready for adoption by the school in a special election. This election should be an important

18 Ibid., p. 109.
and dignified event. Formal printed or mimeographed ballots should be used, and no such voting procedure as "Say 'aye,'" "Stand," or "Raise your hands" should be scheduled or permitted. A public adoption in the general school assembly does not represent good practice, nor is a similar formal acceptance after adoption necessary or logical. Suitable publicity, officially designated polling places (perhaps the rooms of the various units), ballot boxes, and election officials will help to make it a real event in the life of the school. The final results may be announced in the assembly or posted on the bulletin board. As soon as practicable after adoption, the constitution should be printed in an attractive booklet and distributed to the students and teachers.\(^{19}\)

The constitution has now been adopted but as yet there is no official student organization, so effecting one becomes the next order of business. This initial organization is directed by the original faculty-student group. According to the provisions of the constitution, the necessary election of council members, or council members and school officers, is held, if necessary being promoted by the ranking student officers of each unit, or by temporary chairmen appointed by the teacher responsible for each unit. These elections should be definitely formal as they will be when the organization is really under way. Such elections should

\(^{19}\)Ibid.
not be scheduled immediately; sufficient time should be allowed so that the necessary campaigns within each unit may be organized and conducted.

When finally named, the council members assemble at the call of the president, if he is elected by the school, or at that of the central faculty-student group, if the president is to be elected by the council itself. In the latter case a temporary chairman is appointed to handle the council's election of its president. Upon election the president proceeds at once with the election of the other officers, or, if the council is large, postpones this election until the group has had ample opportunity to study its material.²⁰

The oath may be administered (1) by the members reciting or reading it in unison, or repeating sections of it as these are read by the principal, or (2) by being read by the principal in the form of a question to which the members make a simple two-word response, "I do." The first method is always weak because (1) reading from a card or paper is an unattractive form of public presentation; (2) accurate memorization by all members of the group will be next to impossible; (3) effective group reading or reciting in an auditorium is difficult, if not impossible, due to differences in pitch, phrasing, modulation, rate, and pronunciation; (4) the ever-present mistakes and slips are disconcerting and sometimes downright laughable; (5) comparatively little of read or recited material is clearly understood by the audience; and (6) "repeat after me" material not only has nearly all the disadvantages suggested above, but also breaks continuity of thought. Having the oath administered in the form of a question is preferable because it avoids all the weaknesses and difficulties of the other plan. Even the possibility that some of the students may respond "I do," others, "We do," and still others, "Yes," is unimportant; at its worst, such a varied response will be only a short and

²⁰Ibid., p. 110.
small "growl," while reading or reciting the oath will represent a long and loud "growl."

Having each officer individually take the oath is unnecessarily repetitious and adds nothing of value. The somewhat common practice of administering an oath to the entire school is also unnecessary because in adopting the constitution the school agreed to abide by its provisions and to support its officers. No oath should be administered by a student. The ranking officer in the school, the principal, should perform this duty.

The oath, or oaths, in case the officers and members are sworn separately (a good practice) should be simple. It has been seen to make more than one installation ceremony ludicrous by the use of high sounding and flamboyant atrocities. Such oaths as the following are quite satisfactory:

Do you, the officers of the Blankville High School Student Association, pledge yourselves to support the constitution and discharge to the best of your abilities the duties of the offices to which you have been elected?

Do you, the members of the student council of the Blankville High School, pledge yourselves to develop and support worthy school policies, promote the best interests of school activities, and faithfully discharge specific responsibilities individually delegated to you?21

Once the council has been properly elected, organized, and installed, it should begin some constructive piece of work immediately while school interest and enthusiasm are still high. A favorable school and community sentiment toward the council is absolutely necessary to its success, and because the body is closely watched by these two groups, its first efforts are most important.

The newly organized council is much more likely to err in attempting to do too much than it is in attempting to

21Ibid., p. 112.
do too little. Naturally, the group wants to demonstrate its ability immediately, not only because it honestly feels its responsibility but also because it realizes that if it does not accomplish something rather promptly it will lose standing in the school and jeopardize the entire participation plan. Such a feeling of responsibility is highly desirable; the council which does not have it is not worth the name. However, there is a very real danger that the group will attempt to do too much and spread its attention and efforts out so thin that the results will not be clearly seen. One small well-done job which is easily recognized by the school is worth more than a dozen jobs only partly or ineffectually completed. Because of their greater maturity and judgment, the faculty members of the council will probably have to assume the responsibility for putting the brakes on youthful ambition. This can be done without dampening enthusiasm by stating and proving the point just made, a point which the council members will easily see and appreciate.22

Some appropriate first activities of the student council are:
- Installing and maintaining a bulletin board
- Installing an electric basketball scoreboard
- Organizing and managing a lost and found department
- Collecting and printing songs and cheers for the school's use
- Providing and caring for the school flag or flags

22Ibid., p. 114.
Sponsoring a visiting day or school night
Compiling a short illustrated history of the school
Organizing and managing a candy counter or school store
Planning campaigns -- safety, courtesy, punctuality, speech
Designing and awarding school insignia, honors, or trophies
Developing an official school emblem, seal, or plaque
Maintaining a question or suggestion box
Promoting the acquisition of pictures, plants, statuary
Organizing and conducting contests and competitions

It goes without saying that the council should continuously evaluate itself and its program, but this idea is worth emphasizing. As a matter of fact, the council should be a more severe judge than any organization or individual in the school. The reason is clear. It is hardly complimentary to the council, which has the proper ideals and knowledge and the necessary power and authority, to have some outsider point out errors or weaknesses which it should have seen first. To repeat, the council should be at one and the same time its own most severe and most intelligent critic. Further, it should not limit appraisal to the status quo but extend it to precedents and established customs, some of which may be unjustifiably handicapping its policies. Self-evaluation may be somewhat biased because of the organization's interest, enthusiasm, and wishful thinking, and traditional organization and well-established attitudes; and the group may be too close to appreciate what is

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23 Ibid., p. 117.
really happening. On the other hand, it is reasonable to believe that a deeply interested and competent group such as this can very constructively and satisfactorily evaluate its own efforts. The sponsor or faculty member himself must set a good example for the student members to follow.
CHAPTER V

HOW THE GUIDANCE PROGRAM IN OPERATION IN THE WACO SENIOR HIGH SCHOOL MEASURES UP TO THE EVALUATIVE CRITERIA

The first home of Waco High School, or Central High as it was then called, was on the lot at Fourth and Webster streets in the early 1880's. There were two buildings, one of which had formerly been the Episcopal church with the bell still in the tower. This was the only public school building west of the Brazos.

In 1886-1887, these were replaced by a brick building, and in 1911, at Thanksgiving time, the new building on Columbus Avenue was ready for occupancy. Since then wings have been added to it and a building constructed as an auditorium and gymnasium. The old Baker residence, across the street, was purchased in 1942 for the use of bands and orchestras.

The first subjects taught were English, Latin, mathematics, including algebra, arithmetic, and plane geometry, science, civics, general history, mental science, and moral science. Laboratory work was done on Saturdays from eight until twelve.
When Waco High School was organized in 1884, the faculty consisted of two teachers, J. N. Gallagher and Miss Minnie Seaman. Gallagher was the first principal, supervisor of all public schools, teacher, occasional janitor, and maintenance department all rolled into one. The principals after him have been: David G. Taylor, 1884-1890; John N. Gambrell, 1890-1893; James F. Lipscomb, 1893-1899; W. E. Darden, 1899-1907; E. T. Genheimer, 1907-1938; G. M. Smith, 1938-1942; H. T. Torrance, 1942-1946. (Torrance was on leave in the United States Navy from May 10, 1943, until May, 1946, when he resigned his position.) During Torrance's absence Mrs. Marian C. Butler served as acting principal until August, 1946. Ernest W. Cabe assumed the duties of principal at that time and is still serving in that capacity.

In 1887, five pupils graduated from the Central High School, the first graduating class. The custom of holding the exercises on Thursday began with the first commencement on June 7, 1887, at Moore's Hall, an upstairs room on Austin Avenue. Supervisor Gallagher delivered the diplomas and there was a speaker from the University of Texas. Each of the five members of the class read an essay.

The girls wore long white dresses with sashes of wide white ribbon; their shoes were high and buttoned and their long hair hung down their backs in braids tied with big white bows. The diplomas of four of the members were adorned with a piece of three-inch white satin ribbon. It was put in
above the seal and came out under it. The one diploma granted for the English course was decorated with blue ribbon. Today students wear caps and gowns and the exercises are held either at Waco Hall or the Municipal Stadium.

There were five graduates in the first class; there have since been as many as five hundred in a class. Enrollment has reached the 2,863 mark. Waco High School has increased in buildings, in enrollment, and in spirit since 1884.1

Waco High School has its own school song, "Spirit of Waco High," the words of which are given below. The spirit of the Waco High School is what makes it an outstanding school. It is the task of the students to continue to improve this predominant spirit. It is an attitude of desiring to work together and individually, as the student realizes that nothing of value can be obtained without real effort on his part. It is the idea of loyalty to the democratic government of the school and respect for the rights of fellow pupils and others that contributes much to the spirit of the school. It involves a courtesy that is not mere formality, but a courtesy that is real and that is shown at home, in the classroom, on the athletic field, and outside of the school on all occasions. The true spirit of Waco High School may be summed up in these words:

I am proud to be a part of the Waco High School.
I am doing my part to learn in order that I may go forth better prepared to serve.

I believe in and will practice the American traditions of honesty, fair play, courtesy, and respect for the rights of others.
I will strive in all my actions never to bring discredit to my parents, my school, or my country.  

SPIRIT OF WACO

We love our flag, the stars and stripes;
We love our native land;
We love our State, its single star.
For it we proudly stand.
But from our hearts a loyalty
We give with main and might,
To Waco High, and we will fly
The colors, gold and white.

Chorus:

Spirit of Waco is in our hearts so strong
Gladly our voices shout in mighty song;
In battle or contest we ever stand by you,
Spirit of Waco, to Waco High School true.

When school days end and we look back
On years in Waco High,
Our hearts will fill with memories
Of happy days gone by.
'Tis then our loyalty will rise
Above what time can tell;
And, as of yore, we'll sing once more
The song we love so well.

Punctuality and good attendance always pay dividends.

It is the responsibility of the student in Waco High School to make up any school work missed because of absence. The only excusable reason for absence is sickness or some serious emergency. Absences for pleasure trips, shopping, preparation for parties, beauty parlor engagements, or other appointments which should be kept outside of school hours.

2Ibid., p. 5.  
3Ibid., p. 6.
are inexcusable. The student can expect no consideration from teachers on tests or other work missed during such absences.

When a boy or a girl returns to school after absence, he or she must bring to the attendance office a written excuse signed by one of the parents or by the guardian, giving the date and the reason for the absence. The attendance secretary will then issue a reinstatement slip to the student. This slip must be signed by the teacher of each class including the study hall. This slip is left with the last teacher, who signs it and returns it to the office. (See Appendix, pp. 134-135.)

Tardiness is a bad habit which no business-like person will practice or tolerate. It is excusable only in cases of sickness or emergency. A student is considered tardy to class or study hall if he is not in his place when the tardy bell rings. The teacher warns the tardy pupil once; after that he is required to remain after school.

If a student knows he must leave school early, he is to bring a written excuse signed by parent or guardian. If a student becomes ill, he is to go at once to the attendance office for a permit to leave the building. The parents of this student will be notified of the student's expected arrival at home.

If it becomes necessary for a student to withdraw, he must bring a written statement from his parent or guardian.
requesting withdrawal. This statement must be presented in the office, where he will be given a withdrawal slip. When the librarian and all of the student's teachers have given the information requested, the student will be given a cleared book card.

If this student plans to attend another school, the registrar will, on request, send his record to that school.

Lost articles found in the building or on the grounds are to be brought to the office immediately. Waco High School pupils have established an enviable record for bringing in lost articles of both small and great value.

When a student loses anything, he may call at the lost-and-found counter in the office.

The Waco High School cafeteria is operated for the students' convenience, not with a view of making a profit. Hence the prices are more reasonable than in private or commercial eating places.

Forty-five minutes is the length of the lunch period. There are two such periods each day: the fourth (12:10-12:55) and the fifth (1:10-1:55).

Courtesy and fairness would teach that no pupil should pass another in the line. (See Appendix, pp. 173-174.)

Each pupil is responsible for keeping his part of the table clean and carrying the dishes to the dish wagon.

Pupils are expected to observe the same good manners that prevail in a well-regulated home.
The study hall is designed to be a convenient place where a pupil may spend the time in study when he has no duty elsewhere. Nothing should be done to distract attention from study; hence pupils are not allowed to communicate in any way or to leave the hall without sufficient reason.

A pupil is not permitted to sign slips to classrooms or gymnasium unless he presents a slip signed by the teacher to whom he is going. In this event, he leaves the hall before the roll is checked.

Basement slips are limited to five minutes, locker slips to three minutes or less, depending upon the location of the locker. Abuse of such privileges will be investigated.

Below is the excuse blank used:

---

**EXCUSE BLANK -- WACO**

Date__________194________

excused at ___ period to go to________________________

Time leaving________________

Time returning________________

Signed____________________

---

**EXCUSE BLANK -- WACO**

Date__________194________

excused at ___ period to go to________________________

Time leaving________________

Time returning________________

Signed____________________

---

Fig. 1. -- Excuse blank.
The Waco High School Library has 14,000 books on its shelves. There are books and pamphlet materials on three hundred vocations. Following are types of books that may be checked out:

1. Recreational books that are found in the main reading room on open shelves.

2. Reserve books that are shelved in the stack room and must be called for at the circulation desk.

3. Recreational reading books may be checked out for seven days with the privilege of renewing one time. Fines on these books when overdue are charged at the rate of two cents per day.

4. Reserve books are checked out for the period only. They are due at the end of each period. The only exception to this rule is made in case of all books checked out after the beginning of the seventh period. These books may be taken home, but they must be returned by the end of the first period the next day. Fines charged on these books when overdue are at the rate of five cents per period.

5. Reference books are on open shelves in the reading room. They may not be taken from the library.

6. Magazines for reference work may be used by students only in the library during the seven periods. Teachers have the privilege of checking out magazines for overnight use only. In this manner, the library tries to serve both groups.

7. There are two ways for pupils to come to the library:
   (a) Pupils may come at the beginning of the period for the whole period by filling out slips to be sent to their study halls.
   (b) Pupils may come for a specified number of minutes on special slips signed by the teacher in charge. [See Fig. 1.]

8. The library is at the service of pupils from 8:30 A. M. to 4:30 P. M. They are welcome at
any time during these hours. Principles of good citizenship are practiced in the library at all times so that none will infringe on the rights and privileges of others.  

Waco High School offers its students the advantages of membership in several clubs. They cover the wide variety of interests and activities of high-school youth, and every student who can do so should avail himself of the privilege of membership in at least one club. The clubs are a part of the school and through them the students reflect the spirit of the school as much as through any other activity.

Any club that is organized in Waco High School must accept and meet the following requirements:

1. Its purpose and plan of work must be in accord with the standards of the school.

2. The proposed activities and the sponsor must be approved by the Principal.

3. Only those clubs which have been regularly approved by the Principal will be recognized in any of the school publications or activities.

Clubs furnish opportunity for pupils to become acquainted with those who have similar interests. The social contacts are valuable; and one-fourth credit may be earned by remaining in the same club a full year, being present ninety per cent of the time, and following the instructions of the sponsor. Clubs meet Wednesday immediately after school. The following clubs are active in Waco High School:

1. Darden -- This club is partly literary, partly social. Membership is by invitation only.

\[85\]

\[4\] Ibid., p. 11. \[5\] Ibid., p. 13.
2. **Diversified Occupations** -- This is open to members of the Diversified Occupations classes only.

3. **English Literary** -- A grade of 97% in English with a general average of 90% is required for membership. The purpose of this club is to encourage and extend the literary activities of Waco High School.

4. **Forum** -- The activities of this club consist of debating, declamation, and essay writing.

5. **Genheimer Literary** -- This club is partly literary, partly social. Membership is by invitation only.

6. **Girls' Athletic Association (G. A. A.)** -- This is a group of girls who have done such excellent work in physical education that they are qualified to assist in the work.

7. **Home Economics** -- The girls do hand work of all kinds.

8. **Library** -- The members study a modified form of library science and give book reviews.

9. **Pan American** -- This is a Spanish Club with programs in English. The purpose is to promote the good neighbor policy. It is open to all, especially pupils in Spanish and Latin-American history.

10. **Rostra Literary Society** -- The purpose of this club is to encourage debating, declamation, extemporaneous speaking, and teach parliamentary procedure. Membership is by invitation only.

11. **Science** -- This deals with any phase of science; there are visits to various plants, hospitals, the telephone office, etc. It is open to pupils in the science department. A member must be on the program twice to get credit.

The purpose of the school government of Waco High School is to give the pupils an opportunity to participate in the management and activities of Waco High School. In

---

order to participate fully and intelligently, all pupils should be familiar with the Constitution and Ordinances. Since the ordinances have been passed by their own representatives, all pupils should observe them and so maintain Waco High School's record for good, efficient student government.

The student government fosters school spirit through assemblies, contests, dances, election of yell leaders, corrigan week-end, election of most representative boy and girl, the School Spirit Week; conducts elections; promotes interest in good government by giving students practical experience in voting, running for office, and functioning as public officials; enforces law and order through its police force; tries and punishes offenders through its school court; investigates and adopts or presents to proper authorities suggestions for improvement of the school; sponsors drives for relief work; and cooperates with outside organizations in approved youth movements.

In order to clarify the purpose, organization, and aims and objectives of the school government of Waco High School, it has been deemed proper and fitting to include herein a copy of the Constitution as it appears in the Handbook.
THE CONSTITUTION
OF THE SCHOOL CITY OF THE
WACO HIGH SCHOOL

Preamble -- The object of this school city is to give pupils some real responsibility in the affairs of the school, and through this experience to become better citizens of the state and nation.

ARTICLE I

Sec. 1. Government of the school city shall be vested in a board of five commissioners who shall elect a chairman who shall be known as the mayor of the city.

Sec. 2. The mayor shall be the presiding officer of the board of commissioners and shall vote only in case of a tie.

Sec. 3. A quorum of the board of commissioners shall consist of any three members of the commission.

Sec. 4. Three votes shall be necessary to carry any measure.

Sec. 5. The board of commissioners shall meet regularly at such time as the commission shall designate on the second Thursday of the school month and at such other times as the mayor and two commissioners may decide.

Sec. 6. The board of commissioners shall have the power to create any office that may be needed to carry out the purpose of this government.

Sec. 7. The commissioners shall hold office for a period of one school year, but three shall be elected on the third Tuesday in May and two on the third Tuesday in December.

Sec. 8. The term of any officer begins regularly on the first day of the next half year succeeding the one in which he shall be elected, and he shall take office and the oath pertaining thereto at the last regular meeting of the commission of the preceding half year. It is understood that all officers are in active control of such office until their successors shall be elected and installed.
Sec. 9. Officers shall be nominated at a primary election the second Tuesday in December and May. Those receiving the highest number of votes in December not to exceed four and those in May not to exceed six shall be voted on at the regular election held on the following Tuesday in December and May. The two in December and the three in May receiving the highest number of votes shall be declared elected. In case of a tie the office goes to the one who received the highest vote in the primary election.

Sec. 10. A commissioner must be a qualified voter, a resident citizen of the school city at least one full school year of thirty-six weeks, must have never failed in more than one subject in any school year and must be passing all of his subjects at the time of his election. Should he fail in any subject at the close of any quarter, he is automatically dropped from the commission and a new election must be ordered by the commission at the next regular meeting; also any commissioner, including the mayor, may be removed from office by the concurred vote of four commissioners for such offenses as irregular attendance at meetings and negligence of duties. Payment of over $2.00 for election expenses in either primary or general election or both, or failure to file an itemized account by 3:00 P. M. of the day of the election shall automatically disqualify any candidate from being a commissioner.

Sec. 11. A student running for office must be classified as an 11A or above with the intention of being in school the following thirty-six school weeks.

ARTICLE II

Sec. 1. The chief executive officer shall be a manager who shall have the following qualifications: He must be a qualified voter, a member of the twelfth grade, who must have made an average of not less than 85% the preceding year, and must keep that average during term of office. He shall hold office at the pleasure of the commission.
Sec. 2. All executive and judicial officers are nominated by the manager and appointed by the commission.

Sec. 3. The manager shall have authority to discharge any officer who is not discharging his duties satisfactorily to him or who is not working in harmony with him.

Sec. 4. The Principal of the high school, or some member or members of the faculty whom he shall appoint, shall be the adviser to the commission and the manager or any other officer who may need an adviser.

Sec. 5. The heads of all departments must have made at least three and one-half units the year next preceding their appointment and must have an average in all subjects of not less than 80% during the term of office.

Sec. 6. It is understood that no one is eligible to appointment to any position who has not made passing grades the year next preceding his appointment, and that he forfeits any appointment on failure to make passing grades in all subjects at any time in such appointive term.

ARTICLE III

The following departments are provided for:

a. Department of Public Order.
b. Department of Public Health.
c. Department of Public Finance.
d. Department of Public Improvements.

ARTICLE IV

The Department of Public Order shall have charge of the conduct of pupils on the grounds, in the cafeteria, the halls, rest rooms, and such other places as the commission may see it is needed.

ARTICLE V

The Department of Public Health shall use all means and agencies that may be necessary to keep the grounds and buildings clean and sanitary.
ARTICLE VI

The Department of Public Finance shall have charge of all moneys, collecting fines and taxes, and paying all bills.

ARTICLE VII

The Department of Public Improvements shall have charge of all means necessary to preserve lockers, desks, buildings, and yard from unnecessary abuse, and make such improvements as commissioners may decide upon.

ARTICLE VIII

Sec. 1. A citizen is one who belongs to the tenth, eleventh, or twelfth grade; and one not so classed is merely a resident.

Sec. 2. A voter is any citizen who has been a member of the school city for a term of eighteen consecutive weeks and who has paid a poll tax of five cents. A poll tax receipt issued in the winter quarter of each school year shall entitle the voter to participate in primary and general elections in fall and spring. A receipt issued for the spring elections shall entitle the voter to participate in the two spring elections only.

Sec. 3. Notice of elections must be posted on the regular school bulletin boards at least four weeks preceding the election.

ARTICLE IX

Sec. 1. The city judiciary shall consist of five members who shall have the same qualifications and term of office as the board of commissioners.

Sec. 2. The court shall have jurisdiction over all cases of violation of the laws and ordinances made in accordance with this instrument.

Sec. 3. The court shall have power to summon any accused person before it, by giving him written notice, signed by the Chief Justice of the
Council; and shall have power to subpoena witnesses. The accused person must appear in person before the court to answer the charges.

Sec. 4. The presence of four judges shall be necessary for the adjudication of a case, and three concurring votes shall be necessary for a decision.

Sec. 5. All decisions shall be subject to the approval of the Principal or his faculty representative.

ARTICLE X

The commissioners shall have power to make such regulations as are necessary to carry out the provisions of this charter. Should there be any conflict in the provisions or any oversight that would prevent any provision from operation, the commissioners have authority to make such arrangements as may be needed until the charter can be amended.

ARTICLE XI

Sec. 1. Five commissioners shall be elected at the first election, two who shall serve until the officers regularly elected in the next election are installed, and three who shall serve the regular term for a commissioner.

Sec. 2. All elections shall be conducted according to the Australian System.

ARTICLE XII

This charter may be amended by a majority vote. Amendments are submitted by the board of commissioners at the regular elections for officers and must be published at least three consecutive weeks next preceding an election.
ARTICLE XIII

On a petition of fifteen per cent of those who voted in the next preceding election the principle of the initiative, referendum, and recall may be invoked under such regulations as the board of commissioners may determine in order to carry out the principles involved in these requests.

ARTICLE XIV

It is understood that all acts of the officers of this school city are subject to the approval of the Principal of this high school or some one appointed by him as he is responsible to the Waco School Board for the conduct of this school.

The oath of office for school officers:

"Do you solemnly swear to defend and uphold the Constitution and ordinances of this school, and to fulfill the duties of your office to the best of your ability?"

Answer: "I do."

ORDINANCES

These ordinances governing the following subjects have been enacted:

1. Marring and disfiguring the school building and school property in any way other than that which would result from use requires the student to replace the property or to put it back into its original condition or to pay a fine depending on the damage done.

2. Throwing crayon, paper, etc., on the floor, in the hallways, in the classrooms, in the cafeteria, and on the grounds may be punished by a fine not to exceed twenty-five cents, a reprimand, or confinement after school. [See Appendix, p. 136.]

3. Gambling in the building or in the neighborhood of the building may be punished by suspension from school.
4. No pupil shall be permitted to engage in any form of smoking whatsoever in any room or building or on any grounds belonging to or used by the Waco High School. This offense is punishable as indicated in Number Two.

5. Students guilty of disturbing in assembly may be punished as in Number Two and on the third offense may be required to appear before assembly or be suspended from school, depending on the action of the Judicial Council.

6. No form of hazing shall be permitted by any pupil or other person connected with any band, club, or other activity of the Waco High School. This offense is punishable as indicated in Number Two.

7. Loitering or being in halls without a slip shall be punishable in the same manner as in Number Two. [Note Fig. 1.]

8. Failure to pay a court fine or to serve time in detention will deprive any pupil of the right to take examinations or to receive report cards.

POLICE FORCE [See Appendix, p. 150]

To enforce these ordinances, to greet and escort visitors, and to assist in the public welfare wherever possible, a police force has been created, headed by a chief of police nominated by the city manager and appointed by the commission. The chief of police appoints his assistant and a force of twenty officers and assigns their posts in assembly and on the grounds before school and at lunch periods.

GOVERNMENT REPRESENTATIVES

Each home room elects a government representative whose duties are: to have charge of the sale of poll taxes, to present drives or other matters suggested by the government, to collect suggestions and information for helping the government, and to preside over home room discussions on government day, which is Thursday. Floor chairmen are responsible for distributing and collecting materials to and from the representatives on each floor.7

7 Ibid., p. 46.
Waco High School has a full-time paid guidance director who devotes her entire time (with the exception of one class period) to her guidance duties.

Both students and teachers are asked to cooperate by completing a number of forms prepared by the Office of Guidance. These forms enable the guidance director to accomplish her purposes more efficiently.

It may be interesting to note the information sought in some of these forms. For example, the Accident Report is as follows:

SUGGESTED ACCIDENT REPORT
for Student and Employee

Every child or employee in the Public Schools of Waco is to report on this form every accidental injury which requires doctor's attention or which keeps him out of school one-half day or more.

WHO WAS HURT?

Name_________________________ Address_________________________

Age______ Sex______ School Attended_____________ Grade____

WHEN DID ACCIDENT HAPPEN?

Date___________ Time_________ A. M. __________ P. M. ______

WHERE DID ACCIDENT HAPPEN?

At school?_______ If so, in building or on playground?____

On the street?_______ If so, where?________________________

Was this an automobile accident?_______ If on the street,
was it on the way to school? ______ from school? ______
at home? ______ If so, was it in the house? ______
outside house? ______ If somewhere else, state where. ______

HOW DID ACCIDENT HAPPEN?
What was person doing when hurt? ____________________________

Describe the accident _______________________________________

WHAT KIND OF INJURY WAS IT?
________________________________________________________
Was a doctor called? ______ If so, state his name and address:
________________________________________________________
Number of days kept from school _____________________________

Signature __________________________
Position __________________________

Another information sheet handed students at the beginning of the school term is given below. This sheet, as will be noted, contains general information helpful in the personal guidance of pupils.
Name______________________________

A. Height____  Weight____  Do you wear glasses?____
   If not, have glasses been recommended for you?____
   Do you have any physical disabilities?____  If so, 
   what are they?______________________________

   Have you ever been absent from school more than a week 
   on account of illness?____  If so, what was the na-
   ture of the illness?__________________________

   Do you live with both parents?____  If not, with 
   whom?______________________________

B. Do you belong to a school club?____  If so, name the 
   club______________________________  What school subject do 
   you like most?__________________________  What school subject 
   do you dislike most?______________________  What is 
   your hobby?__________________________  What is 
   your favorite form of recreation?__________________________

   On an average, how many times a week do you attend the 
   movies?____  What are your three favorite magazines?

   __________________________________________

   In your opinion, what is the best book you have read in 
   the past year?__________________________

   Do you have an allowance?____  Do you work?____
   If so, where?__________________________

   What are your working hours?__________________________

   What church do you attend?__________________________
Check the activities in which you are participating:

1. Band
2. Glee Club
3. Orchestra
4. Wacoan
5. Daisy Chain
6. School Government
7. Football
8. Basketball
9. Baseball
10. Track
11. Dramatics
12. Debate
13. Declamation
14. Extemporaneous speaking
15. Office Assistant
16. Yell Leader
17. Library Assistant
18. Tennis

Check the activities in which you would like to participate:

1. Band
2. Glee Club
3. Orchestra
4. Wacoan
5. Daisy Chain
6. School Government
7. Football
8. Basketball
9. Baseball
10. Track
11. Dramatics
12. Debate
13. Declamation
14. Extemporaneous Speaking
15. Office Assistant
16. Yell Leader
17. Library Assistant
18. Tennis

C. Do you plan to go to college? If so, where?

____________________________________ What do you want to specialize in?
____________________________________ Have you chosen a vocation?
____________________________________ If so, what is it?

TELEPHONE NO.

Date of birth

Month Day Year

Address __________________________________________

Father's name ____________________________________

Address ________________________________ Telephone ______

Father's occupation ____________________________

Mother's name ________________________________ Telephone ______

Address ________________________________

Number of older brothers ______ Number of
Failures in Waco High School are kept to a minimum by a system devised by its own principal and faculty members. They believe that if a student is guided and encouraged to register for those courses he finds most interesting to him and those which are most suited to his ability, he will be more assured of success than by any other means. For this reason, as well as for the information needed to plan the class schedules for the coming term, each student is asked to complete a "Student's Choice Card" (Fig. 2 on the following page).

If, after registering for the subjects of the student's own choice, the pupil is falling below the expected level of work, he is handed one of the forms illustrated in Fig. 3 to complete. This form is filed with the guidance director, who plans her procedure according to the particular information the form contains.
# Student's Choice Card

**Waco High School, Waco, Texas**

<table>
<thead>
<tr>
<th>NAME</th>
<th>COURSE: College Special</th>
</tr>
</thead>
</table>

## Subjects Requested

<table>
<thead>
<tr>
<th>Science</th>
<th>Commercial</th>
<th>Practical Arts</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Com. Arith.</td>
<td>Clothing</td>
<td>Art</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Com. English</td>
<td>Foods</td>
<td>Chorus</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>Com. Geog.</td>
<td>Child Development</td>
<td>Glee Club</td>
</tr>
<tr>
<td>Physics</td>
<td>Com. Law</td>
<td>Home Management</td>
<td>Band</td>
</tr>
<tr>
<td>Physiology</td>
<td>Bookkeeping</td>
<td>Home Nursing</td>
<td>Orchestra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Salesmanship</th>
<th>Auto Mechanics</th>
<th>Mechanical Drawing</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>Shorthand</td>
<td></td>
<td>Shop</td>
<td>Gym</td>
</tr>
<tr>
<td>Latin-American History</td>
<td>Typewriting</td>
<td></td>
<td></td>
<td>Hygiene</td>
</tr>
<tr>
<td>Texas History</td>
<td>Advanced Arithmetic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>Aeronautics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>Algebra</td>
<td>English</td>
<td>Vocational</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Plane Geometry</td>
<td>Spanish</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Solid Geometry</td>
<td>English</td>
<td>Auto Mechanics</td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td>Trigonometry</td>
<td>Journalism</td>
<td>Diversified Occupations</td>
<td></td>
</tr>
<tr>
<td>Safety Ed.</td>
<td></td>
<td>Speech</td>
<td>Club</td>
<td></td>
</tr>
</tbody>
</table>

**APPROVED:**

(Home Room Teacher)

---

Fig. 2. -- Student's Choice Card.
PUPIL'S REASONS FOR LOW SCHOLARSHIP

Please check the reasons you believe to be the causes of your unsatisfactory work in the class reported above.

1. Enrolled late in class.
2. Absent too much.
3. Have not felt well.
4. Illness in the family.
5. Necessary outside work.
6. Too many outside interests.
7. Not enough time in class study period.
8. Hard for me to study.
9. Assignments not clear.
10. Can't study at school.
11. Can't study at home.
12. Class work too hard.
13. Not interested in work.
14. Failed to hand in work.
15. Bad deportment on my part.
16. Do not pay attention.
17. Haven't tried very hard.
18. Don't like where I sit.
19. Don't like my classmates.
20. Don't like my teacher.
21. Don't know what is back of me.
22. Lack of ambition.

Other reasons:

Fig. 3. -- Pupil's Reasons for Low Scholarship.

Sometimes the student still fails to bring his work up to the passing level. In that event, the form shown in Fig. 4 is completed by the particular classroom teacher for whom the pupil is failing and signed by the teacher and the principal. This form is then mailed to the parent or guardian.
TO PARENTS OR GUARDIAN:

This is to inform you that ___ should do better work in ____________. This student's standing at present seems to be due to the conditions checked below in the column at the left. Improvement may be made by giving prompt attention to the items checked in the column at the right.

<table>
<thead>
<tr>
<th>Deficiencies</th>
<th>Suggested Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of attention in class.</td>
<td>Attend class regularly.</td>
</tr>
<tr>
<td>Too many outside interests.</td>
<td>Pay attention in class.</td>
</tr>
<tr>
<td>Wastes study periods.</td>
<td>Work during study periods.</td>
</tr>
<tr>
<td>Answers few questions in class.</td>
<td>Home study each day.</td>
</tr>
<tr>
<td>Has irregular attendance.</td>
<td>Ask questions in class.</td>
</tr>
<tr>
<td>Creates class disturbances.</td>
<td>Ask for additional information when necessary.</td>
</tr>
<tr>
<td>Makes low test grades.</td>
<td>Study more for tests.</td>
</tr>
<tr>
<td>Does not prepare daily work.</td>
<td>Prepare special assignments.</td>
</tr>
<tr>
<td>Makes very little effort.</td>
<td>Make up tests which have been missed.</td>
</tr>
<tr>
<td>Has poor attitude.</td>
<td>Prepare daily work thoroughly.</td>
</tr>
<tr>
<td>Shows little interest in work.</td>
<td>Keep notebook up to date.</td>
</tr>
<tr>
<td>Takes little part in class discussions.</td>
<td>Follow instructions carefully.</td>
</tr>
<tr>
<td>Behind with written work and reports.</td>
<td>Get written work and reports in on time.</td>
</tr>
<tr>
<td>May need physical examination.</td>
<td></td>
</tr>
</tbody>
</table>

REMARKS:

Yours very sincerely,

______________________________  Teacher

______________________________  Principal

Signature of Parent or Guardian

Fig. 4. -- Deficiency Blank.
As a part of the plan to keep failures to a minimum, the Office of Guidance, in cooperation with the principal, sends any number of directives to teachers. One of these directives is given below:

A STUDY OF POTENTIAL FAILURES

In our master home-room program for the Spring of '47, the fourth and fifth weeks are to be devoted to the study of potential failures. The procedure suggested below may be followed if you can not think of a better one.

A. Hold an individual conference with each pupil in your home-room group during which

1. A copy of his daily program is made on the guidance card. The program should give the following information in the order suggested: Period, room, subject, section teacher.

2. You discuss with him the type of work he is doing in each subject appearing on his program.

3. He is asked to fill in a mimeographed form for each subject in which he is not making satisfactory progress. [Fig. 3.]

4. You make such suggestions to him as you feel the situation calls for.

B. After looking over the mimeographed forms, put them in Miss Strickland's [guidance director] box in the attendance office.

C. Study Advisory Topic No. VII. [Appendix, p. 141.]

D. Study Advisory Topic No. III. [Appendix, p. 134.]

E. Study Advisory Topic No. XII. [Appendix, p. 152.]
The principal and faculty of Waco High School feel that the home-room advisory period, when properly organized and directed, can be the most valuable period in the school day. Every teacher is requested to make a sincere effort to accomplish the real objectives of the home-room advisory program.

Each home room is requested to select two parents as "home-room parent representatives." It seems advisable that the teacher make this selection, rather than submit the choice to a vote. In this selection, two parents are chosen who are willing to serve as "home-room parent representatives" and their names are submitted to the guidance director, who in turn submits them to the president of the high school Parent-Teacher Association.

Many directives are sent to teachers asking for suggestions which will improve the home-room guidance program now in operation. The following information sheet was presented to each teacher during the last week in May, 1947:

SUGGESTIONS FOR HOME ROOM GUIDANCE

As your contribution to the making of a master home-room guidance program for 1947-48, please fill out this form (at least partially) and leave in Miss Strickland's [guidance director] box.

The 1946-47 aims of guidance are listed below. Please suggest aims for the 1947-48 program.
Aims of Guidance for 1946-47

To broaden teacher participation
To reduce the number of failures
To know who plans to quit school and why
To discover potential failures
To know the pupils, their degree of success in other subjects and satisfaction with the school.

Aims of Guidance for 1947-48

1.
2.
3.
4.

Suggested Advisory Topics

1.
2.
3.
4.

Suggestions for Improving Home-room Guidance

1.
2.
3.
4.

Signed________________________
Since so few students are familiar with parliamentary procedure, the following sheet was given to each home-room president soon after the home rooms were organized and the officers selected:

MODEL SHEET FOR HOME ROOM PRESIDENTS ON HOW TO PRESIDE

I. Call to order: "This meeting will please come to order."

II. Roll call: "The assistant secretary will call the roll." (If the assistant secretary is absent, the secretary calls the roll.)

III. Minutes: "The secretary will read the minutes of the previous meeting." (If these were written by the assistant secretary, let the assistant secretary read them.) "You have all heard the reading of the minutes. Are there any additions or corrections?" (Pause.) "If not, the minutes stand approved as read." (If corrected): "Are there any further corrections?" (Pause.) "If not, the minutes stand approved as corrected."

IV. Reports:

A. Officers' Reports: 1. The President's Report: "In Council this week we . . . "
   2. (Call for the reports of any other officers you see fit.)

B. Committee Reports: (Call for the reports of any committees you so desire.)

V. Old Business: (This is any work left incomplete at the last meeting. You should carefully examine the minutes of the previous meeting BEFORE home room period begins to determine what old business there may be for this meeting.)
   "The old business before the group is . . . "

VI. New business: (This is any type of discussion which the group may wish to bring before the meeting.)

VII. The Day's Program:
VIII. Adjournment: "Is there a motion for adjournment?"
(Pause.)
If made: "A second?" (Pause.)
"The motion to adjourn has been made and seconded. Those in favor signify their assent by saying Aye." (Pause.)
"Opposed, the contrary." (Pause.)
"The motion carries and the meeting is adjourned." (Or):
"The motion is defeated. The floor is open for further business."

A. Some hints on parliamentary rules:
1. There should be only one question considered at a time. The question should be put as a motion, seconded, and stated by the presiding officer, after which it is discussed or debated.

2. To make a motion or talk on any proposition the speaker must rise, address the chair, and be recognized.

3. No second chance is given a member to speak until all members who desire to speak have had their first chance. All remarks should be addressed to the presiding officer rather than to a member of the group.

4. If a question is brought before the meeting, it must be either rejected, adopted, placed on the table, or withdrawn by the person making the motion.

5. If a motion is amended, the amendment is voted on before the original motion is disposed of.

B. Order of business in a regular meeting is as follows:
1. Call to order (roll call)
2. Minutes
3. Reports of officers
4. Reports of committees
5. Unfinished business
6. New business
7. Program
8. Adjournment

C. Duties and rights of member:
Duties:
1. To obtain the floor before speaking
2. To stand when speaking
3. To keep upon the question pending
4. To yield the floor to calls for order
5. To abstain from personalities in debate
6. To avoid disturbing in any way speakers of the assembly
7. To refrain from all words and acts of indecency

Rights:
1. To offer any motion or resolution to the assembly
2. To explain or discuss that motion, or any matter properly before the meeting
3. To call to order, if necessary
4. To hold the floor, when legally obtained, till through speaking
5. To appeal from the decision of the chair to that of the assembly

In addition to the "Model Sheet" shown above, regular meetings were held for all the various home-room officers, and orientation was given them as to their particular duties and responsibilities. These meetings were led by some capable faculty member who is qualified to give interesting and helpful information to these officers.

The administration of the Waco School System believes that high-school students, as a whole, are rather undecided about their vocational choices for the simple reason that they are not well informed. With this idea in mind, the Waco High School held for its students a Vocational Guidance Clinic on April 22-24, 1947. The following directive from the Office of Guidance and the principal's office will explain the purpose and procedure for this Guidance Clinic.
VOCATIONAL GUIDANCE CLINIC

The home-room periods on April 22, 23, and 24 will be devoted to Vocational Guidance, and on these days will be twenty-five minute periods.

Instead of your regular home room, the membership of your group will consist of those pupils, or some of those pupils, who have expressed an interest in the vocation you have chosen to study or to which you have been assigned.

Each home-room teacher may state his own objectives and proceed with the job according to his own plans. However, the following objectives and suggestions are made for the benefit of those who care to use them:

To help the pupil realize the size and complexity of the field from which he may choose a vocation.

To help him realize the importance of selecting a vocation intelligently.

To show the pupil definitely the relations of school work to life work.

To secure the following information about the vocation under study: field of service, qualifications, education and training, opportunities, remuneration, and schools of preparation.

To help the pupil take a proper attitude toward his chosen vocation.

To encourage the pupil to want to make progress in his chosen vocation.

Mr. Cabe [Waco High School's principal] suggests that Tuesday, April 22, be used by the teacher as a lecture and assignment period, that Wednesday, April 23, be a period of pupil participation, and that a person of experience in the vocation under study be invited to talk to the group on Thursday, April 24.

The Kiwanis Club is collaborating with the school in this project. A list of the members of the club who are available for lectures on those days will be
posted on the teachers' bulletin board. You may make contact with them or ask someone in the office to do it for you.

Prior to April 22-24, the following questionnaire was placed in the hands of every Waco High School student and he or she was asked to complete it:

Today there are at least 20,000 separate and distinct occupations followed by the people of the United States. Below are listed some of these 20,000 that seem to be of greatest interest to the pupils of Waco High School.

Please check your first, second, third, fourth, and fifth choices by placing 1, 2, 3, 4, and 5 in the parentheses.

Professional and Semi-professional occupations:

1. Architecture
2. Journalism
3. Civil Engineering
4. Mechanical Engineering
5. Electrical Engineering
6. Chemical Engineering
7. Petroleum Engineering
8. Law
9. Teaching
10. Ministry
11. Medicine
12. Nursing
13. Pharmacy
14. Creative Writing
15. Careers in Music
16. Librarian
17. Metallurgy
18. Photography
19. Aviation
20. Air Hostess
21. Dentistry
22. Radio
23. Television

Public Service:

24. Federal Civil Service positions
25. Politics
26. Consular Service
27. Army, Navy, Marine, Air Corps
28. State Civil Service

Personal Service:
29. Hotel Business
30. Restaurant Business
31. Beauty Culture
32. Manicurist
33. Barber

Business:
34. Accounting
35. Banking
36. Insurance
37. Marketing
38. Real Estate
39. Clerical Occupations
40. Retailing
41. Advertising
42. Publishing
43. Business Management

Skilled Trades:
44. Tool Making
45. Die Making
46. Welding
47. Carpentry
48. Electricity
49. Plumbing
50. Painting
51. Printing
52. Mechanics
53. Sheet Metal Working
54. Refrigeration and Air Conditioning

Agricultural Occupations:
55. General Farming
56. Truck Farming
57. Dairy Farming
58. Poultry Farming
59. Stock Farming
60. Farm Management

Signature
These completed questionnaires were turned in to the guidance director, who classified them according to first choices.

Not all home-room teachers were assigned places as sponsors of a particular vocation; however, many of them were. Those teachers who were sponsors for a particular vocation were sent, from the guidance director, a list of the people she could expect to have in her particular group. With this information in hand, the teacher was better able to plan her work for the clinic.

The Vocational Guidance Clinic was most successful. Both students and teachers expressed a strong desire for a program of a similar nature to be planned and carried out the following year.

Following, and in summary form, is Fig. 5. This is a significant piece of information since it shows exactly how the Waco Guidance Program is attempting to meet the evaluative criteria previously set up in Chapter III.

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>How Waco Attempts to Meet These Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. American principles of democracy make the individual and his welfare a fundamental concern.</td>
<td>Through participation in the student government, Waco is meeting this demand.</td>
</tr>
<tr>
<td>2. A sound guidance program in a democratic society must give supreme consideration for the individual and his development.</td>
<td>Examples of the attempt to meet this need may be seen in the Vocational Guidance Clinic and the personal conferences with teachers and the guidance director.</td>
</tr>
</tbody>
</table>
Evaluative Criteria

3. The concept of learning best suited to a democracy is one in which learning is the progressive changes that an individual undergoes as he interacts with his environment in meeting and resolving his experiences as he attempts to live more intelligently.

4. A guidance program, to be valid as to the psychology of learning, must provide the means of varied experiences so that the interaction may be purposeful and result in the more intelligent living of the individual.

5. There are guidance programs that do apply democratic principles and modern psychological concepts of learning and are functioning in progressive schools in America.

6. The modern view of the place of guidance is one that should interpenetrate every phase of the educative process.

7. A sound guidance program must provide varied and suitable experiences for each pupil in order that a well-adjusted individual may emerge.

How Waco Attempts to Meet These Criteria

3. The student choice cards [Fig. 3] and proper guidance in completing these cards before registration, is the method by which Waco is attempting to meet this particular need.

4. Through student participation in assemblies, clubs, student government, library and office assistants and stronger students coaching the weaker and slower students, this need is met.

5. This attempt is made in every phase of the Waco Guidance Program.

6. The Waco Guidance Program attempts to include social and academic problems, as well as those unusual and seldom-felt needs peculiar to any school.

7. This is attempted by finding the various interests of the individual. [Note information on pp. 97-98.]
8. Such a well-adjusted individual can best play his part in a democratic order.

8. Waco High School students have proved their capability in many ways after leaving school.

Fig. 5. -- How the Waco High School meets the evaluative criteria.

The information contained in this chapter is only a minute part of the guidance system now in operation in the Waco High School. The Department of Guidance is ever looking for new and improved ideas to install in the program. For complete information on the program of guidance now in operation in the Waco High School, address The Guidance Director, Waco High School, Waco, Texas.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The problem of this study, as stated in the introduction, was to determine why a guidance program is necessary in the secondary school, what steps are being taken to accomplish the objectives set forth, and what is considered the best method of instituting the guidance program. The major consideration has been given to the establishment of the criteria, based on democratic principles and psychological concepts, by which a guidance program could be evaluated, and to determine the role of such a guidance program in the secondary school.

The first step in the research was the establishment of the status of the present guidance program. The principles of the modern psychology of learning were analyzed in order to find implications for a guidance program that would add psychological weight to the soundness.

Five specific procedures of functioning guidance programs were examined and the role that each guidance program played in its particular setting was determined.

Next the need for applying democratic principles as a basis for determining the soundness of any guidance program
was studied. Evaluative criteria were set up and the need for applying these criteria was established.

The fourth step in this study was the determination of the role of the home room and of the student council in an adequate guidance program. As was pointed out in the investigation, these two agencies depend largely upon proper installation and administration for their effectiveness.

The fifth, and final, point of investigation was an analysis of the guidance program now in operation in the Waco High School. It was established, through many concrete examples, that this program is quite adequate when compared with the evaluative criteria set up in the beginning.

In a search for a comprehensive definition for guidance, many of the most modern books were consulted and ideas of the authors compared. The one here chosen to summarize the others was given by Traxler, but all the others expressed much the same view. The following is guidance as Traxler sees it:

Ideally conceived, guidance enables 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 state of complete and mature self-guidance as a desirable citizen of a democratic order. Guidance is thus vitally related to every aspect of the school -- the curriculum, the method of instruction, the supervision of instruction, disciplinary procedures,
attendance, problems of scheduling, the extra curriculum, the health and physical fitness program, and home and community relations.

This definition includes every phase of the educative process. In these activities the need for applying democratic principles as the criteria in determining soundness was to be found.

In the definition of guidance all phases of the educative process were included in its scope. Since all could not be used in this study, certain representative ones were examined, such as the curriculum, the administration, the attendance, and the extra-curricular activities, in order to determine how democratic principles should function in a guidance program where pupils are to have the rights of free individuals in a democracy, are to emerge as worthy citizens in a democratic society, and are to be prepared to preserve and perpetuate the American way of life. From this examination it can be concluded that an adequate guidance program, through these educational components, must:

1. Recognize the dignity and worth of each individual through a curriculum suited to the needs of the individual, and responsive to the changing conditions of life.

2. Function through a school organization free from undemocratic practices and from a rigid curriculum
inherited from the past.

3. Create a school environment and school life organized to give boys and girls experience in democratic living, and from which obstacles to the achievement of democratic principles are removed.

4. Develop an administrative regime in which there are no discrepancies between democratic ideals and school practices.

After a careful study of present principles and practices in the secondary school of today, it was found that basically the schools have not kept pace with the rapidly changing social and economic conditions; and the practices found in the administrative setup, the curriculum, and other aspects of the program, which are grooved to an outmoded past, are still being used to develop boys and girls and to prepare them for a democratic society today that is vitally different from the period in which the secondary school was established. The needs of the pupils are not being met, and many do not attend school at all, while many others drop out before graduation. The school organization is not a democratic society participated in by its constituents, and democracy is losing one of its best chances of developing worthy citizens who are prepared to preserve and perpetuate American democracy.
The need for applying democratic principles is evident if there can be defense of the procedures or justification of the practices on a democratic basis; if the educative processes are to accomplish what they are claimed to do, that is, prepare pupils as worthy members of the democratic order; and if the defects of frustration, inequalities, and injustices are to be avoided. There should be no discrepancies between ideals and practices in democracy.

A sound guidance program is not only to be consistent as to fundamental democratic principles, but also it is to conform to the laws of learning and of growth.

The fundamental laws governing learning and growth were examined and dealt with at some length with the view of finding implications in these laws that are basic for a guidance program if it can be called adequate, that is, if it can be thoroughly justified, strongly defended, and is accomplishing what is claimed. This claim is that guidance enables each individual to understand his abilities and interests, develop them to capacity, relate them to life goals, and, having reached the stage of self-guidance, is then ready to emerge as a worthy citizen of a democratic order.

Briefly summarizing these observations, the writer found that the conditions affecting a concept of learning are not static, but are in a continual state of change which tends toward a flexible viewpoint rather than one
fixed and rigid. The feasibility of viewpoint provides a means of obtaining a better insight into the intelligent control of human relationships, rather than a procedure for acquiring a few fixed knowledges and skills. Body, mind, and emotions are to be considered as functioning aspects of a unified whole child, and each of these aspects should be taken into account in his development and training. The interaction between the child and the environment eventuates in learning and in growth. This growth and learning, however, are determined, in part, by the inherited organismic pattern, and these inherited tendencies may be potentialities or limitations to the growth of the organism. Learning must be motivated, and this motivation is found to be one of the most vital problems in child development and in the control of learning. Whether the utility of learning seems genuine or direct or indirect and doubtful determines the strength or the weakness of the motivation.

The implications here for an adequate guidance program are many. The changing conditions affecting concepts of learning prevent the adherence to traditional patterns and the setting up of bodies of methods and procedures in the classroom. Insight into the intelligent control of human relationships is more important than procedures for acquiring a few fixed knowledges and skills. A more flexible
viewpoint concerning the curriculum and its content could be justified and defended. Slavery to fixed knowledges and skills would give place to a curriculum initiated by the pupils which would more nearly meet their interests and needs. This would give a solution to the problem of motivation. A better integrated individual would result from the consideration of mind, body, and emotions as aspects of a unified whole child, rather than the training of the mind only. This would prevent unfortunate failures, frustrations, and permanent maladjustments. The fact that a child inherits an organismic pattern, and that these inherited tendencies may be potentialities or limitations, is essential in an adequate guidance program; and an expanded and flexible curriculum can be the only solution in order that every child may have equal opportunity to develop according to his ability, which is a democratic guarantee.

One step in the advancement of the problem was the analysis of five guidance programs recognized for their accomplishment in the guidance field. They were studied for the purpose of observing and evaluating guidance work in action. In measuring these by the criteria established, the writer found them to be very consistent in adherence to the principles of democracy and to concepts of the laws of learning. The plans were comprehensive and extensive, interpenetrating the whole school program, and thus conforming
to the definition chosen for this study. This chapter advanced the proof of the problem undertaken as it gave concrete examples of sound guidance programs, evaluated according to the established criteria, and functioning over a period of years in such a manner as to attract the attention of educators, and to be ranked as outstanding guidance programs.

The final phase of the study was the chapter on the Waco High School guidance program. The purpose of the chapter was to determine whether or not this program would conform favorably to the established criteria. The conclusion was that guidance in this school accepts the challenge and meets the needs of the whole educative process, and provides services that function through group activities of the school, and through initiation of individual contacts in personal relationships. It functions in such a way as to result in the final goal of guidance, which is the well-adjusted individual, capable of assuming the responsibilities demanded in a democratic order.

From the facts of the studies made, and which have been summarized here, the following conclusions are drawn:

1. Democracy regards the individual as of inestimable value and his development as the sole objective of society.

2. Democracy guarantees an equality of rights to all individuals.
3. Democracy insures freedom to all individuals.

4. Democracy regards individual and group welfare as interdependent.

5. Democracy places the relations of individuals upon the plane of fraternity, that is, the rights of individuals are dependent upon the assumption by each member of the obligation to guarantee to every other member the same rights which he himself expects to enjoy.

6. Democracy achieves its common goals through the cooperative efforts of its members.

7. Government in a democracy is "of the people, by the people, and for the people."

8. Democracy depends upon education as a means of perpetuating and improving itself.1

As was pointed out, the school in all its aims and purposes is simply to serve the student and enable him to better fit himself into our democratic society; therefore, a guidance program evaluated by the above democratic criteria as valid and functioning effectively can be called sound, and will assume the role that the modern secondary school demands.

1Arthur D. Hollingshead, *Guidance in Democratic Living*, pp. 11-33.
APPENDIX
ORGANIZATION FOR GUIDANCE

Principal
Director of Guidance
Boys' Counselor           Girls' Counselor
Home Room Sponsors        Classroom Teachers

THE WEEKLY ADVISORY SCHEDULE

Monday -- Home room committee meetings
          Plans for the home room program
Tuesday -- Advisory period conducted by the sponsor
Wednesday -- Home room program
Thursday -- Government -- assembly
Friday -- Advisory period conducted by the sponsor

AIMS OF GUIDANCE FOR 1946-47

To broaden teacher participation
To reduce the number of failures
To know who plans to quit school and why
To discover potential failures
To know the pupils, their degree of success in other subjects, and satisfaction with the school
TO THE HOME ROOM TEACHERS:

The section of Dr. Hammock's report that follows and the report of the Visiting Committee agree that our so called home rooms are not home rooms in the true sense of the word. In an effort to correct this weakness in our school system, the following mimeographed pages have been prepared. The suggestions made therein are to be followed only when you can not think of something better to do in your efforts to establish a home room that approaches the ideal.
It is believed that the concept of the home room held by some of the schools can be improved. A home room is not purely an administrative device for checking attendance, making announcements, and accomplishing other routine matters. In general the home room is an organized group of pupils and teacher engaged in such activities as these: learning to assume and discharge responsibilities effectively, stimulating and developing school morale, discussing and evaluating various school conditions with the purpose of improving them, participating in experiences in character and citizenship education. The home room is the home group and is the unit of which each pupil is a definite part.

Hammock, Robert C., The Evaluative Report on Waco Junior and Senior High Schools, 1945-1946
Guidance of all kinds has a common purpose -- to assist the individual to make wise choices, adjustments, and interpretations in connection with critical situations in life. This is done, in general, through (1) information that he is helped to secure; (2) habits, techniques, attitudes, ideals, and interests that he is helped to develop; and (3) wise counsel, by which direct assistance is given him to make the choices, adjustments, and interpretations.

-- Arthur J. Jones
THE CHIEF AIMS OF THE HOME ROOM

To develop desirable pupil-teacher relationship;
To assist in the guidance of pupils;
To develop desirable ideals and habits, personal and civic;
To expedite the handling of administrative routine effectively.

-- Harry C. McKown
ADVISORY TOPIC NO. I

The Home Room

Objectives:

To learn the purpose of the home room
To understand the potential contributions of the home room to the group
To understand the relationship of the home room to the rest of the school
To develop an understanding of the needs and benefits to be derived from home room organization
To prepare the group to make wise choices in the selection of officers and committees

Suggested Activities:

Appoint a temporary chairman and secretary to assist in carrying on the work of the home room until the pupils have worked together for two weeks.

List on the board, discuss, and explain the aims of the home room.

Conduct an informal discussion on the benefits to be derived by individuals from the home room.

Have a get-acquainted program (See sample programs).

Discuss the type of organization needed to carry on the work of the home room.

Discuss and list suggested qualifications for good officers. Thus:

Your candidate should be:
1. A good average student
2. A supporter of school activities
3. Dependable
4. One who has a high standard of conduct
5. Interested in the welfare of the school
6. Able to carry through
7. Able to stand up for what is right in the face of opposition
Supplementary Material:

REASONS FOR VOTING FOR CANDIDATES

A candidate for home room office should have my vote because:

1. He always keeps his word.
2. He knocks everything.
3. He has a clear voice and can hold attention.
4. He is a law abiding school citizen.
5. He never fails to see how stupid other people are.
6. He is fair and tries to consider the rights of others.
7. He has high standards of conduct.
8. He is polite and respectful to older people.
9. He "knows it all."
10. He can't believe that anything can be well done by anyone outside of his own crowd.
11. He puts off all unpleasant tasks until tomorrow.
12. He sees that there are two sides to a question.
13. He will stand up for what he thinks is right even though he risks being laughed at or being made unpopular.
14. He would appoint the most capable student to a committee even though it means setting aside the claims of a chum.
15. He is a good loser.
16. I ride to school with him.
17. He has the ability to start things and carry them through.
18. His conduct is the same whether the teacher is in the room or not.
19. He cares what kind of character and reputation his school has.
20. He once helped me out of a bad fix. One good turn deserves another.
21. He gets down to business quickly.
22. He is great fun.

ADVISORY TOPIC NO. II

Organization of the Home Room

Objectives:

To teach correct parliamentary procedure

To teach the importance of individual participation in school affairs

To help pupils to analyze their own strengths and weaknesses as leaders

To furnish an opportunity for the teacher to study the pupils and learn their needs

To furnish an opportunity to discuss and develop desirable personal qualities

Suggested Activities:

Prepare an official ballot for the election of home room officers (See Supplementary material).

Select the following home room officers: president, vice-president, secretary-treasurer, government representative, publications representative, and salesman.

Select and organize the following committees: program committee, social committee, housekeeping committee, and cafeteria committee.

Supplementary Material:

Official ballot for the election of Home Room Officers:
<table>
<thead>
<tr>
<th>NAME</th>
<th>TRAIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plays fair</td>
</tr>
<tr>
<td>2.</td>
<td>Is cheerful</td>
</tr>
<tr>
<td>3.</td>
<td>Is honest</td>
</tr>
<tr>
<td>4.</td>
<td>Is industrious -- a hard worker</td>
</tr>
<tr>
<td>5.</td>
<td>Is an honor student -- gets good marks</td>
</tr>
<tr>
<td>6.</td>
<td>Accepts responsibility</td>
</tr>
<tr>
<td>7.</td>
<td>Stands up for his class or club when they are criticized</td>
</tr>
<tr>
<td>8.</td>
<td>Has self-control</td>
</tr>
<tr>
<td>9.</td>
<td>Cooperates with others</td>
</tr>
<tr>
<td>10.</td>
<td>Has initiative -- starts things</td>
</tr>
</tbody>
</table>

In using this ballot, the pupils are to select the one person in the room who plays fair most frequently. Likewise they are to choose the name of any person or persons most representative of the other quality traits mentioned. After the ballots are collected, the person whose name is mentioned the greatest number of times is elected to the highest office. The person mentioned the second largest number of times is elected to the second most important office, etc.

ADVISORY TOPIC NO. III

Attendance

Objectives:

To reduce the number of failures

To develop habits of promptness and regularity

Suggested Activities:

Discuss or have discussed the information on attendance in the Handbook, pp. 8-9.

List in parallel columns the advantages of prompt and regular attendance and the disadvantages of tardy and irregular class and study hall attendance.

Have listed on the board the legitimate reasons for absence.

Explain the procedure to be followed under the following circumstances:

1. Reinstatement after absence

2. Part day's absence
   (a) Come late
   (b) Leave early

Supplementary Material:


Attendance Test
ATTENDANCE TEST (Value, 5 each)

List three advantages of prompt and regular class and study hall attendance.

1.
2.
3.

Below are listed some common excuses for absence as given to the attendance secretaries. Place a check in front of those that are legitimate.

4. pleasure trips
5. illness
6. oversleeping
7. shopping
8. studying for test
9. serious emergencies
10. beauty parlor engagement
11. alarm clock failed
12. preparation for party
13. getting up notebook

List the characteristics of a proper absence excuse.

14.
15.
16.
17.

Draw a line under the answer which is the truth or nearest the truth in each of the following questions:

18. I am tardy to class or study hall: I am not in the building when the tardy bell rings; I pass through the entrance to the classroom or study hall before the tardy bell stops ringing; I am in my place when the tardy bell rings.

19. When I am absent from school, it worries me: very much, a good deal, some, none.

20. I make up the work missed during absence: immediately, when the teachers urge me to, never.
ADVISORY TOPIC NO. IV

Care of Public Property

Objective:

To develop a sense of responsibility for the common good

Suggested Activities:

Give "The Care of Public Property Test."

Assign pp. 44-45 in Handbook and p. 4 in How'm I Doin'? for study and discussion.

Prepare a floor talk on Why I Should Follow the Instruction on the Book Cover in Covering State-owned Books.

Supplementary Material:

Handbook, pp. 44-45
How'm I Doin'? p. 4
"Care of Public Property Test"
CARE OF PUBLIC PROPERTY TEST

1. Who is responsible for the care of the lawn, the hedges, the buildings, the equipment, the furniture, and the books?

2. Who pays the bill?

3. How long should the new paint, for instance, remain clean, that is, free of pencil marks, names, and wilful disfiguration?

4. Is a library book as good after you have read it as it was before?

5. Do you enjoy using a text book that is defaced and dirty?

6. Do you enjoy a well-kept lawn, clean walls, desks, tables, and books?

7. Will you be the last to use these things?

8. Do you exercise the same care of public property, such as you use here at school, that you do of your valuable possessions at home?

9. Give two practical suggestions for keeping school property in good condition for yourself and those who follow you.

10. How can you shoulder your part of the responsibility for the care of school property?
ADVISORY TOPIC NO. V

Your Friends in the Office

Objectives:

To acquaint the pupil with the services that are his for the asking.

To show what each official has to offer.

Suggested Activities:

Explain the purpose and aims of the guidance organization.

Explain the division of duties as made among the members of the office force.

Ask specific questions based upon supplementary materials.

List on the board the names of those occupying at the present time the positions described in supplementary material.

Supplementary Material:

Some of the duties of the office force.
1. **The Principal** is responsible for the direction and supervision of the entire school. Through his work with his assistants and the teachers he will help make your stay at Waco High School a profitable and pleasant experience. It is his business to be a friend to every boy and girl in Waco High School.

2. **The Guidance Director** is a kindly person who devotes her time to helping teachers and pupils. You are not a member of this community in good standing until she has helped you over at least one hard spot. The line forms at her door. Ask her about such matters as these: selection of courses and subjects, the curriculum, suitable electives, college entrance requirements, failure to make progress in line with ability, arrangements for extra help in difficult subjects, attitude and other tests, low marks, and personal problems.

3. **The Girls' Counselor** will discuss any girl's problems with her. Drop in at her office when convenient and get acquainted with her. She might have the answer you need. At least you will enjoy knowing her. Ask her about such questions as: selection of extracurricular activities, relationship with other pupils and teachers, personal appearance, manners and conduct, employment, personal problems.

4. **The Boys' Counselor** will discuss any boy's problems with him whether the problem be educational or personal. He wants to be helpful. Just talking with someone helps. Drop in and meet him sometime or join the circle around him on the grounds. Ask him about such matters as: selection of extracurricular activities, relationship with other pupils and teachers, personal appearance, manners and conduct, employment, personal problems.

5. **The Registrar** will keep the records accurately and send a transcript of credits when you need one.

6. **The Attendance Secretaries** know that you can not do a good job if you are not present and on time. Bring your excuses to them at the right time and signed by the right person. Go to them if it is necessary for you to leave before the school day is over. You can help them and yourself by putting good attendance on a business basis.
ADVISORY TOPIC NO. VI

The Assembly

Objective:

To develop correct audience behavior founded on understanding and consideration for others

Suggested Activities:

Study the question with the following outline as a guide:

1. Coming to attention
2. Courtesy due to:
   (a) The person presiding
   (b) The performers
   (c) Your neighbors who want to hear
3. Responsibility for success of an audience-participation program
4. Applause
   (a) How much
   (b) What to avoid

Supplementary Material:

*How'm I Doin'?* pp. 9-10
ADVISORY TOPIC NO. VII

How to Study

Objectives:
To acquire good study habits
To develop the ability to concentrate
To develop effective methods in reading

Suggested Activities:

Have the pupils answer the questionnaire (See next page). Make a list of suggestions for getting the best results from study based upon the questionnaire. Thus:

1. Arrange a daily program providing for a definite time for each study. Let it include or provide for home study as well as school study.

2. Study in a quiet, comfortable room free from distractions.

3. When time for study comes, sit down and begin your work promptly and do not let your attention be drawn aside. Intensive study produces satisfactory results.

4. Take a lively interest in your studies and talk them over at home.

5. Prepare each lesson every day.

6. Review often.

7. Read the entire lesson first.

8. Read it a second time more carefully, etc.

Supplementary Material:

Study Habits Questionnaire
STUDY HABITS

Answer the following questions honestly by underlining the answer which is nearest the truth:

1. I have a study schedule for school. Yes  No
2. I have a regular schedule for study at home. Yes  No
3. I follow the schedules: very closely, closely, fairly well, occasionally, never.
4. I study in a quiet, comfortable room free from such distractions as noise, glare of lights, headache, feeling of fatigue, and irrelevant ideas. Yes  No
5. When I fail to prepare an assignment, it worries me: very much, a good deal, some, none.
6. When the time comes, I begin to study immediately: always, sometimes, never.
7. I write down every assignment: always, nearly always, sometime, never.
8. I prepare every lesson: every day, occasionally, never.
9. In preparing my lesson, I follow instructions. Yes  No
10. In reading assignments, I first read the entire lesson. Yes  No
11. I read my lesson the second time more carefully, getting accurate and definite ideas, and writing on paper the main thoughts of the lesson. Yes  No
12. I review: often, sometimes, never.
13. I am doing a good job of studying when I am:
   a. studying hard for one-half of the time and the other half "wool-gathering."
   b. not whispering or causing any disturbance.
   c. doing as I am told.
   d. keeping my mind directly on my work.
14. I should budget my time and allow certain hours for work and certain hours for play because:
   a. I shall not need to study so long.
   b. A time budget gives a balance between work and play which keeps one alert.
   c. I shall have more time to play.
   d. A time budget will divide the day equally between work and play.

15. I talk over my school work at home. Yes No
ADVISORY TOPIC NO. VIII

Corridors and Stairways

Objectives:

To pass with the greatest possible consideration for
the good of the whole school

To keep the building clean

Suggested Activities:

Conduct an informal discussion introduced thus:

"Last year the visiting committee rated our
school superior on conduct in the corridors.
Asked one member of the committee, 'How do you
get such perfect order and conduct while the
pupils are passing through the building?'
Even though we know we are not perfect, sup-
pose you suggest answers to that question."

Opposite each type of conduct to avoid:

List a basic principle of good conduct or manners
violated by such behavior.
In parallel columns labeled "Avoid" and "Remember
to" list examples of good and bad conduct.
(See supplementary material.)

Supplementary Material:

How'm I Doin'? p. 10.
Examples of Proper Conduct in the Corridors and on
the Stairways
Examples of Wrong Behavior in the Corridors and on
the Stairways
Leadership

Objectives:

To understand the meaning of the term in its broadest sense

To select qualities essential to leadership

Suggested Activities:

Review the list of qualifications for good home room officers prepared by the room as suggested in Advisory Topic No. I.

Have the Program Committee assign subjects for discussion suggested by the following outline:

1. **What is leadership?**
   
   a. In class
   
   b. In a department
   
   c. In the corridors
   
   d. In sports
   
   e. In other extra-curricular activities
   
   f. On the grounds

2. **Leadership: constructive, destructive.**
   
   What constitutes each?

3. **What qualities must a person have to exercise constructive leadership?**

4. **Can a wholesome society be made up entirely of leaders?**

5. **If you can not be or do not want to be a leader, what kind of follower do you choose to be?**
ADVISORY TOPIC NO. X

Choice Cards

Objective:

To become thoroughly familiar with the information in the Handbook, pp. 16-37.

Suggested Activities:

Ask pupils to bring their Handbooks to the home room.

Call attention to the following omission:
- Shorthand (11B, 11A), prerequisite 11B, 11A Typing
- Social Science, pp. 32, 33 add
- Safety Education (10B). Half year course
- Prerequisite: none 1/2 credit

Explain the matter of credits thoroughly to the pupils promoted from the junior high schools to the senior high school. They are required to complete 13 units in the senior high school, in addition to the required work of the ninth grade. There is no loss of credits; instead, three full years' work is required.

Assign pp. 16-37, Handbook, for careful study. Explain such terms as full year subject, half year subject, and prerequisite.

Have a program similar to one given by Miss Walker's group (See sample programs).

Have someone talk on the subject, The Importance of Selecting the Proper Course and Subjects.

Have an I-Didn't-Know-Before report (See supplementary materials).

Give a test on the Handbook, pp. 16-37.

Grade and discuss the answers in class.

Have the pupils fill out a subject choice card.

Check to see that every pupil in your room has filled out a card.

Check the subject choice cards with the guidance card to see that no errors are made.

Hand a complete set of choice cards to the attendance secretaries, separated as to boys and girls and arranged alphabetically.
I DIDN'T KNOW BEFORE

1. That more than four credits earned in junior high school cannot be counted toward graduation.

2. That if a foreign language is taken by those choosing the college course, two years must be completed before any credit is given.

3. That shorthand may not be chosen until one whole year of typing has been completed.

4. That no credit is given for physical geography if the pupil has had a year of general science.

5. That no credit will be given for a half year in a full year subject.

6. That 12A Journalism pupils are staff members of The Wacoan.

7. That Home Nursing, Child Care, and Home Management may be taken without previous credit in Homemaking.

8. That two years of Algebra are recommended for those who plan to go to college.

9. The hygiene is offered for boys and girls who are physically unable to take physical education.

10. That general mathematics or commercial arithmetic is a prerequisite for bookkeeping.
TEST ON HANDBOOK

Directions: Underline the correct answer or answers.

1. How many credits are required for graduation from Waco High School? 13, 13 1/2, 17
2. What is the minimum number of credits that must be earned in the Senior High School? 3 1/2, 13, 13 1/2
3. What is the maximum number of credits earned in Junior High School that may be counted toward graduation? 3 1/2, 3, 4
4. One full unit of credit is granted for every full year subject completed. True False
5. What are the circumstances under which a pupil is permitted to take five subjects?
   If the pupil's marks on the previous semester's work average as high as 90%.
   If the pupil has done an outstanding piece of work in some extra-curricular activity.
   If the pupil is in his last year in high school and needs the fifth subject in order to graduate.
6. You should not ask for a change in your program or for a new subject after: The first day of the new term, after two weeks of the term, after one week of the term.
7. If you work and must have an irregular schedule, you must bring an excuse signed by: your parent, your employer, by both the parent and the employer.

Opposite each of the subjects listed below write the prerequisite.

8. 10B Bookkeeping
9. 11B Shorthand
10. 11B Typing
11. 12B Journalism
12. Texas History
Opposite each subject listed below write the grade level at which the subject may be chosen.

13. Commercial Law
14. Salesmanship
15. Home Nursing
16. Child Care
17. Advanced Arithmetic
18. American History
19. Civics
20. Trigonometry

21. You discuss the matter of checking your choice card with: your parents, your friends, your home room teacher, your classroom teachers, the director of guidance.

22. Do you keep a record of your high school work on the space provided for it in your handbook? Yes No

23. Have you made out a complete program of work for your high school days? Yes No

24. In case of error in your record you should report to: your home room teacher, director of guidance, registrar.
ADVISORY TOPIC NO. XI

The School Government Police Force

Objectives:

To acquaint the pupils and teachers with the members of the police force.

To learn the duties of the police force as outlined by the Constitution of the School Government.

To help the pupils of Waco High School to realize the importance of cooperating with the officers of the School Government in the administration of the Constitution and regulations of the school.

To help the pupils to understand that laws and regulations are effectively enforced only when "backed up" by the might of public opinion.

Suggested Activities:

Assign pp. 38, 44, 45 in the Handbook for class study.

Have the government representative or some other member of the class conduct a quiz suggested by the following questions:

Who made these Ordinances? (Handbook, p. 38)

What are the Ordinances? (Handbook, p. 44)

Ordinance 9, passed since the Handbook was published: "Any misconduct in the building or on the grounds is punishable as indicated in Number Two." This Ordinance was necessary to cover any forms of misconduct not specifically mentioned elsewhere.

Can you see the reason for each ordinance?

Police Force

How is the Police Force formed? (Handbook, p. 45)

Who is the present Chief of Police? (Fenner Myers)

Assistant Chief? (Paul Murray)

Is anyone in our home room on the force?
Why do we have a Police Force? (Handbook, p. 45)

What should be the attitude of a School Government Officer when he sees an offense being committed?

What should be the attitude of an offender when corrected or arrested by a School Government Officer?

What duties do Officers have besides making arrests? (Handbook, p. 45, and original suggestions)

How can we help the Police Force to do a good job?

Supplementary Material:

Handbook
ADVISORY TOPIC NO. XII
UNESCO

Objectives:

To create an interest in UNESCO
To learn the purpose of UNESCO
To become familiar with the organization of UNESCO
To stimulate a type of thinking that will lead to international understanding

Suggested Activities:

Display on the bulletin board a chart showing the organization of the United Nations.
Display a chart showing the organization of UNESCO.
Write on the board the purpose of UNESCO as stated in Article One of the Constitution.
Study the Preamble to the Constitution of UNESCO.
Request children to discuss UNESCO with their parents and friends.
Have reports of discussion of UNESCO made in class.
Have someone make a report on interesting facts about UNESCO.
Have talks on the following subjects:

What Can I Do to Promote World Security?
Some Things I Learned about UNESCO in a Family Discussion
What People Think about UNESCO

Supplementary Material:

UNESCO -- Organization
Interesting Facts about UNESCO
Article I of UNESCO Constitution
PREAMBLE TO THE UNESCO CONSTITUTION

The Governments of the States Parties to This Constitution, on Behalf of Their Peoples, Declare

that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed:

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war:

That the great and terrible war which has now ended was made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races:

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of men and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern:

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For These Reasons,

the States Parties to This Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives:
In Consequence Whereof

they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, thru the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.
INTERESTING FACTS ABOUT UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is one of the specialized agencies of the United Nations. (Article 57)

Its purpose is "to contribute to peace and security" by making use of the tools of education, science and culture.

UNESCO was launched by an international Conference that met in London from November 1 to November 16, 1945. Forty-four countries were represented.

The London Conference drafted the Constitution, selected Paris as the seat of the organization.

Congress passed a resolution in July 1946 authorizing the President to accept membership in UNESCO for the United States.

The London Conference authorized a Preparatory Commission consisting of one representative from each country that document establishing UNESCO. The Preparatory Commission has an Executive Committee of fifteen members and a Secretariat of thirty persons, including an Executive Secretary, and two Deputy-Directors.

The Preparatory Commission had five meetings up to the end of August preparing for the first meeting of the General Conference which is to meet in Paris November 19, 1946.

November 4-November 30, 1946 is to be celebrated as UNESCO month.
ARTICLE I

"The purpose of the Organization is to contribute to peace and security by promoting collaboration among nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations."
ORGANIZATION

The organization of UNESCO is simple. Any member of the United Nations is entitled to membership in UNESCO; other nations may be admitted under certain prescribed circumstances.

The General Conference of UNESCO is its policy-making body. It consists of delegations appointed by each member nation. These delegates will meet at least once a year, each time in a different city. The General Conference determines policy, summons special conferences, adopts recommendations and conventions, advises the United Nations on the educational, scientific, and cultural matters, receives and considers reports of member nations, elects the members of the Executive Board, and appoints the Director-General.

The Executive Board consists of eighteen persons elected by the General Conference from the delegates appointed by the member nations; together with the Board, the General Conference is directed to secure board representation of the different fields of education, science, humanities, and the arts, and of a variety of national and geographical cultures. Members serve for three terms under a rotating system of membership and are eligible for re-election.

The Executive Board is the executive body. It prepares the agenda for the General Conference, recommends the admission of new members to the organization, meets at least twice a year, receives the annual report of the Director-General, presents this report with or without comments to the General Conference, and makes arrangements to consult other international organizations on questions which may arise.

The Secretariat, with headquarters at Paris, is the staff of paid employees, headed by a Director-General. He will be nominated by the Executive Board and appointed by the General Conference for a six-year period. The Director-General participates in all meetings of the General Conference, the Executive Board, and all committees of the organization, prepares plans for action by the General Conference and by the Executive Board, is responsible for the appointment of his staff, and is obligated to secure high standards of integrity, efficiency, and competence, while recruiting his staff on as wide a geographic basis as possible.
National Commissions in each country are recommended by the UNESCO charter, to associate its principal groups interested in education, science, and culture with the work of the organization.

UNESCO will be one of the specialized agencies brought into relationship with the United Nations itself, under Article 57 of the Charter of the United Nations.
UNESCO -- BIBLIOGRAPHY

(UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION)

This list covers the articles listed in Readers' Guide to Periodical Literature from May 1945, through October 25, 1946, that are to be found in the magazines in Waco High School Library. Other excellent articles may be found by looking in the Readers' Guide under the topic: "UNITED nations educational, scientific and cultural organization," as the Public Library usually has the other magazines listed.

1. "All things are ready if our minds be so" . . . sums up UNESCO's approach to problem of preventing another world-wide war. B. M. Cherington. Rotarian 69:15-16 0 '46

2. American resolutions at UNESCO. Library J 71:410 Mr 15 '46

3. Congressional leadership for UNESCO. National Education Association J 35:167 Ap '46


8. How U. N. does its work. Scholastic 49:8-9 Nov 18 '46


17. To teach the world how to be free; proposed institute of international study and teaching. A. Mikeljohn. New York Times Magazine p. 5f Aug 11 '46

18. UNESCO, design for waging peace; with text of constitution. School Life 28: 1-6 F '46; Text only, N. E. A. Journal 35:49-41 J '46


20. United States and Russia: world leaders; they can cooperate. National Education Association J 35:390-1 Oct '46

21. What UNESCO needs. B. B. Mulford. Rotarian 68:3f Mr '46

22. World education; weapon for peace. Scholastic 47: 3-4 D 10 '45

23. World educators mobilize. Rotarian 67:13 0 '45
The following is taken from the Notes and Comments Section of the New Yorker Magazine, 12 Jan. 1946 issue:

Make an original and four copies, Miss Eberhard, one for each delegate. A delegate, on his way to assembly, carries two sets of instructions; one dictates by his own conscience (but not read) and one handed him by his constituents. Herewith we hand to each delegate to the meeting of the United Nations Organization his instructions:

When you sit down, sit down as an American if it makes you feel comfortable, but when you rise to speak, get up like a man anywhere.

Do not bring home any bacon; it will have turned rancid on the journey. Bring home instead a silken thread, by which you may find your way back.

Bear in mind always that foreign policy is domestic policy with its hat on. The purpose of the meeting, although not so stated anywhere, is to replace policy with law, and to make common cause.

Make common cause.

Think not to represent us by safeguarding our interests. Represent us by perceiving that our interests are other people's, and theirs, ours.

When you think with longing of the place where you were born, remember that the sun leaves it daily to go somewhere else. When you think with love of America, think of the impurity of its bloodlines and of how no American ever won a prize in a dog show.

Carry good men with you in your portfolio, along with the order of the day. Read the men with the short first names: Walt Whitman, John Donne, Manny Kant, Abe Lincoln, Tom Paine, Al Einstein. Read them and weep. Then read them again without tears.

If you would speak up for us, do not speak up for America, speak up for people, for the free man. We are not dispatching you to build national greatness. Unless you understand this, and believe it, you might better be at the race track, where you can have a good time simply by guessing wrong.

Never forget that the nature of peace is commonly misstated. Peace is not to be had by preventing aggression, for it is
always too late for that. Peace is to be had when people’s antagonisms and antipathies are subject to the discipline of law and the decency of government.

Do not try to save the world by loving thy neighbor; it will only make him nervous. Save the world by respecting thy neighbor’s rights under law and insisting that we respect yours (under the same law). In short, save the world.

Observe that Chapter IV, Article II, Paragraph 3 of the Charter asks the General Assembly to "call the attention of the Security Council to situations which are likely to endanger international peace and security." We instruct you accordingly, to call the Council’s attention to the one situation which most consistently endangers peace: Absolute national sovereignty. Remind the Council of the frailty, the insubstantiality, of your own organization, in which members are not people but states.

Do not be confused by the noise of the atomic bomb. The bomb is the pea shooter come home to roost. But when you dream, dream of essential matters, of mass-energy relationships, of man-man relationships. The scientists have outdreamed you, little delegate, so dream well.

Be concerned with principles, not with results. We do not ask for results, merely for a soil-building program. You are not at a chess game, even though it has the appearance of one; you are at a carnival of hope.

For bedside reading we prescribe the opening remarks of Justice Jackson at the Nuremberg trial: "The idea that a State, any more than a corporation, commits crimes is a fiction. Crimes always are committed only by persons." (Yet the U. N. O. has been charted to stop states from committing crimes.) And further: "... that fictional being, 'the State,' which cannot be produced for trial, cannot plead, cannot testify, and cannot be sentenced." We instruct you to compare these words with Chapter II of the Charter, which says that the members of your Organization are states. If, as Justice Jackson points out, your membership is a fiction; then your first task should be to become more factual, less fictional. Your task will be to introduce people into the pie. Eventually you will have to supplant states with people, policy with law, diplomacy with legality, internationalism with federal union, and you probably haven’t as much time as you like to think you have.

As a talisman, do not carry a colored flag for the special occasion; carry a white handkerchief for the common
cold. Blow your nose frequently and listen to the universal sound.

Finally, now that the Emperor has disclaimed divinity, we charge you to believe in yourself and to love truth. Build the great republic. The foundation is inescapable. The foundation is unity. It is what your initials suggest: U. N. 0.
ADVISORY TOPIC NO. XIII

10-AA Sportsmanship Code

Objectives:

See Code.

Suggested Activities:

Read the District 10-AA Sportsmanship Code aloud. Discuss these questions, referring to the minutes when necessary:

1. When and where was the 10-AA District Student Conference organized?
2. What schools are officers in this organization?
3. What school was responsible for putting the Code in form?
4. What are the objectives of the Sportsmanship Code?
5. What basic traits of good conduct are listed?

The Waco High School Student Government voted to adopt the Code, amending Cheerfulness to read Good Judgment. Do you approve of this change?

6. What should we do to show friendliness to neighboring schools? Respect? Cooperation? Good judgment? Fairness?
7. What are some of the things we should avoid doing?
8. What brief rule might sum up the whole Code?
9. Do you honestly believe in this Code?
10. Would you be willing to pledge yourself to try to live up to it?

Supplementary Materials:

District 10-AA Sportsmanship Code
Minutes of the 10-AA District Student Conference
The Wacoan -- November 8, 1946 (in each student's hands)
PREAMBLE TO THE DISTRICT 10-AA SPORTSMANSHIP CODE

Let it hereby be resolved that the eight schools comprising District 10-AA will be united in a common effort to promote better sportsmanship. The following points are set forth: to provide a better understanding among all students; to discard the element of dissension among schools; to promote friendly rivalry; and to further a closer relationship among the schools of this district.

Recognizing that FRIENDLINESS, RESPECT, COOPERATION, CHEERFULNESS (Good Judgment), AND FAIRNESS ARE BASIC TRAITS of acceptable standards of conduct, we, the students of District 10-AA do hereby recommend that the following conceptions of sportsmanship be accepted and practiced by the various student bodies comprising this district:

FRIENDLINESS
We will be courteous and gracious to the extent that notes of welcome will be sent to the schools of teams that visit us and thank you notes to all schools that entertain us; reserve a student section at games; treat our opponents as personal guests of the school; invite visiting schools to all post-game activities; direct visitors through town and throughout schools (if permitted); and congratulate our opponents, win or lose.

RESPECT
We will respect the rights of others; the officials' decisions; the American flag; and the National Anthem. We will
respect all school songs; the property of others; the school
spirit of our opponents; and all people by staying in the
stands during the game and not blocking their views.

COOPERATION

Schools will cooperate with each other in making pre-
game arrangements; exchanging yell-leader courtesies; ob-
serving local rules and regulations; and practicing positive
attitudes by showing a willingness to cooperate.

CHEERFULNESS (Good Judgment)

We will strive to maintain cheerful associations be-
fore and after the game. We will strive to maintain a sense
of balance by keeping our emotions and sentiments from over-
coming our better judgment and common sense.

FAIRNESS

Fair play will be practiced in both reality and spirit.
Understanding and appreciation of the other fellows' point
of view, feelings, and situations can best be observed by the
Golden Rule: "Do unto others as you would have them to
unto you."
The first meeting of the 10-AA District Student Conference was held in the Waco High School Library on October 19. Gene Carroll, mayor of Waco High School, acted as temporary chairman and called the meeting to order, after which he welcomed and introduced the visiting delegates.

One of the representatives from each school gave a talk on "How Student Government Operates in Our School." They spoke in the following order: Sue Holt from Waco, Bill Tanner from Bryan, Burton King from Temple, Claire Kelton from Corsicana, Fran Cullum from Ennis, and Bob Spindle from Waco Tech. Following these talks there was an open discussion on school government. It was decided that the schools with handbooks send a copy to each school in the district and those without handbooks send copies of their speeches on how their school government operates.

Mr. Cabe, principal of Waco High School, welcomed the guests and made a talk on "Interschool Sportsmanship."

The following representatives from each school made talks on their idea of a "Good Sportsmanship Code": John Paul Thomas from Waco, Jimmy Copeland from Corsicana, Pat Wilson from Ennis, Audrey Halbrooks from Bryan, and Robert Ozment from Temple.

There was an intermission after this during which time pictures of the delegates were taken.

Following this a luncheon was served in the Waco High Home Economics Department.

Following the luncheon there was further discussion on the code after which there was a motion that the Preamble to the code Waco presented be accepted as the Preamble to the code for the district. This move was seconded and the motion was carried.

It was moved and seconded that the code have main topics with one general statement accompanying each. The motion was carried.

It was moved and seconded that the codes presented by each school be accepted and drawn up into one code by a school designated by the president of the conference. The motion was carried.
It was moved and seconded to elect individual schools for the offices of president, vice-president, and secretary-treasurer. The motion was carried.

Nominations were then in order for the office of president. Bryan and Waco were nominated and Waco was elected by a 6 to 4 majority.

Nominations were next in order for vice-president. Bryan was elected by a vote of acclamation.

Nominations were in order for secretary-treasurer. Temple was nominated, as was Corsicana, and Corsicana was elected by a 6 to 4 majority.

The President of the Conference, Gene Carroll of Waco, appointed Temple to draw up a code by Wednesday, October 23, and send it to the schools of the district for approval.

Gene appointed Bryan to draw up a constitution within three weeks and to send a copy of it to each school for approval.

There was a discussion as to when the next meeting should be held and it was moved and seconded for the conference to be held a month from October 19. The motion was carried.

The meeting was adjourned.
EXAMPLES OF WRONG BEHAVIOR IN THE CORRIDORS AND ON THE STAIRWAYS (AVOID)

Gathering in groups in narrow corridors and on narrow stairways
Whistling in the building
Running through the corridors
Throwing candy wrappers, waste paper, etc., on the corridor and study hall floors
Slamming locker doors
Carrying on loud conversation
Wandering aimlessly about the building after school
Congregating listlessly before school
Using lockers not assigned to you
Leaving papers protruding from locker
Shouting to someone at a distance
Defacing walls, woodwork, and lockers
Failing to observe the small courtesies that are indicative of a refined and wholesome character

EXAMPLES OF PROPER CONDUCT IN THE CORRIDORS AND ON THE STAIRWAYS (REMEMBER TO)

Keep to the right and pass quickly and quietly
Watch where you are going to avoid collisions
Go to the study hall or classroom when you come to school
Keep the corridors and stairways clean by placing candy wrappers, waste paper, and similar refuse in the receptacles provided
Refrain from writing on or defacing the walls, woodwork, and lockers
Keep your lockers locked, clean, and orderly
Leave the building immediately after school unless you have special work to do
Step to the side of the corridor and speak quietly, if you find it necessary to talk to someone
Remove your hats, boys
Apologize when necessary
HOME ROOM PROGRAMS

First Week . . . Get Acquainted

Each pupil gave a short biographical sketch of someone in the room that he knew.

New pupils gave a short autobiography.

The next day we had a quiz program. Material taken from the talks. Each pupil asked two questions about other pupils while the rest of the class tried to think of the name of the pupil that would answer the question.

The next day one pupil was asked to name all the students in the class. If he failed to get the names correctly, or failed to remember names, another pupil was asked to introduce him to the ones he did not know.

The aim was to learn the name of every student in the room within the first week of the term.

The week preceding the handing out of studies desired cards

Each pupil was asked to make a short talk recommending a subject for other students to take. Such talks as these were made:

1. How World History has helped me in other subjects
2. The importance of the Heart -- recommendation for physiology. A diagram of the heart was drawn on the board and the student explained the working of the heart and the danger of diseases of the heart.
3. All Texans should take Spanish
4. If you intend to go to college, you should take Latin
5. Everyone should know how to type
6. Every girl should know how to cook
7. Texans should know the history of their own state

Round Table Discussion was held on the subject -- Ways to Improve the Appearance of Waco High School.
Four pupils were assigned talks -- the grounds, the halls, the classrooms, the study halls. After the talks the class was asked to enter the discussion.

Result a general housecleaning of the home room and 318. Committees were appointed to see that the floors were kept clean, boards were clean, window shades adjusted, and flowers were kept in the room.

Miss Maurine Walker
Subject: High School Clubs

Introduction, stating number and names of clubs

Individual speakers, representatives of clubs having members in 216

Stress on:

(1) Purpose of the club

(2) What the club had meant to the individual

Discussion of "invitation" clubs

Subject: Cleanliness

Discussion of cleanliness

(1) Cleanliness of body

(2) Cleanliness of clothing

(3) Cleanliness of thoughts

Miss Louise Gayle
HOME ROOM PROGRAMS

I. A Lesson in Manners -- A Steak Dinner in a Restaurant

This was demonstrated by a couple beginning with the time they entered the restaurant until they left.

Girl -- Dolores Ghrist
Boy -- John Clules
Waiter -- Robert Mousa

II. A Singsong in Whispers

The printed sheets of songs were secured from Miss Hamilton and selections were made by Jean Lewis and Ann Morrow who led the class in singing in whispers.

III. A Confession Program

Each pupil was given a choice of the following subjects to discuss:

1. My first date
2. My happiest moment
3. My most embarrassing moment

(Three minutes were allowed each speaker and this program took several days to complete)

IV. Piano selections by Miss Clayton

(Several programs were given by Patsy Ruth Bates and Ann Morrow at the piano)

Mrs. Garrett
Our home room discussions have been informal, with very general participation. Since we have had a group of girls only, it has been possible for us to discuss very frankly some subjects that could not have been discussed in the average class group. Here are two examples of our home room periods.

Subject: Good Manners

The president of the group was told beforehand the subject for the discussion and was asked to read the booklet "How'm I Doin'?" She took charge and read a few quotations from the booklet, making some comments of her own. Several of the students became so interested they could not refrain from inserting their opinions, and the president had to ask them to wait for recognition before commenting.

There followed a very frank discussion of behavior in all public places. Most of the group participated. They discussed talking during a performance of any kind, eating candy in the movies, chewing gum in church, laughing during a serious or dramatic movie, and other common violations of good behavior, and condemned such conduct more severely than a group of teachers would have. We thought the discussion so helpful that we allowed it to continue into part of the class period.

Subject: Personal Grooming

One of the girls came into the room with her hair rolled up and several commented on it, wondering how she had gone through the first period with it up. After some remarks made at random, and with a little encouragement, the girls got into a discussion of good grooming. They talked about becoming and appropriate hair-do's, appropriate clothes for different occasions, pleasing color combinations, etc. The oft-discussed question of wearing slacks to school was brought up and condemned so strongly by the majority that I doubt that any of the girls in that group will want to wear slacks to school. The next day a change in the hair style of some of the girls was noticed and approved by their classmates.

Miss Grace Hamilton
The Commissioners

Every Tuesday in Home Room, the program committee holds discussions on topics concerning the school. The topics selected with the aid of the home room are usually issues which are currently before the eyes of the school. We have had discussions on the cafeteria, school building, the noise in the halls, and many others. One particularly fruitful discussion was one on the school commissioners. The main point brought out was that the commissioners didn't represent enough of the school. The home room decided that the requirements for commissioners should be lowered so that 10A's could run for commissioner. This would represent more people and make a better government. After coming to this conclusion, we voted to find out what could be done to bring this about. It will take an amendment, and it was too late this year to effect such an amendment. Next fall we intend to bring this before the school.

Miss Clayton
Courtesy of Bobby Sheehy

Home Room Discussion

In our home room, Tuesdays, Wednesdays, and Thursdays are set aside for discussion. Each Wednesday we discuss affairs of importance to the country and world. Several days ago, we discussed the good and bad points of Compulsory Military Training. Opinion was divided evenly, though more girls were in favor of the step than were boys. Some of the evils pointed out were that the system would be detrimental to the youth, that our sense of democracy would be lost, and that it would breed militarism. Those in favor of the step claimed that the atomic bomb had made war so terrible that only large armies could hold back war.

On another occasion, our home room discussed what should be done with Germany and Japan. Most of the students seemed to favor leaving the two countries to themselves, but instituting an Allied advisory board with veto power. When the subject of food arose, the majority favored letting the defeated countries feed themselves, using seeds afforded by Anglo-American-Soviet contribution.
On other Wednesdays, we have discussed world government, food for the United Nations, and the Russian situation. We believe that these discussions promote thought and real consideration of problems which will be ours tomorrow.

Courtesy of Charles White
We have had no formal programs. We have had general discussions of topics either suggested by the office or by me. My suggestions have come from radio announcements, reports from the representative to the student government, or from personal observations.

We have had discussions ranging from how to hold one's fork properly to the propriety of chewing gum in church. Participation in these discussions has been general and the interest very good, especially among the boys.

Ruth J. Hamilton
Program Given by Home Room 321

After much planning and discussion, the 12A Journalism Class finally has had a home room program and thus rated a place in the Home Room Handbook.

Wednesday morning, to start the ball rolling, program chairman Jean Ryals announced the theme of the program, "My Hobby."

Estal Lee Lawrence talked about her very interesting pastime of corresponding with pen pals. She read a letter from a girl in Brakepau, South Africa. It was interesting to note how their language differed from ours. For instance, movies are called "bioscopes."

Next, Billie Jean Broughton displayed samples of her hobby -- collecting picture post cards. She explained that we have spring fever to thank for prompting her to clean her closet, discover the post cards, and remember that she was supposed to be on the program!

"Plink! Plank! Plunk!" She strummed on her Spanish guitar, Oh!" might well describe Wanda Wortham as... she sang the sad old story of "She's My Curly-haired Baby" and accompanied herself on the guitar.

The program closed to the strains of "Sioux City Sue," with the whole class joining in the chorus.

As a result of this successful home room program it was decided that this would not be the last of the fun in Home Room 321!
HOME ROOM PROGRAMS

Most of our home room programs have been of the discussion type, inspired by some matter of current interest. Sometimes the home room government representative (who is ex officio president) presides; more often the teacher does. The discussions are very free and informal, the only requirements being that everyone speak so that all may hear and only one person speak at a time.

Assembly Criticism

The home room has become accustomed to a follow-up discussion of our assemblies. Some pupil usually starts it with a spontaneous comment or question. The others are eager to join in. Some of the questions arising most often are: Did you enjoy the assembly? What did you like best? How could it have been improved? Was it time well-spent? Was the audience conduct satisfactory? Could it have been improved? How? Could you personally have helped by your own conduct and influence? Often pupils ask for clarification of parts of the program which were not understood, the titles of musical selections, the identity of performers, and so on. The group looks forward with keener anticipation toward each assembly and is more alert and attentive during the program because of previous discussions and the expectation of the one to come. They really participate in every assembly. They say it is easier to sit through something they don't like if they know they can have their say on the subject later in home room.

Hazing Discussion

The question arose in connection with the school government trials of certain clubs for violation of the hazing ordinance. Students were discussing the cases. Someone mentioned the school board regulation on the subject. One pupil asked, "What is so bad about hazing, anyway?" A chorus arose, "That's what I want to know." Pupils tried to answer. Some of the points brought out were: Hazing may cause unintentional injury to the ones hazed; examples were cited. Hazing may be used to vent ill feeling against an individual under the pretext of sport. Hazing brings out the worst nature of those practicing it; it leads toward the cruel sports of Nazis and Japs: it is like Mussolini and his Castor oil treatment; it tends toward mob violence. The question arose as to the definition of hazing. A pupil
consulted the dictionary and read the definition to the group. The definition was discussed. The group seemed to agree that hazing was not a desirable practice, that its definition should be publicized, and that the regulations regarding it should be impartially enforced.

Going Away Party

In honor of the seniors in our home room, we had a picnic in the home room at the fifth lunch period. The group was small and we were able to arrange matters so that all could be present. All the arrangements for food, drink, paper plates, etc., were made by the pupils. Because we were very proud of our 100% record of participation in all drives, the teacher provided a cake decorated with the home room number, the 100%, and white daisies with gold centers. There were favors in the form of bookmarks (Texas longhorns) and as each was presented, a citation was read describing each pupil's contribution to the life of our home room; such as, handling our stamp and bond money efficiently, being our government representative, distributing Wacoans, etc. There was praise for all as a really valuable member of society in our group, with all our little family jokes reviewed. (Grades were completely ignored, for once.) The affair ended in a radiant glow of good-feeling.

Miss Osborn
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