A PLAN FOR ADEQUATE GUIDANCE IN SMALL SECONDARY SCHOOLS

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A PLAN FOR ADEQUATE GUIDANCE IN SMALL SECONDARY SCHOOLS

THESIS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

Youth eternally is characterized by endless energy and powerful potentialities. This is true of the youth of today as well as of yesterday; it is true of the youth of the small town as well as of the big city. It takes youth from all sizes and types of communities to make up the spirit on which America thrives. We hear, only too often, of the juvenile delinquency problems of the city. This one-sided publicity would lead us to believe that the youth of the small town has no adjustment problems. It would seem that this group blindly and blindly accepts reading, writing, and arithmetic with no trimmings. Too often this is exactly what the small town youth is forced to accept. There is a glamour about a city position that attracts farsighted and energetic teachers. As a result, the small town high schools are forced to rely to a great extent, on home talent and negative personalities for leaders. Too little consideration is given to the students as individuals with ambitions and potentialities for great business success and personal happiness. Granted, the small schools cannot afford a complete staff of specialists
to devise guidance plans to work in conjunction with the regular curriculum. But it is not necessary to have a guidance staff. Guidance is not a program separated from education, but it is an important and significant phase of education. Koos, a leader in the guidance movement, says, "Both the guidance function and the program to achieve it are as one with the spirit and constitution of the democratic secondary school."

It is with this problem that educational leaders are concerned; consequently, this study is an attempt to provide a plan for adequate guidance for small secondary schools.

Definitions and Limitations

The underlying purpose of this thesis is to provide the best possible guidance for students in small secondary schools. The plan will consider the limitations which exist in small secondary schools. It is not the ideal plan, but the necessarily practical plan which this thesis will attempt. In many small schools it is impossible to offer a variety of electives because the small enrollment will not justify a large faculty. Considering this, a plan to make the best possible use of the subjects available must be recommended. The ideal plan would include a special guidance staff. This, too, is not possible in all schools. Provisions must, hence,

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be made to utilize the talents and abilities of the regular teaching staff in assuring adequate guidance.

It is necessary to limit the terms that will be used to their meanings in connection with the type of school with which this study is dealing. Above terms are thus defined:

To provide shall entail a determination of essential recommendations for a small secondary school to use in strengthening guidance.

Adequate, according to the Winston Dictionary, means sufficient. The small secondary schools must provide, this thesis recommends, such guidance as will meet, as nearly as possible, the needs of the students.

Guidance shall be used to include those aspects of a small secondary school program which will contribute social, health, recreational, and vocational activities to promote the growth of an individual so that he may live a life that is satisfying to himself and to society.

Small secondary schools shall be used to mean a high school of three hundred to five hundred students, located in a central Texas town.

With these existing conditions well in mind, this study is undertaken.

Purpose of Study

The purpose of this study is to provide a plan for adequate guidance for small secondary schools. The desired
results of adequate guidance are the ultimate objectives of this study. These desired results are the following:

1. Enabling the student to gain an understanding of the activities in which he participates and in which he will continue to participate after leaving school.

2. Helping the student to discover his interests and to develop accurate judgments relative to his abilities in the different types of activities.

3. Acquainting the student with schools, courses, possibilities, and requirements that will best prepare him for these activities.

4. Guiding the student in selecting the activities in which he will participate in life, so that he will get the most possible success and happiness from them.

5. Assisting the student in selecting an educational program to best prepare him for his chosen activities.

6. Facilitating adjustment of the student in his activities in and out of school so that he will obtain maximum achievements and minimum disturbance by social and personal maladjustments.

7. Providing records of the student's progress and allowing for follow-ups so that this information will help him, and also help the teacher, supervisor, and administrator in studying educational problems from year to year.2

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Source of Data

Data for this study have been taken from two sources. First, the data have been gathered from books and articles written by recognized authorities in the field of guidance. Secondly, the data come from observations and experiences in three school situations. These school situations were encountered at IOOF Home High School, Corsicana, Texas, Itasca High School, Itasca, Texas, and Arlington High School, Arlington, Texas. Each of these secondary schools has an enrollment between three hundred and five hundred students. The IOOF High School is an Orphans Home School. Itasca High School is a good example of the type and size school being considered in this study. Arlington High School is also in the size range of schools being dealt with in this study.

Reliability of Data

Through the use of these two sources of data, the study follows the principles suggested by authorities and by the practical experiences of a teacher. This combination of data helps to avoid the limitation pointed out by Samuel Everett, who says, "The greatest limitation to effective guidance is that the educational theorists remain in their ivory towers where they have told people how to organize schools and carry on educational processes, while the teachers struggle with practical problems in the areas in which they are located."3

There are numerous methods of procedure in the study of important problems. In this study it seems desirable to use the data compiled by authorities in the guidance field along with practical experience, and from the combination, draw conclusions.

Proposed Treatment of Data

In this study to provide a plan for adequate guidance for a small secondary school, interest and study have been centered on the needs, problems, and applications of phases of guidance which will make for a successful and happy individual and society.

Chapter II is devoted to a discussion of modern concepts and the significance of guidance.

Chapter III is devoted to studying the need for adequate and effective guidance in small secondary schools, in attempting to adjust youth to a dynamic and often-bewildering world.

In Chapter IV consideration is given to the problems confronting the administrator in securing adequate guidance. Possible solutions are studied, and conclusions, based on authoritative and practical studies, are drawn.

To show how adequate guidance can be provided, Chapter V gives an application of the solutions suggested in Chapter IV. Itasca High School is believed to be typical of small secondary schools which are considered fairly progressive by the people of their communities. But experience as a teacher in this system has resulted in a conviction that much could be
done in providing more effective guidance. The school is
used to show how application of this study can be made.
The study is intended for schools of similar size and with
similar problems, not merely for this school alone.

The concluding chapter is a summary of the pertinent
points discussed in this study, with certain conclusions
drawn, and recommendations made for providing a plan for
adequate guidance in small secondary schools.
CHAPTER II

MODERN CONCEPTS AND SIGNIFICANCE OF GUIDANCE

Guidance is not to be interpreted as a fad which is added to the course of study. "This psychology of guidance was a gradual and continuous development from at least as far back as 1690, the date of the publication of John Locke's Essay Concerning Human Understanding." ¹ It is a method of helping boys and girls adjust their lives so that they will be healthy, happy, and satisfied. It is the road to better living, to living that enables maximum happiness and minimum conflict and frustration.

John M. Brewer says, "A true education means guidance. By the process of guidance we put the responsibility on the individual being guided, as fast as can be done without running the risk of abandoning him to ignorance and misguidance or active influences ready at all times to do him harm." ²

Some guidance workers tend to neglect some phases of guidance and stress favored ones. If, for example, vocational guidance is overemphasized, the child is likely to become obsessed with the idea that it is important only to earn a

¹ Clyde Milton Hill, editor, Educational Progress and School Administration, p. 2.
² John M. Brewer, Education as Guidance, pp. 2-3.
living, thus minimizing the desirability of good social health, and recreational living. A balance of these factors must be maintained.

Wrinkle believes that good teaching is good guidance, and inversely, good guidance is good teaching. Guidance is not a monster to be afraid of; it is not a dose of instructor's medicine to be poured into the open minds of the students; it is a necessary shaping of the needs of the individual to the structure already provided. The curriculum need not be completely reorganized; utilization of the facilities already at hand will be sufficient in many cases.

Changes in the reorganization and functioning of society in recent times have challenged the teachers and schools to put forth more effort in aiding the student to adjust to the changes. In offering guidance services, the school aims to give to each individual the best facilities possible for developing his life pattern to best suit himself and society. To these ends guidance serves a critical function in uniting the efforts of the individual with the judgment of the school.

The school, like many other social institutions, represents the many forces which play upon it, mold its form and determine, to a great extent, its characteristics. At the threshold of this new age in society, the school has not rid

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itself of many traditions. There are numerous hangovers in organization, curriculum, and concepts of guidance.\(^5\)

Wilford M. Aiken gives a clear concept of education that shows how the school could be made a more dynamic factor in modern life:

The purpose of general education is to provide rich and meaningful experiences in the basic aspects of living so directed as to promote the fullest possible realization of personal potentialities, and the most effective participation in a democratic society.\(^6\)

A statement of the Cardinal Principles of Secondary Education, set forth by the National Education Association, has been accepted with interest and approval by those who are advocates of sufficient guidance. These principles are health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, and ethical character.\(^7\) In more recent times these goals have been supplemented and the gaps filled in. When one inspects programs of study, he finds much inadequacy in providing for these aims.

The schedules which follow were used by small North Central Texas high schools during the school year 1945-1946. A careful appraisal of them reveals the presence of many


\(^7\) United States Bureau of Education, Bulletin No. 35 (1918).
traditional subjects which allow for very little flexibility in caring for the needs of the students. Each teacher has a full academic load which limits the time each needs to spend in conferring with students and in caring for the mechanical aspects of guidance, such as testing, recording, and planning. True, these mechanical aspects are not guidance, within themselves, but they are vital to the success of the program. In studying the following schedules, the necessity for organization to care for the individual needs should be noted.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Home Eco. I</td>
<td>Study Hall</td>
<td>Study Hall</td>
<td>Home Eco. III</td>
<td>Gen. H. Eco.</td>
<td>Home Eco. II</td>
</tr>
<tr>
<td>6</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>Trig.</td>
<td>Plane Geom.</td>
<td>...</td>
</tr>
</tbody>
</table>
The preceding schedule used by Hubbard High School offers only twenty-four subjects. High school graduation requirements cover sixteen of these. The offering is limited, but with careful planning of teacher organization and subject matter presentation, a plan for adequate guidance is possible and desirable.

### Table 2

**Schedule and Subject Assignments Used by Sanger High School During the School Year 1945-1946**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
</tr>
</thead>
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<tr>
<td>1</td>
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<td>Ag. II</td>
<td>Ag. I</td>
<td>Ag. I</td>
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<td>Office</td>
<td>Office</td>
<td>Office</td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td>Home</td>
<td>Home</td>
<td>Home</td>
<td>Study</td>
<td>Home</td>
<td>Home</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Eco. III</td>
<td>Eco. III</td>
<td>I</td>
<td>I</td>
<td>Hall</td>
<td>Eco. II</td>
<td>II</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>Study Hall</td>
<td>Eng. IV</td>
<td>...</td>
<td>Eng. II</td>
<td>Eng. I</td>
<td>Eng. III</td>
<td>Span.</td>
<td>Study Hall</td>
</tr>
<tr>
<td>4</td>
<td>Typ. I</td>
<td>Study Hall</td>
<td>BkKP.</td>
<td>BkKP.</td>
<td>S. H. or Office</td>
<td>Jr. Typ.</td>
<td>Typ. II</td>
<td>Typ. I</td>
</tr>
<tr>
<td>6</td>
<td>Alg. I</td>
<td>...</td>
<td>Study Hall</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Sanger High School's offering of subjects is limited, also. In both Sanger High School and Hubbard High School the traditional subjects are supplemented with home economics, agriculture, and commercial subjects. These are strong possibilities for guidance work. To care for the aims of education and to graduate
adjusted and successful individuals there must be guidance incorporated with all subjects.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V.A.I</td>
<td>V.A.I</td>
<td>V.A.II</td>
<td>V.A.III</td>
<td>V.A.III</td>
<td>Field</td>
</tr>
<tr>
<td>2</td>
<td>H.M.</td>
<td>H.M.IIA</td>
<td>Nursing</td>
<td>H.M.</td>
<td>H.M.IIA</td>
<td>Field</td>
</tr>
<tr>
<td>5</td>
<td>Eng.IV</td>
<td>Eng.III</td>
<td></td>
<td>Eng.IV</td>
<td></td>
<td>Eng.III</td>
</tr>
<tr>
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<td></td>
<td>Study</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Typ.I</td>
<td>Typ.I</td>
<td></td>
<td>Typ.I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Biol.</td>
<td>Gen.</td>
<td></td>
<td>Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Girl's</td>
<td>Civics</td>
<td></td>
<td>Civics</td>
<td>Eco.</td>
<td>Study</td>
</tr>
<tr>
<td>10</td>
<td>Eng.III</td>
<td>Eng.II</td>
<td>Eng.II</td>
<td>Eng.II</td>
<td>Eng.II</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>History</td>
<td>History</td>
<td></td>
<td>Jr.Bus.</td>
<td>Hall</td>
<td>History</td>
</tr>
<tr>
<td>12</td>
<td>Gen.</td>
<td>Study</td>
<td></td>
<td>Gen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Sci.</td>
<td>Hall</td>
<td>Alg.II</td>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Eng.IV</td>
<td>Library</td>
<td>Span.I</td>
<td>Span.II</td>
<td>Library</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>Boy's</td>
<td>Boy's</td>
<td>Boy's</td>
</tr>
<tr>
<td>17</td>
<td>Office</td>
<td>Study</td>
<td>History</td>
<td>Office</td>
<td>Office</td>
<td>Office</td>
</tr>
</tbody>
</table>

In the schedule of Arlington High School there are more courses offered, but many of them are traditional subjects.

There are good possibilities for guidance work in this school.
In planning for guidance in the small secondary school the present patterns of organization will be retained if it appears possible to secure adequate guidance without making revolutionary changes in the school program. Some important changes will probably be required. Many of the traditional subjects place little emphasis upon the objectives of the Cardinal Principles of Secondary Education. Programs of this type manufacture credits or grades instead of living. Good living cannot be reached by teaching "how". There must be activity.

To say that a student is taught how to live is not feasible. But to guide him to better living is plausible. What, then, is "living"? According to Brewer, the very sign and evidence of living is activity. Whenever it is said that a person's activity has ceased, we assume that his life among us has ceased, so far as his life on this plane of existence is concerned. If we see activity manifested, we say there is life. The abundant life, the good life, the cultured life, all relate to activities.

One of the basic functions of guidance is to study and give careful consideration to the individual. Individual suggests that each person differs from all other persons.

Each individual's social, physical, and emotional welfare must be cared for so that he retains a well-balanced personality. In a small secondary school time and consideration could well take care of this function. The teacher in a

Brewer, op. cit., p. 11.
small school has certain advantages in studying the children. She can know intimately the homes from which her students come. The inherent individualism of the small school organization facilitates child study. The teacher has a better chance to know her individual students because of the smaller numbers of students in school. This provides the opportunity for learning how the students think and feel, and what gives rise to their individual behavior.  

In planning for adequate guidance a collection of data concerning each individual will pave the road to the highest development possible for the individual and for society. Essential techniques of measuring and testing individuals make possible accurate, well-kept cumulative records which should furnish some vital discriminating evidence in diagnosing and directing activities.  

Koos maintains,

The function of the guidance program is service. Effectiveness demands an intelligent use of materials and methods based upon wisdom, knowledge, and skill in diagnosing and curing difficulties, in motivating interests and activities and in establishing confidence and good will. Today there are definite trends in educational procedures which are facilitating factors in promoting a guidance movement in education. Particularly are these evidenced in curriculum content, in administrative adjustment, in scientific procedure as carried out in tests and measurements in vocational education and in personality development.

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9Fannie A. Dunn, Guidance In Rural Schools, p. 49.


Guidance is recognized in any effectively taught course. An example of a field of study which can do a great deal in helping students in their adjustments is speech. There is scarcely an activity in which a person engages more than speech in dealing with other people. Dr. Alwood Murray points out that through speech training social adjustment will become more and more effective. Through speech, students may acquire self-control, adaptation to society, and a serene mode of life. Speech is an important criterion of mental hygiene and mental equilibrium. For the average person, speech training is one of the best procedures available to help the student to acquire those qualities of poise and serenity, self-confidence and mastery, which are indicative of a well balanced and healthy mental hygiene.12

These concepts of guidance necessarily lead to the conclusion that guidance is a philosophy and it must be treated as such. Philosophy is a belief and should result in a guiding way of thinking and acting. Any school system which is successful in training and directing youths, has a governing philosophy back of its program. Guidance is not for certain grades or for certain courses. It is a part of the philosophy governing the course which is followed by the school.

The philosophy governing this thesis is that guidance is a significant phase of all education. It is not a

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tangible subject or activity; it should be embodied in all subjects and activities. In addition, there is a definite recognition of the necessity of having a plan for providing a way to insure desirable results from guidance. The mechanical organization is necessary to assure the proper application of the theoretical philosophy of guidance.
CHAPTER III

THE NEED FOR A PLAN FOR ADEQUATE GUIDANCE IN SECONDARY SCHOOLS

It was pointed out in Chapter II that society changes. Some changes are gradual while others burst forth as forcefully as the atomic bomb. At the present time society reminds one of Matthew Arnold's descriptions in Stanza 15 of "The Grande Chartreuse",

Wandering between two worlds, one dead, The other powerless to be born.¹

This may seem a bit dramatic, but nevertheless it is revealing of the situation as society stands today. Surely the philosophy and methods that served society thirty years ago cannot be expected to serve society today. Educators recognize that changes are necessary in school circles. This recognition challenges them to serve better as interpreters and builders of society.

The school must guide the pupil in making satisfactory adjustments to the changes of society. Educational leaders are recognizing the trends which society is taking, as is evidenced by a report of the Yearbook Commission which presented, among other things, ten trends in American life to the

¹John Bartlett, Familiar Quotations, p. 546.
American Association of School Administrators. The report was made in 1941. These trends are the following:

Trend I: Mechanical inventions make possible increased time freed from the production of goods and services required for the maintenance of a given standard of living.

Trend II: Society is today characterized by serious strain due to the failure of many of our institutional forms and practices to keep pace with the recent rate of industrial change.

Trend III: The increasing amount of specialization and division of processes has increased the interdependence among individuals, communities, and nations, and is resulting in an increase of cooperative action.

Trend IV: The growing complexities of modern life are resulting in an increase of large-scale, long time planning.

Trend V: The machine age reduces the direct personal relationship between producer and consumer and thus tends to increase our dependence upon forms of social control.

Trend VI: With the increasing complexity of society, the source of control of social agency tends to become more remote from its individual beneficiaries.

Trend VII: The intricacies of social relationship have resulted in the increased use of expert knowledge and trained leadership.

Trend VIII: The growing recognition of individual differences is resulting in greater differentiation of the provisions made available to people in democracy.

Trend IX: The dynamic character of industrial society, the diversity of cultural patterns in modern life, the wider diffusion of knowledge, and the rise of scientific attitude are tending to weaken authoritarian and conventional controls over human conduct.

Trend X: The development of social cleavages, both horizontal and vertical, is deepening the strains and tensions in American life.²

In recognition of these trends and changes in society and the necessity of the school's meeting these changed conditions, Allen says,

Thirty years ago educators would have thought the idea fantastic if someone had suggested educational and vocational guidance should be provided at public expense for every child in public school. ... Today the undeniable need is before us. The public is slow to see the necessity and advisability of such a course by educators, yet the very things that public school is supposed to provide, are embodied in such a move. 3

Many times parents and friends are heard to remark that a certain boy is doing fine in his school work. Yet, too often, this same boy is in the juvenile court for stealing, destroying property, or for other acts of vandalism. There must be something lacking in any school system where a boy can do fine in his school work and yet not be guided away from such anti-social acts. Russell Babcock states, "There is an increasing recognition of the need for understanding the emotional life of the child and the causes back of social maladjustment, undesirable behavior, unsatisfactory school work, and unhappiness." 4

During 1935-1936, the Commonwealth Fund of New York made it possible for W. Carson Ryan to travel widely and visit schools of various kinds to learn at first hand what was going on in education at different levels. He reports:

A very large proportion of the schools have been but little touched as yet by recent scientific knowledge  

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of human behavior. Only a few communities actually have the special aid in child guidance that all should have for successful operation of an adequate educational program.\(^5\)

Laura Zirbes comments,

Education should take full advantage of intrinsic drives to conserve the integrity and meaningfulness of learning through purposeful doing. Only thus can we hope to reduce the inordinate emphasis upon repetitive drill with its unrelated, unassembled, piecemeal elements which are too detached from life to find their way into use for any purpose but recitation exercises and examinations.\(^6\)

Knowledge which is taught in most classrooms is related to the activities of some persons other than those students who are gaining the knowledge. Latin, Greek, history, and algebra seldom help the student improve his activities out of school. To make these and all courses worthwhile there should be a relation between the knowledge and the living activities of the student. School should not be a way to spend time; it should serve to make a better life for the student.

True, to recite dates and formulas requires thinking and talking. But these are not complete activities. When one talks, he must talk about something; when he thinks he must have an object to think about. The apostle Paul said,

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, think on these things.\(^7\)

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"These things" are not historical facts and cold algebraic equations. They are present and desired activities, for Paul was always an advocate of good living. Thinking and talking in school needs to be directed toward profitable behavior and activity. To live, one must manifest activity; to manifest activity one must decide; to decide one must think and talk. With effective guidance along these lines, a student will acquire needed facts, experience, and the ability to solve his own problems. Only then will his life become meaningful and interesting to him.

Some history, algebra, and Latin, for example courses, may be useful twenty years from now. But it hardly seems plausible to waste valuable time for facts to be used then, when the present time is so important in shaping the whole course of the youth's life. For a good teacher there should be no greater thrill than to know that he has helped a student find the most satisfying life possible. A firm foundation for living is laid now and future growth is assured. It is doubtful that knowledge separated from daily living is of much worth.

Yet we could not have only activity without knowledge and wisdom. Brewer and Glidden give an interesting set of alternatives of these three essentials:

1. **Knowledge, without wisdom and doing:** lack judgment and purpose, and has no fruition.

2. **Knowledge, without wisdom, but with doing:** fair, but lacks stable purpose.
3. Knowledge without doing, but with wisdom: no fruition.

4. Wisdom, without doing and knowledge: no how to do and no fruition.

5. Wisdom, without knowledge, but with doing: lacks the how of action.

6. Doing, without knowledge and wisdom: no better than a good animal.

7. Doing, with knowledge and wisdom: the only plan worthy of humanity.⁸

Ryan contends:

Every child needs to be exposed to the growth-giving activities that have brought satisfaction through the ages—to climbing, chasing, tumbling; to tramping, swimming, dancing, skating, ball games; to singing, playing musical instruments, dramatization; to making things with his hands, to working with sticks and stones, sand and water, to building and modeling; to caring for pets, to gardening, to nature; to trying simple scientific experiments, to learning team play, group activity and adventure, comradeship in doing things with others.

Every child needs to discover which activities give him personal satisfaction. In these activities he should be helped to develop the essential skills. Several of these activities should be of such a nature that he can keep them up in adult life.⁹

The activities of a normal person each day vary from vocational, citizenship, personal well-being, religion, home relationships, and recreational activities. These sound very much like the Cardinal Principles referred to in Chapter II, and they are all a part of living a full life. If the school is concerned with living, then it must include these activities

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⁹Ryan, op. cit., p. 262.
to serve effectively in guidance. A student's life-activities are about the same as those of an adult. His home relationships and personal well-being need the cooperative attention of parents and school. His leisure time and recreational activities need guidance by the school. His present vocation is securing an education. Education must prepare him to pursue the duty of self-support and independent living which are the next steps in his development. The school must introduce activities which will serve this need. W. B. Curry says,

If we wish the world to be a tolerant place, schools must be tolerant places. If persuasion rather than force is to operate in the world, then it must operate in school. If adult society is to be cooperative rather than competitive, then so must be the schools. There are, of course, ways in which a school must differ from an adult society, precisely because it is mainly concerned with children, and not with adults. Nevertheless, the fundamental truth remains that children are more likely to acquire the values that are implicit in their lives than those which they hear from the school pulpit.

The activities needed for good guidance for the student are, for the most part, the activities of his daily life. As many of these as can be profitably used for effective guidance should be utilized by the school.

There are weaknesses in the training of teachers, and these weaknesses need attention, in the interest of proper guidance for students. Harry N. Rivlin states,

The psychiatrist, concerned with the child's developing personality regards the methods of teaching

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as significant, only to the extent that they influence the student's mode of adjustment. He stresses the teacher's guiding principles rather than the specific applications. . . . In the classroom the race is really to the swift; the slower child, who needs a little more time to frame his answer to the teacher's question is stigmatized as dull and stupid by his more fluent companions and the teacher. . . . It is discouraging to see how easily most teachers brand a child as stupid because he does not excel in the comparatively few skills recognized by the school. . . . To be sure the form of the lesson is important, but in essence methods of teaching are the medium by which the personality of the teacher affects that of her pupils.\textsuperscript{11}

This weakness must be considered if the problem of adequate guidance is to be solved.

The development of a mature personality is the broad purpose of education. The term "mature" suggests that individual's socialization through contact with the various groups which make up his social environment. To see that students are normally maturing personalities at all stages of their growth is a more specific purpose of education. Under good teacher guidance and home and school cooperation, the outcomes at all stages of maturity will tend to be satisfactory.\textsuperscript{12}

In addition to the need as it has been discussed thus far, it is well to stress the need for guidance in health and recreation. The Texas Social Welfare Association has gathered facts of interest in studying the result of the lack of guidance and action in health matters:


\textsuperscript{12}Clyde M. Hill, editor, \textit{op. cit.}, p. 239.
Texas, with the wealth of an empire, spends as much per head for health protection to its cattle, sheep, hogs, goats, mules, and horses as it spends per capita for public health protection to its people—slightly less than three and one-half cents per year; as much for a pig as for a person!

Of the 230 counties reporting in the Basic Social Needs Study:
72 counties reported no hospitals within their boundaries.
202 counties reported no free hospital beds.
187 counties reported no free clinic.
Only 1 out of 10 reported full-time county health officers.
59 counties out of 230 did report one or more public health nurses.

Texas, with only one-twentieth of the population of the United States, has almost one-fourth of all deaths from pellagra—a disease due to lack of proper food.

With 40,000 persons in the State suffering from tuberculosis, more than 4,000 die from this disease each year in Texas.

In 1939, of the 65,519 deaths in Texas, almost one-third were due to preventable diseases.

Texas' infant mortality rate, 66 per thousand in 1939, is an unnecessary ten percent above the national average.

During 1939, 8,618 Texas children died before reaching the age of one year.13

In studying the need for guidance in the recreation field, the concern is with the youths who are limited in finances and in facilities for recreation. In small towns the boys and girls must fill their leisure time with inexpensive and interesting pastimes.

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Stewart gives the following viewpoint:

Many of the simple outdoor amusements of earlier years are no longer possible, either in the country or the city. The "ole swimming hole" no longer exists. A quiet walk down a country road is no longer quiet or safe. Home amusements are not so easy to plan as they once were. A flat in the slums is not large or attractive enough for even small social gatherings. Expensive apartments are often not much larger. Young people, therefore, have little choice but to look outside of the home for their fun.

The problem is much harder by the fact that young people have much more time on their hands than their fathers and mothers did at the same age. We have seen that there are millions of young people out of school and out of work, who have little, if anything, to do. Thousands of others work only part time, while those with full time jobs have shorter hours than formerly prevailed. Since most young people have little money, the finding of satisfactory recreation represents a very real problem compared to that of finding a job.

... Guided reading service through libraries would undoubtedly be of great help to youth, but more than one third of the population of the country is out of reach of libraries. Considerably more than half of the youth who live in the country or small towns have no access to them.14

It has been stated that through guidance an individual who is satisfactory to himself and to society will be promoted. At this period in American and world history, it is highly desirable that good straight thinking citizens be trained in our schools. Mr. Stewart reports,

The students who have completed their education and are leaving school are clearly unprepared for citizenship. They keep up with the headlines in the newspapers; they know something of their rights and privileges as American citizens. But tests show

that they know very little about civic and social problems in their own communities, and that their acquaintance with the news is very superficial. They know little of the political and economic problems which face America today, especially of international affairs. In contrast with most persons' ideas of youth, their attitude on social issues is generally conservative. Students in the larger cities tend to know more about current problems than those in small towns and the country. They are also somewhat more open-minded on controversial questions. But even so their record is far from satisfactory.15

The need for vocational training has been recognized by the rural youths in recent years. In 1930 in the rural areas 39.9 per cent of the farm youth attended school. The United States census for 1940 shows that 51.4 per cent of the farm youth are in school. This increase in attendance during ten years shows that they are recognizing the need for education.

The conclusion reached from this study is that there is a need for a flexible school program to allow for adequate guidance of the student, so that he may make the most of his daily living. This conclusion is based upon the discussion of:

(1) the need for changes in education to keep pace with changes in society;
(2) the need for close relation between knowledge, thinking, and activity;
(3) the need for teacher training and relative freedom in the practice of guidance;

15Maxwell S. Stewart, Schools for Tomorrow's Citizens, p. 10.
(5) the need for health, recreational, and vocational guidance;

(6) the need for good citizens.
CHAPTER IV

PROBLEMS CONfrontING ADMINISTRAToRS IN SECURING
Adequate Guidance FOR SMALL SECONDARY SCHOoLS

The task of the school is to give the youth of the nation the opportunity to fulfill the possibilities that they have to be happy, contented, and constructive citizens. If they are given the proper guidance, there is little need of fear about the future.¹ There are several problems to be considered in securing proper guidance. This chapter deals with possible solutions to the problems confronted when attempting to assure adequate guidance to students in small secondary schools.

Staff Organization

In any school system there must be some type of organization if there is to be successful operation. The problem of organizing the faculty for the best possible guidance is a matter of first importance. In small secondary schools the problem of staff organization especially is important. Since it is almost always impossible to have special counselors and guidance workers, the individual talents and abilities of all the teachers must be utilized to the greatest extent possible. Several possible solutions to the staff organization problem

¹Koos and Kefauver, op.--cit., p. 24.
have been offered by educators. It is well to study these and from them draw conclusions as to the type of organization which would serve best in small secondary schools.

Wrinkle says, "The guidance responsibility of a school is so important that it warrants having someone responsible for heading it up. In the small school this person may be the principal or teacher."²

Arthur Traxler agrees with this idea and suggests that the principal be the chief guidance officer. In fairly large schools the assistant principal or dean may head the program. A home room teacher may be used. In some small schools the use of all teachers as advisors may be advisable. In some large school systems there may be a staff of special guidance officers set apart from the regular faculty of teachers. Visiting teachers are often chief guidance officers in larger schools. A considerable percentage of medium-sized schools have a committee of advisors selected from the teaching staff by the principal to carry on guidance work.³

Because of differences in local situations, it would not be advisable to select one type of organization and recommend it for all schools. However, two rather definite trends have been noted. One is the tendency to separate, as much as possible, the guidance and administrative functions. The idea

²Wrinkle and Gilchrist, op. cit., p. 337.
behind this tendency is that the students respond better to a counselor who performs no administrative functions. This trend is shown in the use of separate guidance officers and visiting teachers. These workers have more time to know the records of all the pupils than the principal does. This is desirable and logical for large school systems where a special staff can be provided, and where the principal's duties are largely and necessarily administrative.

The other trend is to bring a closer relationship between guidance and teaching. Every teacher has had some experience in guidance even though he or she may not have thought of it in that light. Even though every teacher would not make a good guidance officer, each can contribute to the whole guidance program of the school. All teachers should be familiar with the guidance philosophy of the school. The small school could well follow this trend in providing adequate guidance to its students. The principal can study his staff carefully and can organize it in such a way that there can be a compromise between these two trends. He can select a teacher in his system who can head the staff in guidance and who will work with him, thus allowing a separation of guidance duties and administrative duties. The remainder of his staff will be utilized in providing a close relationship between teaching and guidance. Special cases can be detected in the classrooms and worked out with the help of the whole staff.\footnote{Ibid, p. xxiii.}
Brewer points out that the principal's duty is fostering and supervising the work of guidance more than doing it himself. In small schools he may be forced to undertake some part of it. It will usually be found, even in a small faculty, that some teachers are more interested and more capable than others in counseling individuals. If they are intelligent and willing to learn, their time may be gradually so assigned.  

The matter of centralization is important. [There must be those who furnish information and records] and others to give expert advice when it is needed. Dean Helen Bragdon upholds this idea when she points out that preliminary reference may be made to the educational counselor for a broad study of the problem, after which specialized workers may furnish their expert help.  

A system of homeroom teacher guidance is used by some schools. In this system, a group of students are assigned to a room or group where they have a counselor who keeps clerical records on them, and who helps them with their problems. In another study of the schedules used in Chapter II, we find that homeroom guidance would hardly be adequate in these sample small secondary schools. The teachers have departmental classes to teach. The students go from class to class. About the only real benefit of such a plan in these schools would be that the  

5Brewer, op. cit., p. 591.  
6Helen Bragdon, Counseling the College Student, p. 67.
clerical records could be gathered in the few minutes when the group is together during the day. R.D. Allen suggests the use of questionnaires for teachers and pupils to establish the extent to which homeroom guidance is desirable. A policy should be established and followed. It is useless to adopt policies unless they can be followed-up and results measured.

From the various plans considered, it seems most desirable for small secondary schools to use the plan of drawing counselors from the teaching staff, utilizing the classroom teaching and contacts for guidance information and homeroom assignments for clerical information.

( In this method of drawing counselors from the teaching staff, the important problem remains of how much regular work they can do.) If they give all their time to personnel work, their interests and loyalty may become divided between guidance and classroom work. On the other hand, if their teaching load is somewhat lessened to allow time for guidance, yet still maintained to a great extent, good relations will be fostered through this two-fold contact.

( In most schools, teachers must get their training for guidance on the job. There should be a plan for educating the staff in guidance procedure and philosophies. Brewer says that—if teachers are given time to study guidance and carry on their work, they will formulate proposals which may later be

7Allen, Stewart, and Schlosberg, op. cit., p. 136-137.
useful in formulating good plans. The program of educating the faculty may take the form of faculty conferences, discussion meetings led by guest specialists, and guidance courses for the teachers, and the reading of educational literature dealing with guidance work.  

Curriculum

The school curriculum has long been a stereotyped and mechanical set of courses, with an occasional variation to meet changing methods or styles of teaching. But democracy through its schools is beginning to make itself felt, not by setting forth plans of traditional textbook procedures, but by helping the student find the best possible living, a way "which begins as a growth and uses adult forms and standards to promote better and better organization in the personal and social relationships of the child."  

It must be realized that every community and school has its own problems and possibilities that should influence its actual curriculum. Yeager says that it is not desirable to plan pattern programs for schools and communities of different size and types for several reasons; "first, problems of the home, school, and community are peculiar to each community; second, these problems should be considered where they exist and the need determined as a result of study; third, and probably

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8Brewer, op. cit., p. 591.
9Harold Ruggs and others, Democracy and the Curriculum, p. 74.
most important, the prevailing tendency of educators to imitate successful movements and programs in the educational fields is not too conducive to scientific study of local needs and conditions."\textsuperscript{10}

A whole curriculum cannot be recommended for any school without consideration of the community. But a general trend may be accepted and evaluated which will improve any school system. Newlon proposes:

A community school program would provide a central core of experience for all.

Understanding of the present must always include understanding of the way in which the present came about, of the forces that produced it. The curriculum for the new school will be definitely planned to include a study of the past wherever it is essential to understanding of the present.

The high school will offer most of the subjects of the present curriculum, but under such a plan subjects will be pursued by those genuinely interested in them and who have the requisite abilities. Subject teaching will parallel core curriculum.\textsuperscript{11}

Maxwell Stewart says that there should be a revision of the course of study by cutting down the number of separate courses, and paying more attention to general growth and development. He stresses the importance of taking into full account individual differences. He recognizes the school's responsibility for character education. He favors the establishment of guidance service in each school.\textsuperscript{12}

\textsuperscript{10} W. A. Yeager, \textit{Home-School-Community Relations}, p. 488.

\textsuperscript{11} J.H. Newlon, \textit{Education for Democracy in Our Time}, pp. 119-123.

\textsuperscript{12} Maxwell S. Stewart, \textit{op. cit.}, p. 23.
Brewer suggests this type of plan:

1. English—include literature, written and oral composition
2. American citizenship
3. Educational and vocational information
4. Academic samplings and tryouts
   A. Languages: French, German, Spanish, Latin
   B. Mathematics: Arithmetic, algebra, and geometry
   C. Sciences: General science
5. Vocational samplings and tryouts
   A. Industrial
   B. Commercial
   C. Gardening
   D. Home making
   E. Professional contacts
6. Recreation, clubs, and other student activities: music, art, and physical training.  

Here he is safely within the boundaries of requirements, yet he has provided room for real guidance in the "readin', 'ritin', and 'rithmetic" classes.

The child will be confronted with problems that arouse his desire to learn, rather than assigned dull subject matter to memorize for no apparent reason. He cannot be allowed to select any problem at random, without guidance. Therein lies good relation between guidance and teaching. Raleigh Schorling says,

Most pupils will need careful guidance to guarantee the selection of a problem that will fit their experiences as well as their needs. The problem must not be too difficult that it will discourage him.  

Democratic schools, according to Newlon, are duty bound to do the following things:

They should acquaint their pupils with what is significant in man's progress from savagery to, and including,

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14Raleigh Schorling, Student Teaching, p. 125.
his present stage of civilization. They should teach their pupils to think as clearly as they are able to. Implied in this is training against the influence of prejudice and propaganda, fears, and selfishness. It involves study and the discussion of most questions, and the forming of opinions, though often only tentative ones. They should give their pupils experience in carrying on group affairs, and should give them such contacts with community affairs and participation in them as proves possible and valuable.\(^{15}\)

By 1890 the curricula had become a body of principles and facts which had been discovered and were not considered the essentials to be learned in a formal situation. Many approaches have been made in the last several years to guide the child in problems related to subject matter.\(^{16}\)

The child, rather than subject matter, has now become the correlating center of education. John Dewey has developed and published many educational and philosophical theories which have had strong influence on teaching and reorganization in our child-centered schools. "My Pedagogic Creed", which Dewey first published in 1877, has become a challenge to make school practices and the laws of child growth harmonious. The true theories and philosophies of today's schools are embodied in the following theories taken from this creed.

**Article I. What Education Is —**

I believe that:

... all education proceeds by the participation of the individual in the social consciousness of the race.

\(^{15}\)Newlon, op. cit., p. 212.

\(^{16}\)Rugg, op. cit., p. 78.
... the only true education comes through the stimulation of the child's powers by demands of the social situation in which he finds himself.

... this educational process has two sides—one psychological and one sociological, ... and neither can be subordinated to the other, or neglected, without evil results following. Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting point for all education.

... knowledge of social conditions, of the present state of civilization is necessary in order to properly interpret the child's powers. The child has its own instincts and tendencies, but we do not know these until we can translate them into their social equivalents.

Article II. What the School Is --

I believe that:

... the school is primarily a social institution.

... education, therefore, is a process of living and not a preparation for future living.

... the school must represent present life--life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.

... under existing conditions far too much of the stimulus and control proceeds from the life of the school as a whole, not directly from the teacher.

Article III. The Subject Matter of Education--

I believe that:

... the social life of the child is the basis of concentration, for correlation, in all his training or growth.

... we violate the child's nature and render difficult the best ethical results by introducing too abruptly a number of special studies, of reading, writing, geography, etc., out of relation in his social life.

... the true center of correlation on school subjects
is not science, nor literature, nor history, nor geography, but the child's own social activities.

... the only way to make the child conscious is to enable him to perform those fundamental types of activity which make civilization what it is.

Article IV. The Nature of the Method --

I believe that:

... the question of method is ultimately reducible to the question of the order of the child's powers and interests.

... the active side procedure surpasses the passive in the development of the child-nature; that expression comes before conscious impression.

... interests are the sign and symptoms of growing power.

Article V. The School and Social Progress --

I believe that:

... education is the fundamental method of social progress and reform.

... all reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.

... the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life.17

An interesting contrast may be observed by comparing this type of progressive school with the traditional school, in the light of how curriculum and subject matter treatment can promote better living, the true purpose of guidance.

The contrast is as follows:

Progressive School
1. Education is life.
2. Pupil's present need.
3. Immediate pupil interest.
5. Pupil initiative.
6. Individual emphasis.
7. Results.
8. Freedom is a gift.
9. Interest leads to effort.
10. Expression.
12. Experience.
13. Psychological.
15. Pupil activity.
16. Extensive reading.
17. Movable furniture; flexible arrangement.
18. Pupil participation.
19. Integration of subject matter.
20. Intrinsic values.
21. Group activities.
22. Play while you work.
23. Creative activities.

Traditional School
1. Education is a preparation for life.
2. Adult goals.
3. Ultimate needs.
4. Discipline.
5. Teacher domination.
7. The process.
8. Freedom is a conquest.
9. Effort produces interest.
10. Repression.
11. Subject matter.
13. Logical.
14. Quiet and orderly.
15. Acquiring knowledge.
17. Fixed desks; more orderly arrangement.
18. Teacher control.
20. Extrinsic values.
22. Work; then play.
23. Formal drill.

The principal need to be recognized in providing a curriculum which will facilitate guidance is the need for subordinating textbooks and subject matter to the growth of the individual pupil. Learning experiences must not be regimented and hindered when the teacher is required to follow closely a textbook or a set course of study which outlines the semester's work, day by day.

Hamrin and Erickson suggest the following curricula changes through a guidance program to meet the needs of a changing society.

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19Alonzo Myers and Clarence Williams, *Education in a Democracy*, p. 111.
1. Teachers should retain the same group of students in a subject area as long as this continued contact seems profitable.

2. Homeroom sponsors should be encouraged to offer a subject to their homeroom students in addition to the contact with these pupils in the homeroom.

3. Teachers should be encouraged to cooperate in teaching more than one subject.

4. Two or more teachers should be encouraged to cooperate in offering a more extensively integrated program.

5. New material may be continuously introduced into various subjects, and the amount of time allotted for this purpose can be extended.

6. All teachers at each grade level should meet frequently and discuss and formulate plans for curriculum reorganization.

7. The guidance-minded teacher should integrate the subject activities of her pupils and relate them to their development.

8. Teachers should be aided in their curricular work through special bulletins and other types of helpful materials.\(^{19}\)

All students must be provided for in planning the curriculum. The education of those who will be homemakers, semiskilled workers, agricultural workers, industrial workers, and business employers, is as important as the education of those who will be professional workers.

Counseling

The *Winston Dictionary* definition of counsel is "interchange of opinions; mutual advising; deliberation together; consultation." All guidance should involve and lead to

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self-guidance. Counseling, then, means nothing more or less than helping a student in working out solutions to his problems.

The appointment of a counselor in a school does not mean that he will have the sole responsibility for all the guidance in that school. The teacher has as much guidance responsibility as does the counselor. The counselor is, like any other teacher, interested in assisting the pupils in realizing their maximum possibilities. The teachers will be aided in solving satisfactorily any classroom questions and problems, and will be relieved of difficult problem cases. The appointment of a counselor will mean a closer and more effective relationship between teachers, administrators, and guidance workers.\(^{20}\)

In small schools it is expected that there can be no full-time counselor. But that does not take away the need for a person to act as counselor. It is necessary, then, to designate some teacher to act as part-time counselor. With the cooperation of the rest of the faculty this plan should be workable.

In small schools the counselor may often have to divide his time between teaching and guidance. At times it may be feasible to have the principal assume the guidance functions. About one point there can be no disagreement. Counseling duties should never be assigned to disinterested or incompetent teachers.\(^{21}\)

Since counseling is comparatively new, very few teachers are prepared for it. But if a teacher knows how to make the children work, if pupils come to her to talk over their problems,


\(^{21}\)Ibid, p. 228.
if she likes children collectively and individually, but not too personally, if she has no difficulty with disciplinary problems, if she gets on well with other teachers, if she can make and write up investigations and reports, if she has wide sympathies in the realms of government, occupational life, religion, and matters of culture, if she has integrity and purpose, then, according to Allen, she will make a good guidance worker.\textsuperscript{22}

Schools differ widely in the facilities available and in the types of problems by which they are confronted. Each school should study its own situation and set forth the counselor’s functions accordingly. Many sets of duties have been given by educational leaders. It might be well to consider a few of them.

Alanson H. Edgerton, after making a wide study of the guidance movement, gives these duties:

1. Interviewing and conferring with pupils and parents.

2. Acquainting the public with school activities.

3. Contributing to curriculum building and adjustment of pupils to meet occupational and educational needs and interests.

4. Recording results of school performance and measurements.

5. Collecting occupational information and making it available to pupils.\textsuperscript{23}

\textsuperscript{22}Allen, \textit{op. cit.}, pp. 151-154.

\textsuperscript{23}Alanson H. Edgerton, \textit{Vocational Guidance and Counseling}, p. 49.
Still a different view of the counselor's duties is given in the yearbook of the Department of Rural Education. Here is stressed the relationship between the counselor and teacher. The counselor may aid the teacher in the following ways:

1. Keeping of pupil records.
2. Use of materials other than textbooks.
4. Parent-teacher relationships.
5. Seating facilities and arrangements.
6. Recreation.24

Still another set of duties more closely related to the pupils is given by D. H. Eikenberry, as follows:

1. Discussion of educational plans.
2. Assisting in selection of study programs.
3. Cooperating in testing programs.
4. Conducting group meetings and individual conferences with prospective students in advance of their transfer to the school.
5. Assisting in desirable changes of courses, programs, or schedules.
6. Conferring with pupils and parents about plans to leave school.
7. Providing special programs for "early leavers".
8. Studying educational offerings of the community and making pertinent information available.
9. Discussing with groups of students and parents the advantages of specific training and higher education with emphasis upon purposes to be served and types of ability required.
10. Analyzing and making available requirements for admission into special schools, universities, and colleges.
11. Gathering and making available information relative to scholarships, student aid, and loan funds for students having limited financial resources who wish to attend college.25

The administration will have to determine which problems and

24 Dunn, op. cit., p. 77.
duties will be assigned to the counselor. The individual school will determine to a great extent just what these duties will be. The duties should be clearly defined to allow minimum conflict and maximum effectiveness in dealing with the students. The program used by the school will determine the desirable qualifications for the counselor. There are very few trained counselors available. At first thought it seems disadvantageous that the counselor will likely have to be trained while in service. Actually such a person will take his work more seriously. He will study his local needs and how to meet them, instead of learning a set of rules and trying to fit the community to them.\textsuperscript{26}

The administrative officers can usually select a teacher in the school who has characteristics which make a good start in counselor's training. Hikenberry suggests the following as minimum requirements for beginning counselors:

1. At least two or three years of teacher experience.
2. At least one summer term of graduate work.
3. An appropriate personality.
4. An interest in guidance work and a willingness to continue training while in service.
5. At least some experience at work other than teaching.\textsuperscript{27}

With careful consideration of the relationship between teachers, administration, and counselor, the duties, and qualifications of the counselor, the administration of any small secondary school should be able to choose a leader from among the teachers for the guidance movement.

\ \textsuperscript{26}\textit{Ibid}, p. 239. \ \textsuperscript{27}\textit{Ibid}, p. 239.
Records

A very important and necessary step in guidance is the systematic assembling and organizing of pertinent information about each individual pupil. The value of adequate records in counseling with students is almost inestimable. But as a whole, teachers fail to utilize the records for guidance purposes. In the past, the records have been used mostly in the administrative offices. The guidance program needs cumulative records in order that the teacher may know more about all of her students. A cumulative record carefully compiled over a number of years and covering all aspects of the child's growth and development is one of the greatest helps to the advisor and the advisee.

The records should not be used to replace the administrative records, but to serve as a supplement for them. It is recommended that each teacher have easy access to all records pertaining to her students. These records should contain a record of the student's grades, scores on standardized tests, a copy of his individual program, and all other data pertinent to a teacher's knowing the student well.28

A. E. Traxler says that the classroom teacher is in the best position of any member of the school staff to utilize the indications of the cumulative records. She can make natural and inevitable use of the records in her daily contacts with her students, if these conditions involve the following:

28Hamrin and Erickson, op. cit., pp. 74-76.
1. The teacher's interest in every individual pupil.
2. As great simplicity as is feasible in the form of the records.
3. Easy access to the records.
4. Such familiarity with every portion of the records that the essential facts may be read in a brief time.
5. Skill in synthesizing the detailed data on the card in order to get a unified picture of the pupil.
6. Ability to discover need for training in basic skills and to apply remedial treatment in those areas belonging to the teacher's field.
7. Ability to recognize in the records, indications of special problems of adjustment that call for the attention of a psychologist or psychiatrist.
8. Reasonable freedom in adjusting class programs to the needs of individual pupils.²⁹

There is, of course, no type of cumulative record form that may be expected to fulfill all requirements. The record must vary to meet local needs. There are three important qualities necessary in a cumulative record form. These are objectivity, emphasis on aptitude, achievement, and personality data, and organization by time sequence.

Several trends have developed in the use of cumulative records:

1. The trend toward a flexible expanding record folder rather than a rigid record card.
2. The trend toward a unified descriptive account of the child's development rather than a sum of a number of separate items.
3. The trend toward a greater responsibility and cooperation on the part of the parent and child for keeping and using the records.
4. The trend toward more emphasis on the education of the person who keeps and uses the records.³⁰

Dr. Harold D. Richardson has prepared a booklet form of cumulative record which is used in the Deerfield-Shields

²⁹Traxler, op., cit., p. 12.
³⁰Ruth Strang, Pupil Personnel and Guidance, p. 64.
Township High School, Highland Park and Lake Forest, Illinois.
It includes the data desired in a cumulative record. It is
filled out, mainly, by the pupils. The first page of the
booklet has this introduction:

INDIVIDUAL GUIDANCE RECORD

Deerfield-Shields Township High School
Highland Park and Lake Forest, Illinois

Prepared by
H. D. Richardson
Director of Research

To the Student:
This booklet has just one purpose--to help you.
It is called an Individual Guidance Record.
First, it is called "Individual" because it will
contain information about you which you and your
advisors will need to help you get the most out of
your four years in high school. Each year you and your
advisors will consider and record your interests, charac-
ter traits, outside activities, and plans for the future.
Second, it is a "Guidance" booklet because through
the material it will contain your advisors will be able
to guide you in making important adjustments and deci-
sions which will affect not only your high school work,
but also your life after graduation.

And third, in order to plan wisely for each succeeding
year, you will want a Record of what you have
already accomplished. From this record you and your ad-
visors can consider not only what you have done, but also
what you are fitted to do -- and do well.31

The data sheets are well worked out to be used in a school
with a staff of guidance workers. But for a small secondary
school, it is better to consider a simplified form of cumulative
record, to which the personal relation with the student might
be added. Such a cumulative record is suggested by R. D. Allen:32

31 Hamrin and Erickson, op. cit., p. 77.
32 Allen, op. cit., p. 22.
CUMULATIVE RECORD
Adopted from Allen's card at the Providence Public Schools

Date entered---------------------
Date left-----------------------

Name--------------------------- Address---------------------Tel-----
last first initial

Date of birth------------------- Father's name---------------------
Birthplace---------------------- Occupation---------------------
Entered from-------------------- Employer----------------------
Grades retarded----Accel--- Mother's name---------------------
Special abilities--------------- Occupation---------------------
Disabilities-------------------- No. children,older----younger---
Physical handicaps--------------- Member of---------------------

Teachers' Marks

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<th>10B</th>
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</tbody>
</table>

Graphic Test Record-Code: O-beg.inven.; o-final ach. goal
F.R. Subject 9A 9B 10A 10B 11A 11B 12A 12B
A
B
C
D
E

Fig. 1.--The front side of a cumulative record card
CUMULATIVE RECORD
Reverse Side

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<tr>
<th>Appointment</th>
<th>Problem</th>
<th>Conference Result</th>
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<table>
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<tr>
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<td></td>
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<td>5</td>
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</table>

**Mental Growth Chart**

<table>
<thead>
<tr>
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<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
</tr>
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</tr>
</tbody>
</table>

**FOLLOW-UP**


<table>
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<tr>
<th>Employer's Name</th>
<th>Address</th>
<th>Entered</th>
<th>Salary</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fig. 2.**—The reverse side of a cumulative record card
Another type of record that is valuable to any teacher is the anecdotal record. There are difficulties in obtaining these records in a form that is useful. The teacher, especially in a small school, may feel that she does not have time to write down incidents pertinent to this type of record. Another difficulty is that the lack of training in recording the anecdotes usually leads to the recording of minor, unimportant incidents. Still a third difficulty is the mixing of interpretation with information. There are certain areas of observation which will help the teacher in overcoming these difficulties. Among these are the following:

1. The first impression the child makes on people.
2. His relations to other children; how he gets along with them.
3. His influence on other children.
4. His relation to adults; to the teacher and to parents.
5. His cooperation and willingness to accept and fulfill responsibility.
6. His reaction to failure, thwarting, or criticism.
7. His emotional responsiveness.
8. His attitude toward schoolwork.
9. His ability to do subjects.
10. His special interests and abilities.
11. His creativeness and originality.
12. His goals or purposes.

Tests and Measurements

Testing is a real part of guidance, although giving the test to the student or classifying him on the basis of his score does not educate or guide him. The tests must be used by the tester as a basis for advice and guidance. Some method

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33 Dunn, op. cit., pp. 49-55.
of measurement is necessary to determine the student's progress and interests, to evaluate procedures, and to serve as a basic for revision of the curricula. If tests are given without proper interpretation, they are worth very little. They must be given for a purpose and interpreted in the light of that purpose. One school may be interested mainly in using the test results in the improvement of instruction; another may wish to improve its record system; and still another may wish to ascertain what curricular changes are desirable.

The filling out of questionnaires has been the most common form of pupil participation in the making of their own records. When the questions relate to important phases of child development such as home-school relationships, recreation, part-time work and further educational and vocational plans, and when the questionnaire is introduced in such a way as to enlist the interest and cooperation of pupils and parents, valuable assistance in the study of pupils may be obtained.34

More faith is being placed in educational testing and measuring as their benefits are being more generally recognized. G. S. Boucher, professor at Chicago University has expressed the belief that future generations will consider their significance with that of the printing press and the steam engine.35

34 Dunn, op. cit., pp. 57-58.

The trend in education now seems to be to give intelligence and achievement tests and aptitude and interest measurements. Each school must be free to give the tests which suit its needs. If standardized tests are not available, careful appraisal may be done. Questionnaires may be used. They must provide many questions and reasons for answers.

Dr. William G. Brink of Northwestern University has devised an interest questionnaire which will reveal much about the pupil who fills it out. The following is the type of inventory which he offers:

Interests of High School Students

Boy  Girl  Age:  Years  Months

Grade  High School

Teacher  Date

To the student: Your teachers would like to obtain some information about your interests. They think this information will be of great value to them in making your high school life enjoyable and profitable to you. Will you, therefore, answer frankly and truthfully the questions listed below? Your answers will be kept strictly confidential and will have no bearing on your grades. You need not sign this report.

1. (a) What sports do you like to watch?

   (b) Name any sport that you have not seen that you would like to see.

   (c) What team games of five or

---

more persons do you like to play?

(a) Is there any sport in which you have not taken part, in which you would like to be a participant?

2. (a) Have you made any collections within the past few years? (b) If you have, what kinds of collections have you made? (c) How did you become interested in making collections?

3. (a) Do you read a daily newspaper? Regularly_____ Occasionally_____ Seldom_____ Never_____ (b) What parts of the newspaper do you enjoy most? (Place a "1" after the part you enjoy most, a "2" after the part you enjoy second best, and so on.) World news_____ Local news_____ News about war_____ Editorials_____ Comics_____ Sports_____ Approximately how much time do you spend in reading the newspaper each day?

4. (a) Do you read any magazines regularly? (b) Which magazines do you read at school?

(c) Which magazines do you read at home?

5. (a) Do you enjoy reading books just for fun? (b) What types of books do you like best? Travel_____ Science_____ Sports_____ Religion_____ Poetry_____ History_____ Homemaking_____
6. (a) Name the occupation or occupations which you are interested in following after you leave school.

(b) Do you intend finishing high school?

(c) Do you intend going to college?

7. (a) Do you go to parties at the homes of your friends as often as (check) once a week _______, once a month _______, very seldom _______, never _______.

8. (a) If you had $200 to spend just as you pleased, what would you do with it?

(b) If you had a month's vacation to spend as you would like, what would you do with it?

(c) What would you suggest that the school could do to make your life more pleasant and profitable to you?

There are numerous standardized tests available to schools. The Nelson Test of Mental Ability, the Nelson-Denny Reading Test, The Metropolitan Achievement Test, the New Stanford Achievement Test, Cooperative Tests in all academic courses are recommended.

In facing the problem of measurements and testing, the administrator may not be confident of the reception his teachers will give such a plan. It is being shown in many schools now that teachers will accept these professional
responsibilities, and they are also actually improved as classroom teachers by doing so. If a teacher knows her pupils as persons, both in the classroom and out, she can better meet their needs. It is as absurd for a teacher to attempt guidance without using tests as it is for a doctor to attempt diagnosing and prescribing without using laboratory tests.\textsuperscript{37}

\textsuperscript{37}Ibid., p. 107.
CHAPTER V

APPLICATION OF SOLUTION TO THESE PROBLEMS

IN A SMALL SECONDARY SCHOOL

In applying the theories that have been advanced in the previous chapters, an actual school situation will be used. Itasca High School, located in Itasca, Hill County, Texas, had an approximate enrollment of four hundred students during the school term of 1945-1946. In this school there is great possibility for more guidance. The boys and girls come from three types of homes. These are rural homes, town homes, and mill-workers' homes. There is a wide range of needs to be met, as can be seen when noting the types of homes from which the students come. There is a great amount of community interest in the school, for the school furnishes much of the entertainment that the people enjoy. However, a plan for adequate guidance would do much more to make the school successful in aiding the boys and girls to find satisfying activities. There is one movie in the town. There are six churches. During the year 1944-1945 the students asked that there be some type of recreational guidance provided for them. This was done in an unorganized and inefficient manner, and did not prove successful. In applying the theories that have been advanced in previous
chapters, it is hoped that a plan for adequate guidance of every kind will prove workable.

The following schedule was used:

**Table 4**

**Schedule and Teacher Assignments Used in Itasca High School During the School Year 1945-1946**

<table>
<thead>
<tr>
<th>Period</th>
<th>Tea. 1</th>
<th>Tea. 2</th>
<th>Tea. 3</th>
<th>Tea. 4</th>
<th>Tea. 5</th>
<th>Tea. 6</th>
<th>Tea. 7</th>
<th>Tea. 8</th>
<th>Tea. 9</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>R35</td>
<td>Ag.</td>
<td>Bldg.</td>
<td>...</td>
<td>R26</td>
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<td>Bldg.</td>
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<td>2</td>
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<td>R35</td>
<td>Ag.</td>
<td>Bldg.</td>
<td>R25</td>
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</tbody>
</table>

Teacher 1 is the superintendent. Teacher 2 acts as
principal. Teacher 9 teaches in grammar school during the morning and in high school in the afternoon. There is a lady who does office work part time and takes care of the study halls a majority of the time.

The intermission period is a break between classes. The activity period has possibilities for good usage in the type plan that is being made. It is now used much of the time for a study hall which the teachers keep in rotation.

The time schedule used by Itasca High Schools was as follows:

1. 8:30-9:30
2. 9:35-10:33
Intermission--10:33-10:40
3. 10:45-11:43
Noon--11:43-12:37
Activity period--12:40-1:18
4. 1:21-2:11
5. 2:14-3:04
6. 3:07-3:57

This allowed hour periods for the home economics and vocational agriculture courses which are scheduled in the morning. The intermission period was seven minutes long. The noon hour was fifty-four minutes long. Activity period was thirty-eight minutes in length. Each of the afternoon classes was fifty minutes long. Three minutes were allowed between classes.
The building arrangement was as follows:

### Second Floor

<table>
<thead>
<tr>
<th>Room 25</th>
<th>Supt's Office</th>
<th>Stairway</th>
<th>Prin's Office Lounge</th>
<th>Room 27</th>
</tr>
</thead>
</table>

### Corridor

<table>
<thead>
<tr>
<th>Room 26</th>
<th>Science Laboratory</th>
<th>Equipment Room</th>
<th>Bookroom</th>
<th>Room 28</th>
</tr>
</thead>
</table>

### Third Floor

<table>
<thead>
<tr>
<th>Auditorium and Study Hall Stage</th>
<th>Library Equipment Room</th>
<th>Room 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 33</td>
<td>Press Room</td>
<td>Room 34</td>
</tr>
</tbody>
</table>

### Fig. 3--Building arrangement in Itasca High School.

The first floor of the building is used by the elementary grades. The rest rooms are on the first floor. There is a gymnasium for recreational purposes.
The staff organization must first be considered. In this small high school it is not possible to have a counselor with only the counselor's duties to perform. The principal must act as an organizing agent and utilize the abilities and skills of his teachers. The plan recommended for this school is that of giving each teacher only about four-fifths of his teaching load, and thus give each one time to help with guidance work. It has been pointed out that usually there is one teacher on the faculty who will be interested in assuming the lead in this project. Itasca has seven teachers, a principal, and a superintendent for its faculty. The schedule and duties must be arranged accordingly.

The subjects taught are algebra I, algebra II, plane geometry, English I, II, III, and IV, vocational agriculture, biology, physics, general science, civics and occupations, American history, civics, Latin-American history, home economics, physiology, typing, junior business training, Spanish. These are, for the most part, the old standard courses. But according to the plan set forth by Brewer, the teachers will be encouraged to diverge from the usual cut-and-dried recitation to utilizing the practical aspects of the subject. It is difficult for the small high school to meet the requirements set forth by the State Department and College Entrance Requirements without having largely a curriculum of the standard courses. Ingenuity must be used to make them workable for the betterment of guidance.
It is necessary to rearrange the schedule and classroom in order to allow more time and better space for guidance work. The time schedule is still workable under these rearrangements. The following rearrangement of the schedule may be made

**Table 5**

**REVISED SCHEDULE AND TEACHER ASSIGNMENTS FOR ITASCA HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Period</th>
<th>Tea. 1</th>
<th>Tea. 2</th>
<th>Tea. 3</th>
<th>Tea. 4</th>
<th>Tea. 5</th>
<th>Tea. 6</th>
<th>Tea. 7</th>
<th>Tea. 8</th>
<th>Tea. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R26</td>
<td>R24</td>
<td>R25</td>
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Activity: Conferences, assembly, class meetings, club meetings
Teachers rotate study hall

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The following revision of the floor plans seems desirable.

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<td>Room 29</td>
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| Room 28      | Science Laboratory | Equipment Room | Book Room | Room 24 |

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<tr>
<th>Third Floor</th>
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<tr>
<td>Auditorium and Study Hall Stage</td>
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<tr>
<td>Library</td>
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<tr>
<td>Room 36</td>
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</table>

| Home Economics Building | Agriculture Building |

Fig. 4.--Revised building arrangement for Itasca High School.
The duties may be distributed according to the rearranged schedule. The principal shall, as has been recommended by Traxler, act as the organizing agent for the faculty. It is best to have his relations in this work confined to the faculty. In this school he must care for the discipline, and it is best to keep discipline and guidance independent of each other in the student's mind.

Teacher 3 has been found to have the ability and interest necessary to fill the position of guidance director and counselor. She is given only four classes, thus allowing enough time to assemble and study the information collected by her co-workers. She will keep records in her office. She will probably need a reliable student helper in her office each period of the day. In this way, the articles and information she keeps in her office will be available when she is in the classroom. Her room is located just across the hall from her office, thus centralizing her area of activity. She will, also, act as counselor for any students who wish to come to her office or who are suggested to her by the other teachers.

Teacher 5 will act as faculty advisor. She will collect articles and books of interest on guidance, plan discussions, organize information, and seek for answers to questions that may arise from the faculty. All this she may present at faculty meetings. She will be the organizer of constructive assembly programs, with the cooperation of all other teachers.
Teacher 9 will study the curriculum and schedule. She will offer suggestions for changes. She will advise students as to what courses they might best pursue and inform them on college courses. She should study college bulletins and be sure that these are available in her office or in the office of the counselor at all times.

Teacher 6, a social studies teacher, will have the responsibility of informing the public of the guidance work that is going on and of soliciting the support of the community in the work. He will study all available community facilities that will be helpful to the guidance staff in planning the activities for the students.

Teacher 2, under the direction of the director, will arrange for and grade tests. He will, also, advise the need for tests, and the needs indicated by the outcomes of the tests. He will have the duty of helping the counselor compile the records.

Teacher 4 will handle recreational problems. He will plan physical education projects. He will study available school facilities. He will work with Teacher 3 in using community facilities for recreational projects.

Teacher 7, the home economics and science teacher, will study health conditions and needs. She will cooperate with the Public Health Nurse in arranging check-ups and vaccinations. She will advise, with the counselor, on the health needs of the students collectively and individually. Through her classes
she may promote health habits and campaigns. She will advise students on their health needs.

Teacher 2, the commercial teacher, will handle vocational guidance. Materials on jobs must be made available; she will advise students on possibilities for satisfaction in certain fields. She will check individual needs and aptitudes. She will advise, with Teacher 2, on future curricular needs for various vocations.

These duties have been assigned to various teachers in accordance with their departments. Of course, it would be better to have a committee of counselors, but in a small high school this is not possible. Each teacher will handle his duties to the best of his ability, and the students' needs will be cared for. With this kind of arrangement, the teacher can work his guidance plans in with his teaching plans more easily. In a plan of this kind there would have to be very close cooperation among all the teachers in order to make the different kinds of information and help available to all the students.

The building arrangement must be considered in its relation to the program. The counselor director's office is to be centrally located and is to be near the administration offices so that the records of each office are easily accessible to the other offices.

In planning the subject matter for the courses, the teachers will be allowed sufficient freedom from the text book that she may take in local situations. In a community such as Itasca
the sources of "living" material are plentiful. The farms, the mills, and the town businesses afford opportunities for interesting classroom work. By utilizing these local situations the children may engage in activities which seem real and worthwhile to them.

Next to be considered is counseling. In a program such as is being outlined here, there is no central figure who handles all the counseling problems. Instead each teacher has specific counseling phases to perform. If there is difficulty or if more help than one can give is needed, the counselor director may be consulted. Information from all phases is available at her office. At the faculty meetings special case studies and anecdotal cases will be discussed. Here the teachers all get and give views on cases that need special attention. A more thorough understanding of the students may be had by this pooling of information. Records of such discussions will be kept in the director's files.

The records to be kept need consideration. The cumulative record is to be recommended; of the types discussed in Chapter IV the type most plausible in this school would be the record card on which entries are made year after year. This type is less expensive than the separate files and can be used more quickly and easily than the other remaining types. The card must be objective, emphasize aptitude, show achievement, and give personality data. This is far better than the old type permanent record card.
Several examples of cumulative record cards have been studied, but the one which comes nearest being the type that seems desirable to use is found in Richard Day Allen's record sheets discussed in Chapter IV.

There will be records of mental growth, achievement growth, attitude, personality development, work habits, special interests and abilities, and health cards. There must be undivided responsibility for the records and familiarity of the records through handling them. If each teacher in this organization takes care of the records pertaining to his particular phase of the program, they will be found to be of value to the whole set-up.

After the pupils leave school, the cumulative record remains with the counselor director for follow up studies. When these have been completed and summarized, the record sheets, reports, charts, and other research data are kept in the director's files as a permanent record. Any purely personal and intimate matters do not appear on the permanent record but are destroyed.

The tests are to be arranged through Teacher 2. Each teacher determines the tests he needs for his work and arranges with Teacher 2 a time and place for giving the tests. Teacher 2 grades and interprets the results of the tests and returns them to the other teachers. Some of the special types of tests have just been mentioned, and in Chapter IV,
recommendations were made as to the names of tests that might be used. Each test must be given for a purpose and must be used to fulfill that purpose.

In this chapter the direct application of theories advanced for solving the major problems confronting the administrator in a small secondary school has been made to Itasca High School. A possible staff organization has been planned to make adequate guidance possible. Curriculum, counseling, records, and testing have been cared for in a manner most suitable for a small secondary school. It is to be understood that Itasca High School is only an example school where this type of plan may be used. Local situations will modify its use in similar schools, but the principles used in this example are suitable for small secondary schools.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A plan for adequate guidance in a small high school is devised for the purpose of helping each student find the most satisfying life possible for himself and for all of society. Small secondary schools face many problems in securing adequate guidance for their students. The comparative smallness of the faculty makes it necessary for utilization of the special abilities of each faculty member in securing adequate guidance. The principal must act as the organizer, in the absence of a regular guidance staff. It is his duty to interest the faculty in the desirability of guidance work and to help them realize the importance of such work in the school. He must not assume the entire direct responsibility for the program since he must act as an administrator for the school. His is an important but inconspicuous duty. Thus it is obvious that a small high school is limited in the type of counselors it must use. With planned organization of the regular faculty an effective guidance plan may be put into use.

The type of records used must be brief, inexpensive, and easily interpreted and available. Since the teachers have
classroom and extra-class duties, they could not make proper use of long tedious records, however complete and desirable they might be. The willingness of the faculty to cooperate in a plan for adequate guidance will be hindered by too much red tape. Most of the teachers will probably have to receive guidance training while in service, so it is best to have records as simple and easily used as possible. This will eliminate discouragement and promote efficiency in the use of records.

Tests must be planned by each teacher and given as a part of his particular phase of the program. It is advisable to have a member of the faculty responsible for helping the others in interpreting and evaluating the tests. He may secure information which will be helpful to him in this work. Each test should be given for a purpose. It should be chosen so as to be beneficial to the student and to the teacher. Available tests, which are easy to check and which have interpretations included, have been recommended. For small high schools, these are desirable.

The building facilities must be organized for use in such a way that the guidance work is centralized for the most convenient use of all concerned. It is advisable to locate the director's office near the administrative offices so that records are easily accessible for use in either place. The director's office must have a friendly and inviting atmosphere so that students will feel welcome and invited when
entering the office. Books, pamphlets, charts, and attractive information should be accessible to those who may wait alone in the office for a few minutes. This sets a good atmosphere for the purpose for which the office is intended.

All teachers in a small secondary school must work together for the good of the students. With the limited personnel and the many duties, each teacher has an important part in securing adequate guidance for the students. Friendly and cooperative interest should be stimulated at all times by the principal and the director.

The school cannot work alone. It is the center of community interest and should solicit the community's help and cooperation at all times. The community's approval and its facilities are necessary to the success of the guidance plans. Provisions should be made to keep the community informed of the progress being made within the school.

The limited number of subjects makes it necessary to allow and encourage reorganization of them, so that samplings of each will allow for guidance of the students, and will still meet the requirements. The community facilities will help in introducing new and living information and projects into subjects that might become dull and purposeless.

Although it may not be the most ideal type of guidance program, a type embracing the theories and applications suggested will help in meeting the desired results set forth in Chapter I. In evaluating this plan to provide adequate guidance as it
is recommended to small secondary schools, it is well to see wherein it meets these desired results.

1. The plan has been devised under the limitations and in conformity with the definitions set forth in Chapter I.

2. Using the plan for adequate guidance which has been suggested, the student is encouraged to seek answers for himself. He sees the present world as a whole and sees the necessity of making a satisfying place for himself in that world. He is encouraged at all times to do his own reasoning and thinking.

3. Through measurement tests and their interpretations, and through classroom guidance the student is oriented to different fields. With guidance he may learn to rely on himself for deciding his interests in the light of his determined aptitudes and abilities.

4. The curricular director has a knowledge of college requirements and specialties and makes recommendations. Here, also, the vocational director may be consulted in helping the student become acquainted with the requirements necessary for his chosen activities.

5. Through samplings in classwork, possibilities for various fields are opened. The teacher handling vocational information has material available and is ready to discuss possibilities at all times. The director keeps articles, bulletins, and charts in her office at all times. She is always available for conference when a student or teacher feels the need of advice.
6. There is a curriculum advisor who studies the curriculum and can offer suggestions to the student about his course of study. Tests will help to determine abilities and interests for activities which the student wishes to pursue.

7. The director is available for conferences at the student's request or teacher's recommendation. The teacher who handles the health program helps with health, nervous, or mental disturbances. She may send a student to the director and together they may recommend steps of adjustment or the aid of a psychiatrist or psychologist.

8. Provision is made for a cumulative record to include data helpful to the student and teacher now as well as through later follow-ups.

(In the final analysis, service to the student is the chief function in a plan for adequate guidance. In small secondary schools lack of ideal facilities must not stand in the way of providing the student the best possible aid in his growth toward a well-adjusted mature personality. Using all facilities at hand in the manner as recommended, adjusted to suit local needs, adequate guidance for a small secondary school should be assured. Recent trends and interest in this field of study seem to indicate that some progress is being made to fulfill the aims of those interested in all youth in the city or small town, so that the spirit of a freedom-loving America will live on and move ever forward.)
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