1936

An analysis of guidance programs (educational and vocational) in high schools of various sizes, with a proposed program for Linton-Stockton High School

Ira Earle Williams
Indiana State University

AN ANALYSIS OF GUIDANCE PROGRAMS (EDUCATIONAL AND VOCATIONAL) IN HIGH SCHOOLS OF VARIOUS SIZES, WITH A PROPOSED PROGRAM FOR LINTON STOCKTON HIGH SCHOOL

by

Ira Earle Williams

Contributions of the Graduate School
Indiana State Teachers College
Number 318

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1936

The thesis of Ira Earle Williams,
Contribution of the Graduate School, Indiana State Teachers College, Number 318, under title AN ANALYSIS OF GUIDANCE PROGRAMS (EDUCATIONAL AND VOCATIONAL) IN HIGH SCHOOLS OF VARIOUS SIZES, WITH A PROPOSED PROGRAM FOR LINTON STOCKTON-HIGH SCHOOL
is hereby approved as counting toward the completion of the Master's degree in the amount of 8 hour's credit.

Committee on thesis:

E. E. Ramsey (Ord)
E. L. Abell
Sylvan A. Yager, Chairman

Date of Acceptance July 30, 1937

TABLE OF CONTENTS

I. INTRODUCTION

A. General Statements

There have been times when the schools presented only concrete facts to the pupil, and education consisted largely in the accumulation of knowledge. The pupil was assigned definite lessons to master and to recite. He was graduated when a knowledge of a given number of facts was indicated by his recitations. In recent years there has been a decided shift in educational methods. Dr. John Dewey in his "Schools of Tomorrow"[1] has said that the work of the schools should prepare children for the life they are to lead in the world. Because of the lack of training in the changing home, it is imperative that the school take upon itself the task of giving moral training to the children in its care, and of developing correct attitudes, ideals, and appreciations. There is not much time left in the already overcrowded curricula of many of our high schools for attaining these educational objectives, but extracurriculum activities have proved to be a means of accomplishing these ends. Herbert Hoover in his "Ideals in American Education"[2] says: "As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral

---

[1]John Dewey, Schools of Tomorrow. (New York: E. P. Dutton and Son) p. 288

[2]Herbert Hoover, "Ideals in American Education," Journal of the National Educational Association. 12:29. March, 1923.

qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors in our nation who must find these individuals and who must stimulate them forward."

The main objective of education is to develop good citizens. The broader concept of education demands that the school be organized as a society. If people are to become worthy citizens of a democracy, they must have developed within them the power of self direction and initiative. This training should come in their early years when desirable habits, attitudes, and ideals are more readily formed. Our efforts must be directed toward training boys and girls to control themselves, since in a democracy order and law proceed from within the individual and cannot be successfully imposed from without.

The school should attempt to utilize to the maximum advantage the mental, physical, and social traits of the child, and to guide these traits into the correct channels. No two people are alike in these traits. It is the business of the school to provide for the education of all and it becomes necessary to make provision for individual differences. With the shifting in educational methods, new methods of meeting

the social needs and interests of the pupils have arisen.

Probably the field of ethical and moral education underlies all others and helps to determine the success or failure of the individual. Most schools now accept the program for the development of the many elements of character to the end that the member will be upright in his own personal life and that his influence upon his associates will be helpful. It is foolish to think that because a student ranks high in his mental activities, he will rank high in his ethical and moral life also. In fact, the results are too frequently the opposite.

Interesting the pupil in the main objectives, purposes, materials, and methods of education is an important function of our school. It is equally important to help him to study his own characteristics in the interest of his development and to accept the responsibility for his progress.

The pupil should become acquainted with his immediate school, namely: its history, traditions, aims, objectives, courses of study, requirements, regulations, marks, and with all of the many opportunities for activities, honors, and recognitions. If he does not know his school and its opportunities, he is an unworthy school citizen and an unintelligent student.

Another important phase of education must center itself about the pupil's efforts in school work by the developing of proper emotional attitudes toward the school and its activities

which would lead him to study effectively, to accept personal responsibility, and to measure his own progress.

Further, after completing his stay in his present school, the student should be provided with the opportunity to continue his education in college, night school, correspondence school, or in any of the number of other types of school available.

Recently the appearance of occupational information, try-out, and guidance courses under supervision of a guidance counselor is evidence of an interest in vocational guidance. Questions concerning personal and educational requirements, remuneration, conditions of employment, opportunities for advancement, sources of additional information, education, and self-appraisal and inventory are usually handled through this medium. The trend now is toward the decentralization of these activities by placing them in the hands of the individual teacher under the supervision of the counselor. This is done because the guidance counselor is unable to know and handle personally all of the many students of the school. The home-room affords a splendid opportunity for the guidance of these boys and girls if the teacher cooperates with the guidance director.

In defining guidance we might say, "It is any help that is given to an individual that will enable him to make an intelligent choice at the time of a crisis in his life. The help, to be guidance, must be more or less in the nature of conscious personal assistance. Guidance, as organized, is

then concerned with crises, with times of choice, times when the ways diverge, with times of needed adjustment."[3]

B. The Problem

The major problem of this study is to make an analysis of guidance programs (educational and vocational) in high schools of various sizes and, in consideration of the above data, to evolve a more satisfactory guidance program for the Linton-Stockton High School.

C. Scope of the Study

The study was based on the guidance programs of representative small high schools of Indiana and Illinois, representative medium-sized high schools of Indiana and Illinois, and of a few large high schools of the United States. All the programs that were studied have been in use in the schools.

D. Procedure Used

The writer made a study of the various sizes of high schools through programs that have been outlined by the guidance directors and by personal interviews with the various principals of schools that have definitely prescribed guidance courses.

---

[3]Arthur J. Jones, Principles of Guidance. (New York: McGraw-Hill, 1930) p. 28

E. Historical Background

The school community of Linton is located in the western part of Greene County, Indiana, and comprises all of Stockton township. It is located about forty miles north of Vincennes, about forty miles south of Terre Haute, and about forty miles west of Bloomington.

The population consists chiefly of native-born Americans. In the northwest and south sections of the city there are some French families, but there are also Greek, German, Jewish, Italian, Hungarian, English, Irish, and Welsh families present. Most of the foreign element moved into the community about 1900 --attracted by the need for miners. At that time one could hear the whistles of thirty or forty mines, blowing for work at eight o'clock each evening. As these deep mines were worked out, jobs became more scarce, and a number of these people moved on to other mining communities. The population of this city reached 10,000 inhabitants in 1915, but since that date has gradually decreased to about half that number. These foreign people have lived in America long enough to have become fairly well Americanized. Their children speak English as fluently as native-born Americans and progress about as rapidly in school.

The business and professional men of this city are dependent upon the mining industry for their success. During the lean years in mining, the entire community suffers. Many of the deep vein mines are becoming exhausted, but strip

mining is carried on extensively now. This type of mining does not employ nearly so many men as deep vein mines.

In Linton there are nine churches, eight lodges, five school buildings, and a community park. The social life of the city is built around the Rotary, Greater Linton, and Elks Clubs. The Greater Linton Club is a chamber-of-commerce organization. The Rotary Club and American Legion offer scholarships and awards to outstanding students.

The schools are organized on the 6-2-4 plan. The high school is a joint school, Stockton township and the city of Linton having consolidated to construct the high school building. The four other school buildings in the city are under control of a city school board. The trustee and city board of education control the high school.

The new high school building was constructed in 1923, and was considered adequate at that time. Originally the boys and girls were segregated into two assemblies, but now one of the assemblies is used for the library and the other for the commercial subjects. Convocations are held in the auditorium. There are no assemblies, but a study room is available in the library. There are six fifty-five minute classes per day. Every pupil is expected to have one library period a day and the sixth period, that most students would have as a study period, is used for extracurriculum activities. The classrooms would easily lend themselves to an organized home-room program.

The curriculum is of the major-minor type. It is possible

for a student to major in agriculture or home economics, commerce, industrial arts, or the regular academic work leading toward college entrance. Often the student is a misfit on the curriculum that has been selected. Proper guidance would eliminate this trouble.

The faculty of the high school consists of twenty teachers. Of this group, only five teachers have not been in the system for at least five years. Most of the faculty are tenure teachers.

The student body, which consists of about five hundred twenty-five students, is composed of the upper four grades. It is made up of individuals representing about an average distribution of intelligence. A great many who enter school are not allowed to finish even though they desire to do so, but are required to leave school when they attain the legal age.

Guidance in Linton High School has been neglected during the past few years. During the depression the teaching staff was reduced to a minimum and the offices of principal and superintendent were combined. The superintendent has under his supervision three elementary ward buildings (grades 1-6), junior high school grades seven and eight, and the high school. Consequently, little time and effort have been spent on guidance. It has been handled by the classroom teacher and club sponsors. Most of the educational guidance has been given hurriedly at the beginning of the school year. Students were assigned to home-rooms, but during the fifteen minute period, they were permitted to visit with each other, and had nothing presented

to them in the way of guidance.

Most of the patrons desire the best for their children and are enthusiastic after they are convinced that a thing is worthwhile. So the success in the establishment of a guidance program depends on convincing the patrons of the worthwhileness of the new idea of guidance.

II. SURVEY OF PREVIOUS STUDIES ON GUIDANCE

A. Status of Guidance in Secondary Schools

Upon investigation of previous studies the writer was surprised at the number of studies in this field. Upon examination it was found that most of the information written on guidance programs pertained to those high schools in the United States having a thousand or more students enrolled. These programs are developed in detail and are of considerable value in helping the guidance counselor of the small school, for such programs are sources of inexhaustable information from which he may draw.

There seems to be little information regarding the high schools of two hundred to eight hundred students. This is probably due to the fact that the principal combines his office with that of counselor and in his overcrowded day is unable to give a guidance program enough consideration and time. In the small high school the electives are so few that the student is given a "tin canned" education, allowing very little opportunity to study vocations, to participate in extracurriculum activities, and to find the many other situations in which the pupil needs guidance.

Data collected in 1927[1] from a sample group of 522

---

[1] W. C. Reavis and R. C. Woellner, Office Practices in Secondary Schools. (Chicago: Laidlaw Bros., 1930) pp. 190-197.

secondary schools in four states, ranging in enrollment from 4 to 6,500 pupils, show that, according to the judgment of the principals, educational guidance was provided in 87 per cent of the schools and personal guidance in 74 percent of the schools. The findings of the sampling indicate that the activities involved in the three general types of guidance specified are carried on in the large majority of secondary schools. The small schools enrolling 100 pupils and fewer give considerably less attention to educational and vocational guidance than the schools in the larger enrollment groups, which vary only slightly in the relative emphasis given to the three types. The data show that for schools of all sizes, vocational guidance receives somewhat less attention than educational and personal guidance.

Koos and Kefauver[2] collected data regarding specific phases of guidance during 1927 from 336 secondary schools in 44 states. These schools ranged in enrollment from 47 to 4,072 and showed a median of 24.9 activities in guidance within a range of 51 activities, reported by the principals to be carried on in their schools. Among the leading activities through which guidance opportunities were provided in the different schools were: discipline, 72.2 per cent of the schools; oversight conduct, 74.6 per cent; guidance concerning quality

---

[2] Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools. (New York: The Macmillan Co., 1932) pp. 511-513.

of work, 63.5 percent; curriculum guidance, 60.8 per cent; vocational guidance, 37.7 per cent; placement, 20.4 per cent; and follow-up service, 13.5 per cent.

The variation in the percentages of the two investigations cited is accounted for in part by the vagueness of the term "guidance." To some persons the "guidance" is very general and is virtually synonymous with the process of education. An individual with this conception, when evaluating guidance activities according to the three general categories, might consider that curriculum guidance is educational, personal, and vocational in character; but, when evaluating guidance according to specific categories, he might consider it curriculum guidance only and not vocational or personal.

The above data indicate that guidance in some form or other (general or specific) is a well established function in most secondary schools. The activities carried on in secondary schools under this caption are, however, extremely varied. In some schools guidance means anything which the principal or teachers do for pupils in the way of personal counsel or advice. In other schools guidance activities are roughly differentiated into types, such as educational, personal, vocational, social, and moral. Still other schools analyze guidance into special activities, such as providing assistance to pupils in choosing curriculums, overcoming deficiencies, developing special talents, cultivating intellectual interests, imparting occupational information, assisting each student individually to secure fitting employment,

helping in the choice of a college, and giving supervisory oversight to an individual after employment.

In some schools the activities are carried on only informally and incidentally by the regular school officers--principals, deans, and teachers. In other schools it is systematically organized under the direction of persons especially selected for the purpose and definitely charged with the responsibility of serving pupils through the types of specific activities enumerated.

B. Guidance Functionaries in Secondary Schools

In a sampling of 522 schools[3] the functionary most frequently found responsible for the assumption of guidance duties is the school principal. In 77 per cent of the schools this officer provides guidance for boys and in 56 per cent of them for girls. The assistant principals are assigned the responsibility for boys in 32 per cent of the schools and for girls in 26 per cent. Counselors for boys are employed for this purpose in 21 per cent of the schools and deans for girls in 50 per cent. The guidance functions are delegated to other officers whose title is not fixed in about one-sixth of the schools.

Other data[4] of a more specific character reveal a tendency in secondary schools to develop programs of counseling and guidance around different guidance functionaries. The

---

[3] Op. cit. pp. 190-197

[4] Ibid. pp. 511-513.

data show that guidance activities are carried on to some extent in the majority of schools, both small and large. In the small schools the guidance director is usually the principal, while in the large schools the work is carried on by the home-room advisor, dean of girls, and dean of boys.

C. Principal as a Guidance Functionary

The principal is chiefly responsible for the guidance activities in high schools of fewer than 200 pupils, since he personally carries on guidance work for all pupils in approximately two-thirds of the small schools. The guidance organizations are lacking in the majority of the schools with enrollment of fewer than 200 as shown by the facts that (1) the principal heads the guidance program or serves as one of a group of advisors in only a few schools, (2) he acts as chairman of the guidance committee in only 5.4 per cent of the schools, and (3) he is responsible for developing home-room programs in only 10.8 per cent of the schools. The work of the principal as a guidance functionary in schools with enrollments of fewer than 200 is obviously very general in character and probably belongs more properly in the field of administration than guidance.

In schools with an enrollment in excess of 1,000 the relations of the principal to the guidance program vary from the practices found in the smaller schools in the following respects: (1) In approximately two-thirds of the schools he

heads the work in a general way, a fact which suggests the more frequent existence of guidance organizations in the larger schools, (2) He serves as one of a group of advisors, as chairman, or as a member of a guidance committee, (3) He more often is responsible for developing the home-room program. It is seldom that the principals of the larger schools personally carry on the guidance work and serve as advisors to the boys. In practice, administration may interfere with guidance and guidance may interfere with administration. This relation often renders guidance difficult by officers whose primary responsibility is administration.

D. Dean of Girls and Dean of Boys

The data show that the four chief duties of deans, e. g., discipline, social conduct, supervision of extracurriculum activities, and control of attendance, are in the main administrative duties instead of that of counselors.

E. Home-Room Advisors

It was found that the home-room was more frequently used than any other as the unit of the guidance program. This is especially true in the larger secondary schools in which the home-room may have previously existed as a unit for carrying on certain routine administrative activities. About seven-eighths of the schools with enrollments in excess of 1,000 studied by Koos and Kefauver employed the home-room organization in the development of guidance programs. They found

that home-rooms were utilized in only one-fifth of the schools enrolling fewer than 200 pupils. The conclusion is warranted that the home-room organization is characteristic of the larger secondary schools.

In the home-room system, the duties of the advisor are likely to be general instead of specific, and the guidance values only incidental.

Certain schools have introduced class directors, class guides, class supervisors, and class principals, to organize and direct the work of the home-room advisors and to unify the guidance activities for the different class groups.

F. Teachers as Advisors

Teacher advisors are used chiefly by the smaller schools, which signifies usually the absence of a guidance organization. As a rule the teachers' guidance activities are more or less general. The counsel that is given is many times incidental without definite objectives for the group or individual. Often the teachers working in this field are not interested in this particular phase of school work and therefore neglect it, while other advisors possess the ability and have the interest in the work necessary to accomplish the purpose of the guidance program.

G. Guidance Committee

The guidance committees are usually released from teaching

duties or are paid a fixed amount for assuming the responsibility. The plan enables the principal to select from his staff teachers best qualified for guidance work, to establish standards of training for the advisory committee, and to effect a continuing organization for the guidance service. The committee organization represents a stage between the home-room or teacher-advisor organization and the special-counselor plan. The members of guidance committees as a rule are not specialists in guidance work, although they may be looked upon as potential specialists. In this plan the principal approves the work of the guidance director, the guidance director delegates and approves the work of the home-room teacher, and opportunity is had by the student in placement and follow-up. This is all made possible by having an efficiently trained counselor who knows what work is to be done and how to do it.

H. The Visiting Teacher

The visiting teacher is utilized instead of a guidance functionary in the large schools with enrollments in excess of 1,000 to about the same extent as the guidance committee. She is often a trained social worker. The training is fundamentally different from that of a special counselor, although the work of the visiting teacher is indispensable in efficient counseling. Only a small per cent of schools were found to have this functionary.

III. PRESENTATION AND TREATMENT OF DATA

A. General Statements

Guidance is not something that can be separated from the general life of the school. It cannot be located in some particular part of the school, nor can it be tucked away in the office of counselor or in the employment bureau. It is a part of every activity of the school. Some form of guidance is the duty and the responsibility of every teacher in the system. It is, then, a function that is shared by all and must be so administered.

The problem of organization is one of coordinating the guidance activities of the school in such a way that (1) all the forces of the school are brought to bear in a unified and consistent way upon the problem of each child, (2) definite, primary responsibility for parts of guidance are placed upon certain individuals, (3) the work is so divided that each person and each agency shall know what its particular duty is, the things for which it is primarily responsible, and the ways in which it merely contributes to the work of some other agency, and (4) the individual pupil has unified assistance so that he may not be confused by a multiplicity of counselors. This is often difficult to accomplish.

No one type of program would suit the needs of all schools. At present the guidance activities undertaken by schools differ, the personnel varies greatly, and the method

of attack on the problem varies. The amount of money available for guidance is a very important item in determining the kind of program that will function. Often there follow discouragements when such a variety of programs and types of organizations are seen, but the situation is really hopeful, because these varied programs indicate that school authorities are studying the problem and are making an effort to find ways and means by which the work of guidance may be carried out effectively. Each is studying the problem from a point of view of his own need.

In developing a plan for the administration of guidance, it is best to keep the organization as simple as possible and to have different parts growing out of the actual needs of the system. A complicated program seriously interferes with the real function of the work by taking so much time and money to run the machinery itself that the actual guidance of the students is neglected. We must never lose sight of our objective --to help the individual. If the machinery is developed as the needs arise, this danger will be avoided to a great extent. There are some disadvantages to this plan. A school may begin in a small way to do guidance work. Some teacher or the principal starts it; as the work develops, need is more clearly seen and further agencies are needed. But the guidance has all been done by one person, and to introduce new agencies will necessitate taking away from the one who started the work part, at least, of what he is doing. Sometimes it

requires taking all the work from him and giving it to someone who is better qualified than he. This always causes complications; it seems so ungrateful to penalize the very one who started the idea. It takes a wise principal or superintendent to overcome such a difficulty.

No attempt will be made here to show an ideal organization for guidance. There is no such organization. Several plans now in use will be described, and certain suggestions made.

B. Small High Schools

In a small school system the organization is very simple and such that it can be administered with a minimum of time and effort.

The superintendent or principal appoints from among the teachers a special committee on guidance. The superintendent may act as the chairman or appoint some teacher who is interested and well qualified. The committee studies the problem of guidance in the school, devises plans, and is responsible for the development of the plans in the school. These plans are always subject to the approval of the superintendent. The members of the committee work with the classroom teacher and the home-room teacher, if there are home-room teachers. They secure the cooperation of all in the school in the work of assisting the pupil. They divide the work among themselves, one being responsible for the adjustment of the student to the school, another for the guidance into vocations, and

another for further educational guidance. Many times, most of the special work is done by the chairman of the committee. Effort is made to locate definite responsibility for certain phases of the guidance program among teachers, home-room teachers, and special workers. The most important part of the initial work is likely to be that of selling the idea, and of centering the attention of the school upon guidance. In the small schools it is practically always necessary for the work of guidance to be done by the regular teachers. Often this is done as additional work, although it is desirable that provision for such work be made in the teaching load. A decided advantage of this plan is that it provides a means of interesting all teachers in the study of guidance problems and furnishes a basis of specialization as the school increases in size.

Broady and Clason[1] present the following guidance program for small high schools. Large high schools frequently engage specialists who devote all their time to guidance. The smaller high school uses its teachers. The principal or superintendent is usually in charge of guidance and, if a man, acts as personal counselor of the boys. A woman member of the faculty, called the dean of girls or the assistant principal, personally counsels the girls. If the school has

---

[1] Knute O. Broady and Elgin D. Clason, "Guidance in Small High Schools," Occupations. November, 1933.

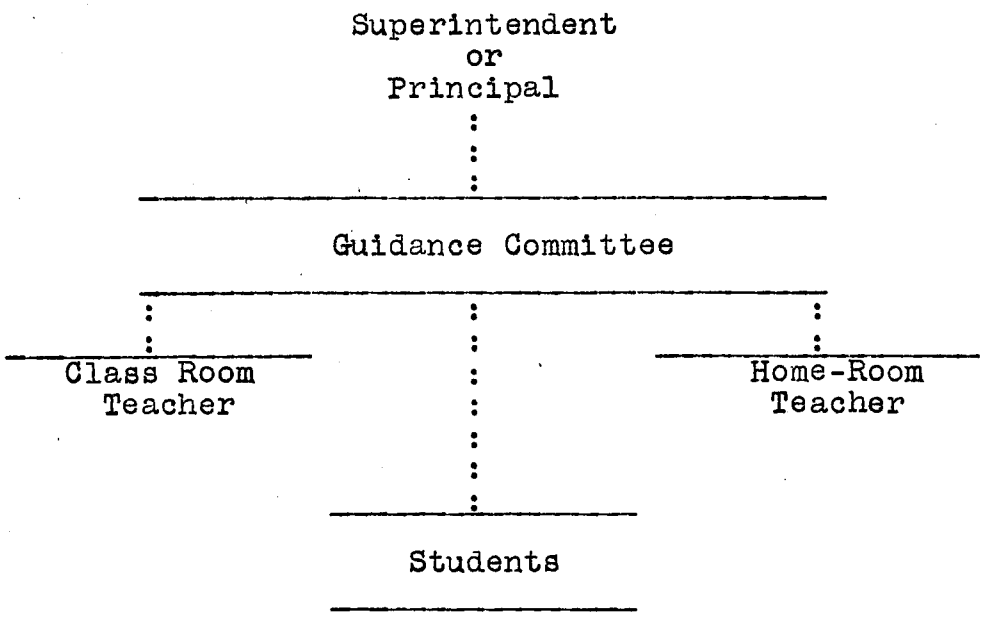

Chart 1. Organization of Guidance in a Small School System

home-rooms, assistance in counseling is rendered by the home-room teachers; otherwise class sponsors or other special advisors assist. The control of the planning of guidance rests with the principal or superintendent, and the major responsibility rests with a faculty committee, but the whole staff understands what is being done. Numerous opportunities for incidental but highly important guidance come to every teacher.

The freshman course in orientation and guidance has for its purpose adjusting incoming high school pupils to the school and showing them how they may gain most and contribute most while students in school. The purpose of the course is also to start pupils on the road to learning about themselves and about the vocational and educational opportunities they will have. T he course is only one part of the whole guidance program which every high school should maintain.

The program provides information regarding the world of work and of education. A pupil is in no position to make a choice of vocation until he is familiar with the opportunities that lie ahead of him. It is advisable that this acquaintance be first hand, although lack of time and money often makes it necessary to substitute second-hand material. Some of the means by which pupils secure information follow.

1. Visits. The small school is generally not located near any large industries. Regardless of location, there are always opportunities to observe first hand a number of vocations. Visits are planned carefully in order that attention

is focused on the right things when the observations are under way. Pleasure as well as guidance may be derived from the day's activities.

2. Talks. High schools quite commonly bring before the student body speakers who describe certain occupations or educational opportunities. These speakers may follow or precede the visits referred to in the paragraph above. Now and then such talks enlighten young people along educational work by pointing out unfavorable aspects of the vocation as well as the favorable. Talks on some one vocation given before the whole student body generally fail to interest a large per cent of the listeners. Therefore, a personal conference is very valuable.

3. Reading. This is probably the most valuable way of getting information to the pupil. Literature is abundant and fairly reasonable in cost. The school builds up a library of vocational and educational references as rapidly as possible. Such reading proceeds according to a definite schedule with a check-up on mastery. Usually the vocations considered in each course are those which relate most directly to the subject matter taken up. For example, the home economics teacher provides opportunity for the study of the work of dress designing, dietetics, etc. The commercial law teacher provides material on law, real estate, life and fire insurance, banking, transportation, etc. The pupil becomes interested in a certain vocation or type of education and on the basis of this

interest he secures all the information available.

4. School Clubs. These and related extracurriculum activities provide opportunities for discovering vocational interests and abilities. Aptitude for work along administrative, clerical, political, and many other lines often becomes evident.

5. Films and Slides. The visual presentation of information regarding vocational and educational opportunities is also made by means of slides. A list of such material is obtainable from the Extension Divisions of the University of Colorado, University of Kansas, the University of Nebraska, and elsewhere. Films and slides are superior to actual visits in that the camera is actually focused on the points to be observed. Visits have the advantage of supplying more first-hand information.

6. Outside Agencies. Agencies outside of school assist the school by providing reading material and visual supplies which give definite information in regard to educational and occupational opportunities. Such assistance is invaluable and hence is utilized to the fullest extent.

7. Finding Courses. Small high schools cannot afford a large variety of courses as a rule. This fact should not constitute any handicap, since finding courses are but one agency and an expensive one at that. The small high school depends upon the other agencies that have been mentioned.

The school collects any information that helps the pupil in choosing the educational program he is to follow and the

vocation he plans to enter and also information that assists the counselor in helping the pupil make that choice. The data needed include:

a. Vocational interests. The vocational interests are not nearly so important as the vocational abilities. Interests are developed to a greater degree than abilities; most children will become interested in the things they can do. The student is asked at intervals to state his first and secondary choice of vocations. Interests that are expressed when the pupil has had time to study the vocational opportunities ahead of him are most important. The interests and desires of the parents are obtained.

b. Educational expectancy. The time of beginning vocational preparation is determined to a great degree by the length of the time the pupil expects to remain in school. The counselor secures the pupil's statement as to his educational expectancy, and has such indirect indicators available as chronological age, previous grade earned, intelligence, and attitude of the home toward education. Since the pupil's plans relative to staying in school may change overnight this factor is checked frequently. The boy or girl should not be handicapped by inaccuracy of information possessed by the school.

c. Abilities. One's ability is usually indicated by his mental rating, by the school record he has made, and by the results of aptitude tests.

d. Health. Obviously health and physical condition are determiners in the pupil's vocational and educational outlook.

8. Sources of Information. Some of the information is furnished by the pupil at registration. Other information is obtained from tests, from visits to the home and conferences with the parents at school, from the scholarship records, and from observation by the high school faculty. Whatever the source of the information, it finds its way to the pupil's record.

Personal counseling deals with both educational and vocational problems and with certain additional problems which may be included under the term, personal. It is obvious that the counselor for boys should be a man and that the counselor for girls should be a woman.

As an advisor, the counselor does not tell the boys and girls what they should do but helps them to be able to make their decisions in light of the available facts. Personal counseling is continuous and must last as long as the school has responsibility for the pupil.

Counseling occurs whenever the need for it arises. This means that the pupil will always be advised at any time problems arise about which he needs assistance. If home-room teachers act as advisors, the principal, or superintendent, and the dean of girls will handle only the most difficult cases. If there are no home-room advisors, the dean of girls

and the principal will handle the counseling, assisted to some extent by the teachers and class sponsors.

Administrators of small high schools are constantly facing two big problems in developing their high school curriculums. First, there is a need for developing a curriculum to be pursued by all students, which will fit them for the happiest and most useful lives. Secondly, there is the need for a curriculum which will provide for the peculiar or individual needs of the boys and girls attending high school.

In general the needs of these individuals grow out of (1) differences in native abilities which are so extreme they cannot be cared for in the classroom, (2) differences in the avocational interests and abilities, and (3) differences in vocational needs. There is considerable overlapping among these three, but the classification is useful, nevertheless.

The small high school at present finds itself handicapped in providing a curriculum as highly differentiated as would seem advisable. The handicap can gradually be overcome by:

1. Wider use of alternation.
2. Combination of classes through individualization.
3. Supervised correspondence study.

These three items are discussed at length in a recently published bulletin.[2]

Follow-up is that activity which seeks a better adjustment or readjustment of a pupil who has already been placed. Placement and follow-up in a small community will be quite

---

[2] "Practical Procedures for Enriching the Curriculums of Small Schools," Educational Monographs, No. 2, Extension Division, University of Nebraska, June, 1931.

informal, but because they are informal they need not be inefficient. The principal who has ten or fifteen students graduating will know quite well by the time of graduation what each is planning to do. The guidance program will have seen to that. After the student has gone, there will be friendly conferences, letters, and contacts with former students. Many a successful career can be traced with the discovery that along the line valuable lifts were given by teachers whose help determined the success or failure of the individual.

Every agency which is responsible for the preparation of individuals for living and working in our present-day world is aware of the need for so placing those who leave school that they will have the greatest possible chance for happiness and service.

The director of guidance at West Bend, Wisconsin, evolved a program which did not cost the school extra money or teacher's time. The author[3] believes the program carried out parts of the special functions of secondary education.

At the beginning of the program the author met with the guidance committee of the local Kiwanis Club. The committee agreed to finance an assembly talk by the director of guidance of a large high school in Wisconsin. Furthermore, the committee agreed to follow his talk with some announcements of awards for students who would make the best written reports

---

[3] Gertrude Forrester, "A Guidance Program Without Extra Money or Teacher's Time." Occupations. October, 1934. pp. 54-55.

on the study of an occupation. The two students who did the best work on this project from each class were to be guests at Kiwanis and to be awarded books for their achievements.

The author mimeographed lists of 136 occupations on which The White House Conference Committee noted materials and sources of information. Each teacher was asked to sign one occupational field for which he would be willing to gather information and sources of material, give a thirty minute talk, and assist any student interested in that subject in getting information. A teacher could choose any subject, provided he was the first to sign for it. A student from a stenography class was assigned to each teacher to assist in collecting material and do stenographic work. The eighteen teachers gave their talks simultaneously and the students went to the talk they chose. The following week the talks were repeated and students heard a second one.

While the teachers were assembling the information, forty local men and women came to school to talk on their occupations. They were given the guide to the study of an occupation which the students were to use in their reports, including the duties, requirements, qualifications, advantages, disadvantages, occupational distribution, schools for preparation, economic demand, trends, reference for reading, etc. In the letter to each of these speakers they were told that the student chairman would call on them to see if the dates were satisfactory, etc. The result was that the student had the experience of

going to places of business, interviewing the speakers, and talking about possible choices of vocations. By having students sign for their choice of chairmanship, it was possible, for instance, to arrange that those interested in law interviewed the speaker on law.

The speakers took their tasks seriously. They followed the outline carefully. They offered to give further counsel to anyone who came to them. Many of them purchased books and pamphlets to supplement their first-hand information.

Two men said it was the first time they had been in the school room since graduation twenty years before, and they seemed to enjoy seeing the increased enrollment in action.

C. Medium Sized High Schools

After considerable search through periodicals, textbooks, theses, and other available material, the writer was very much surprised to find a lack of reference work regarding guidance programs of high schools from 200 to 800 student enrollments. The high school needing development in guidance work more than any other is the medium-sized school.

By personal conference with superintendents, principals, and teachers attending Indiana State Teachers College, the writer was again surprised at the futile attempts that are being made in this field in schools of this size.

In medium-sized high schools the organization should be very simple and such that it can be administered with a

minimum of time.

As in the case of the small high school, the superintendent or principal appoints from among the teachers a committee on guidance. Generally the principal acts as chairman or guidance counselor along with his administrative duties. Sometimes this duty is turned over to some interested and well-qualified teacher. The committee studies carefully the problem of guidance in the school, evolves plans, and is responsible for the execution of the plans in the school. These plans are always approved by the principal or superintendent. The committee works with the home-room and classroom teacher. The work of assisting pupils requires the earnestness and cooperation of all in the school. Many times most of the social work is done by the chairman of the committee. The committee divides the work among its members, one being responsible for the adjustment of the student to the school, another for the guidance into vocations, and another for further educational guidance. Then an effort is made to allocate definite responsibility for certain phases of the guidance program among the teachers, home-room teachers, and special workers. The most difficult part of the beginning work is likely to be selling the idea of centering the attention of the school on guidance. When possible in the medium-sized high school, a large part of the guidance is done by the home-room teacher. Often this requires extra work, but provision can be made for such work in the teaching load.

In these high schools more emphasis is put on placement. If guidance has been successfully handled, a student leaving school should have interests in some vocational and educational advancement as well as possessing a knowledge of his ability. Oftentimes the school is able to give more assistance in the placement of its former students. Rarely is much work done in this direction. While the student is in school, it sometimes becomes necessary for him to drop out or do part-time work. The school would help secure such work.

An alumni association forms an excellent agency in the follow-up of former students. Most of it is done on an unorganized basis and handled by personal contact. Would it not be well for our high schools to have a record of their former students?

In an interview with a principal of a high school (A) in central Indiana the writer found this information concerning the school city.

The population of the city is 7,500. The majority of people are native born Americans, although there are some Germans, Assyrians, and Negroes.

The community, being urban, is located near Indianapolis, Indiana. Many of the people are employed in the neighboring city in various professional trades, and industries. In this particular community gardening is carried on extensively by some of the German peoples.

The high school has the 8-4 plan and has approximately

600 students. The curriculum is organized on the major-minor plan, offering commerce, vocational home economics, vocational industrial arts, music, and the regular academic work. There are twenty-one teachers who are under the direction and supervision of the county superintendent and the high school principal.

An analysis of the guidance program indicated that the principal acts as counselor and delegates the duties to the home-room teachers and sponsors. All schedules are made out in the various home-rooms, and any other problems are given the necessary attention in light of individual records that are kept in the home-room.

The most important extracurriculum activity, from the viewpoint of the principal, is the student council. It is composed of a representative of each home-room, president and vice-president of the senior and junior classes, president of the Booster club, president of the lettermen's club, and president of the dramatics club. This organization holds its meetings once a week during the thirty-five minute activity period. After any problem is discussed in a meeting, these representatives report to their home-room. In this manner better policies are evolved by both the faculty and council, and the student body feels as if it has an important part in developing the rules of the school.

This school does very little in respect to placing students when leaving school. However, the teachers and

principal frequently write references and consult possible employers for graduates. The teachers do this willingly but do not consider it part of their duties.

The follow-up is carried on by personal contact with no organized effort to investigate all of the former students.

The advantages of this program depend upon the extent to which the program is developed. The student council, through representation, is an agency for creating respect for the rules of the school. The home-room teacher learns the individual student better than any other person affiliated with the school.

The disadvantages of the program begin where the program ends. There is felt a severe need for placement and follow-up.

In another interview with a high school teacher teaching in a county seat in southern Indiana, a city of 13,000 inhabitants, the following information was obtained concerning school B. There are very few foreign people in this community, and most of the people not engaged in the two large manufacturing companies located here engage in agriculture as a means of livelihood.

The high school has an enrollment of fewer than 1,000 students. It is organized on the 8-4 plan, has thirty-four teachers who are directed and supervised by the city superintendent, principal, and special supervisors. The curriculum is the major-minor type with offerings in commerce, vocational home economics, vocational industrial arts, music, and academic

work.

In this high school the guidance director is the principal of the school. He delegates duties and numerous responsibilities in guidance to the sponsors. The sponsors are selected by the individual student. Time is given for group conferences in the home-room. At the beginning of the semester individual educational guidance is given regarding program making, etc. An elective course in occupations is offered in the senior year. The course is well organized and properly presented. The special supervisors deliver talks concerning program making and curriculum selection for the high school to the junior high school pupils during the second half of the eighth grade. Other means of guidance consists of printed material, school papers, student handbook, pamphlets, and college bulletins.

In the placement of students this program is very weak. However, the personnel will give references and assist individuals in securing positions. This is a phase of the program that could be carried on better in that type of industrial community.

The follow-up in this system corresponds to high school A. What little is done is by personal contact and is not organized to cover all of the individual cases.

This represents the beginning of a guidance program. The school has a broad offering for the students, which within a few years, will be more ably handled.

The main disadvantages of this program are: (1) not

having counselor spend needed time and work on the program, (2) lack of interest in placement, (3) no established effort for readjustment, and (4) the popular sponsors may have too many students and others may have but few to direct.

The next principal interviewed represents high school C of 225 student enrollment. This rural community is near Terre Haute, Indiana. The people are mostly native born Americans, but there are several families in the community who came from England. Vocations include truck farming, mining, electrical work, and many of the people are employed in the neighboring city. The population of the community is about 400, but the high school has students from over the entire township.

This high school is organized on the 6-6 plan, has fourteen teachers, and a major-minor type curriculum. The offerings are commerce, vocational home economics, industrial arts, and academic work. The administrators of this school are the superintendent, principal, and assistant principal.

The principal of the school combines his office with that of the counselor and is making a program with the aid of the faculty committee. Educational guidance, regarding the selection of curriculum and program making, is given by the entire faculty at the beginning of each school year. During the school year there are no courses offered in curriculum making or citizenship. What information that is learned regarding vocations, we might say, is learned incidentally. There are few extracurriculum activities in this school. They are as

follows: student council, boys' athletic association, girls' athletic association, boys' 4-H club, and girls' 4-H club. The sponsor of each organization accepts the guidance responsibility of each group. This, as it stands, is an example of a subject-centered school. However, the administrator is working toward a better program for this coming year.

This program has no placement or follow-up phases and, in fact, very little guidance. The individual student does not have guidance from the teachers unless he presents an unusual problem.

A school woman interviewed was from a city having a population of 4,000 inhabitants in the north central part of Illinois. This town has as its major industries coal mining and agriculture. As is typical of most mining towns, there is a foreign element present. It is composed of Lithuanian, Italian, French, and Belgian people, but most of the inhabitants are native born Americans.

The high school D has an enrollment of 350 students, with 15 faculty members, and is organized on the 8-4 plan, with a county superintendent as its director and a principal as supervisor. The school has a major-minor type curriculum with offerings in commerce, home economics, industrial arts, music, and general academic work.

The guidance program is combined with the administrative duties of the principal. In this school the typical assembly room is used, but when it is overcrowded, students are sent to

another room which is called the home-room. It would be very difficult to sell this community on a guidance program because the foreign elements of the population do not believe in education. Most of the boys leave school at the age of sixteen to begin work in the mines. Considerable guidance is given in curriculum selection at the beginning of the school year. Practically the only other organized guidance given is by the sponsors of the extracurriculum activities. They are as follows: boys' athletic association (football, basketball, baseball, track), girls' athletic association, dramatics, debating, Hi-Tri, boys'league, student council, student management, and the four class organizations.

Many of these boys and girls leave this community after completing their high school work. These people often feel the need for vocational study after they have left the school.

During the past year the school helped people secure part-time employment through the government in the National Youth Administration.

The program provides no organized system of follow-up. It does offer some guidance through extracurriculum activities, but this is much too inadequate for the size of the school. Prospects for a better program are not good. A guidance program has no interest in this community.

High school E is located in the southern part of Indiana in an urban center of approximately 5,000 inhabitants. The major industries are manufacturing, farming, and quarrying.

There is practically no foreign element in this community.

The high school has an enrollment of approximately 200 students, with 16 teachers, and is organized on the 6-6 plan, with a county superintendent as its director and a principal as supervisor. The curriculum is organized on the major-minor type, offering vocational industrial arts, vocational home economics, commerce, vocational agriculture, and general academic work.

The principal assumes the duties of director of guidance. Educational guidance begins at the first of school in the ninth year. Later a course in occupations is offered as an elective. Conferences in curriculum selection and program making are given by the classroom teacher. The student council is organized similar to the student council in high school A and functions in the same manner. This school does not have the home-room organization, but does have the typical assembly and the opportunity rooms. The extracurriculum activities are the following: boys' athletic association (basketball and baseball), girls' athletic association, debating, dramatics, glee clubs, commercial club, girls' 4-H, boys' 4-H, and organizations competing in state academic contests. The Principal teaches a course in guidance to the faculty members, and the entire program is centered around him.

The person interviewed thought that among the advantages of this program were the following: it was the first step in the right direction in making pupils conscious of the value

of vocations; it crystallizes fairly early in life the preferences of the student so he can more easily be guided into a vocation; and it gives the proper guidance to the few who attend college.

The disadvantages of the program are: (1) there is no effort made to place students; (2) the follow-up is almost negligible; (3) no individual is properly trained in the work as guidance counselor.

In the community of high school F the population is rural and scattered over the township. The major industries are agriculture and gardening, and a number of the inhabitants are employed in a near-by city. This high school is located in southwestern Indiana.

The enrollment of the school is 220 students, having 12 teachers, directed and supervised by a county superintendent and principal. The school is organized on the 6-6 plan, and has the major-minor type curriculum with offerings in commerce, vocational agriculture, vocational home economics, academic, and general course.

The guidance program is in charge of the principal of the school. Most of the educational guidance is given through conferences. If the students belong to the girls' or boys' 4-H club, the sponsors give them group guidance. This school has neither a home-room nor the typical assembly room.

A course in occupations and citizenship does not have a place in the curriculum. The extracurriculum activities are

the following: boys' athletic association (basketball, baseball, track), girls' athletic association, intramural sports, chorus, dramatics, science club, social studies club, boys' 4-H and girls' 4-H. Each organization has a sponsor, and the sponsor is responsible for the direction and guidance of each organization that is not administrative in nature.

The school is too subject-centered, but there are developments toward a better guidance program for the school for next year. No attention is given to placement. Occasionally, the principal is called upon to write a reference for a former student. The alumni organization is the only form of follow-up the school maintains, and it is not kept up-to-date.

High school G represents a rural community of about 800 people, but it has students enrolled from over the township. It is located near a large city in southern Indiana. Many of the people are employed in the city following professions, trades, and industry. There is a small foreign element in this community.

The high school has an enrollment of 200 students, is organized on the 6-6 plan, has a major-minor type curriculum with offerings in commerce, home economics, agriculture, and an academic course. There are 15 teachers under the supervision of the county superintendent and the principal.

The principal of the school is in charge of the guidance work and the administrative duties of the school. In this school very little has been done in the field of guidance.

In the curriculum there is a course in family relations, occupations, and citizenship (in the social studies group). The school uses the typical assembly and has no home-room. The extracurriculum activities are limited in number. They have the boys' athletic club, girls' athletic club, music club, dramatic club, and Boy Scouts. These organizations are in charge of a sponsor who does guidance work with the group.

The school does not attempt to place students and the follow-up is by personal contact. The program is very inadequate for a child-centered school.

High school H is located in a mining city in southern Indiana. The population of the city is 5,000 inhabitants, and the major industries are coal mining and agriculture. There is a foreign element in this city (French, German, Italian, Jew, Irish, Slav, and Hungarian), but they have lived here a great many years. Their children speak English fluently.

The high school is organized on the 8-4 plan; it has a major-minor type curriculum, and offers commerce, vocational industrial arts, vocational agriculture, vocational home economics, music, and an academic course. The school has an enrollment of 525 students with 20 teachers and a superintendent.

The guidance program is under the direction of a faculty committee. The principal's duties are combined with that of the superintendent, and consequently, all the superintendent does is to approve the work done in guidance. There is no assembly in this school, but the library has been made into a

large reading room. The home-room here is a place for students to study before the first hour of the morning and before the first hour of the afternoon. Often the home-room becomes a visiting room, since it is in charge of the class sponsors. Extracurriculum activities are the following: Hi-Y, Blue Tri, boys' athletic association (football, basketball, baseball, and track), girls' athletic association, commercial club, dramatic club, boys' 4-H, girls' 4-H, boys' glee club, girls' glee club, orchestra, band, school paper, French Club, social studies club, boosters' club, science club, student council, and the four class organizations. Each one of the organizations has a sponsor who gives educational, personal, social, and health guidance.

An occupations course is offered in the industrial arts department, and all students in the ninth year must take a course from the social studies group in citizenship and vocations.

This program assists the student by individual and personal conferences, and the course in occupations orients the student in the various vocations.

There is very little work done in placement and follow-up in this school. There are no alumni organizations and the follow-up consists of occasional visits to the school by former students, letters to faculty members from former students, and from places of employment, colleges, etc.

The program offers ample room for student participation

in extracurriculum activities. It is intended that each student be in at least one activity and, therefore, have guidance through that sponsor. Under this system an insufficient record of past achievements and participations is maintained.

It would be better to have a guidance counselor in a school of this size.

D. Large High Schools

The following pages are composed of "Case Reports" on certain large high schools over the United States, as were compiled by William Reavis[4] on the larger high schools of the United States. The writer has given in this survey a digest of his studies that pertain more to this phase of guidance than do the others.

1. Case Report on Boston.[5] The schools of Boston, Massachusetts, are thought to be the first in the United States to provide organized guidance for pupils. This was first used in 1910. Later years find a much improved program.

At the present time the personnel of the department consists of the director, six vocational instructors (men), eleven vocational assistants (women), and two clerks.

---

[4] William Reavis, op. cit.

[5] National Survey of Secondary Education, Programs of Guidance. Bulletin Number 17. (Washington: Government Printing Office, 1933)

The Objectives of the Department

I. Educational and Vocational Guidance:

A. To assist pupils in acquiring of a better knowledge of educational and vocational possibilities.

B. To assist pupils in acquiring a better knowledge of the common problems of the occupational world so that they may prepare more fully for lives of usefulness in the community. Vocational and political citizenship must go hand in hand.

C. To obtain for each pupil, as far as possible, every opportunity which it is the duty of the public schools to provide.

II. Placement:

A. To assist graduates and undergraduates who must leave school to work in finding suitable positions. Physical and mental fitness, school preparation, and vocational interests are the determining factors in placement.

B. To aid those who need readjustment in their work.

C. To aid those who, in order to continue their school work, must have after school work, Saturday, or summer work.

III. Follow-up:

A. To help young workers to a better understanding of their relationships to other workers in their own and other occupations and to society.

B. To insure better cooperation between the public schools on one hand and the higher educational institutions and the various commercial and industrial pursuits on the other hand, in order that there may be no gap between the groups.

C. To make scientific studies of the information gathered for the benefit of the child, the school, the employer, and society.

D. To assist in adapting the schools to the needs of the pupils and the community, through providing the information needed for the modification of curriculum materials.

IV. Persons Responsible:

A. Duties of Director:

1. Policies of the department.
2. Budget making.
3. Departmental staff supervision.

B. Duties of instructors and assistants:

1. Personal interviews.
2. Registration and personal interview with freshmen, sophomores, juniors, and seniors.
3. Instruction in occupations.
4. Placement.
5. Follow-up investigations.
6. Modified in a light of needs of school.

C. Duties of school counselors:

1. To be the representative of the Department of Vocational Guidance in the district.
2. To attend all meetings of counselors called by the Director of Vocational Guidance.
3. To be responsible for all material sent out to the school by the Department of Vocational Guidance.
4. To gather and keep on file occupational information.
5. To arrange with the local branch librarians about shelves of books bearing upon educational and vocational guidance.
6. To recommend that teachers show the relationship of their work to occupational problems.
7. To interview pupils in grades six and above who are failing, attempt to find the reason, and suggest a remedy.
8. To make use of the cumulative record card when advising children.
9. To urge children to remain in school.
10. To consult records of intelligence tests when consulting children.
11. To recommend conferences with parents of children who are failing or leaving school.
12. To interview and check cards of all children leaving school, making clear to them the require-

ments for obtaining work permits.

Interschool and Curriculum Guidance.

Counseling and Guidance.

Placement Service.

Follow-up Work.

State law requires that every pupil who has been in a trade school for six months or more shall be followed for a period of five years.

The cost of the program is about $1.20 per pupil, exclusive of sixth grade.

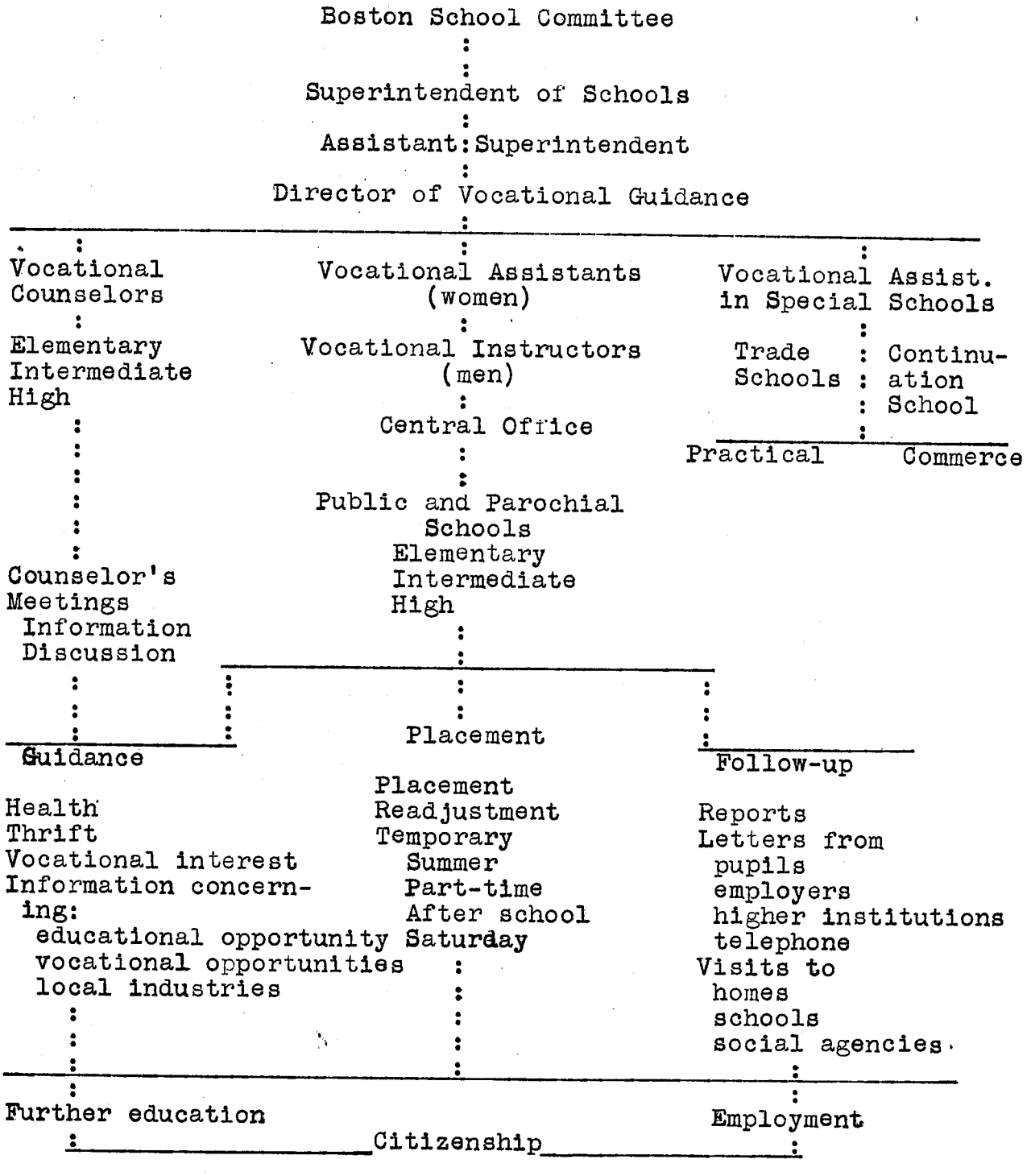

Chart 2. Organization of Guidance in the Boston City Schools.

2. Case Report on Cincinnati.

a. Present Organization. The Vocation Bureau is now organized in five divisions; certain types of cases are handled by more than one division of the bureau. All divisions cooperate closely, with each contributing its particular service in the solution of a difficult problem.

b. Staff and Functions. The staff of this division of Occupational Research and Counseling consists of the director, seven counselors, and three clerks. The counselors spend half of their time in conferring with individual pupils, a fourteenth in teaching classes in occupations, a seventh in occupational research, and the remaining time in conferring with teachers, principals, parents, and arranging trips for pupils, etc.

c. The Division of Occupational Research and Counseling Emphasizes:

(1) An understanding of the individual child and his problems, based on a careful study of such material as is available from the psychological laboratory, the school grades, teachers' estimates, social agencies, etc., as well as conferences with the child himself.

(2) A knowledge of the world of occupations and the related problems gained by each counselor through her contact with industry and business, as she conducts field investigations

and makes the results of these available for other counselors. Each counselor spends part of one day each week in occupational research, which amounts to approximately 30 days each year.

d. Classes in Occupations. The classes in occupations are taught by the vocational counselors. These contacts made by the counselor with the pupils in groups afford an excellent background for the subsequent individual conference.

e. Individual Conference. Before sending for the pupil the counselor secured and studied the following information concerning him.

(1) Data concerning home, family relations, interests and activities and plans for the future.

(2) An estimate by the teacher on special characteristics, abilities, or weaknesses of the pupil and information that she may have concerning his home.

(3) Information based on the cumulative school record which had followed the child from class to class since his enrollment in kindergarten, and which often contains valuable information concerning his school record, family and special abilities.

(4) A current school record on which were reported the pupil's grades in the various subjects as listed on his report card.

(5) Results of psychological tests and facts and interpretations concerning him.

(6) Data from social agencies which were known to be interested in the pupil or his family.

(7) The counselor's record of any previous conference or conferences with the pupil.

f. Occupational Research. Counselor spends 30 days per year in gathering and preparation of new data and in the revision of old information. This includes visits to industrial establishments, and interviews with employers, managers, and workers, as well as with technical authorities, in the various business or professional fields.

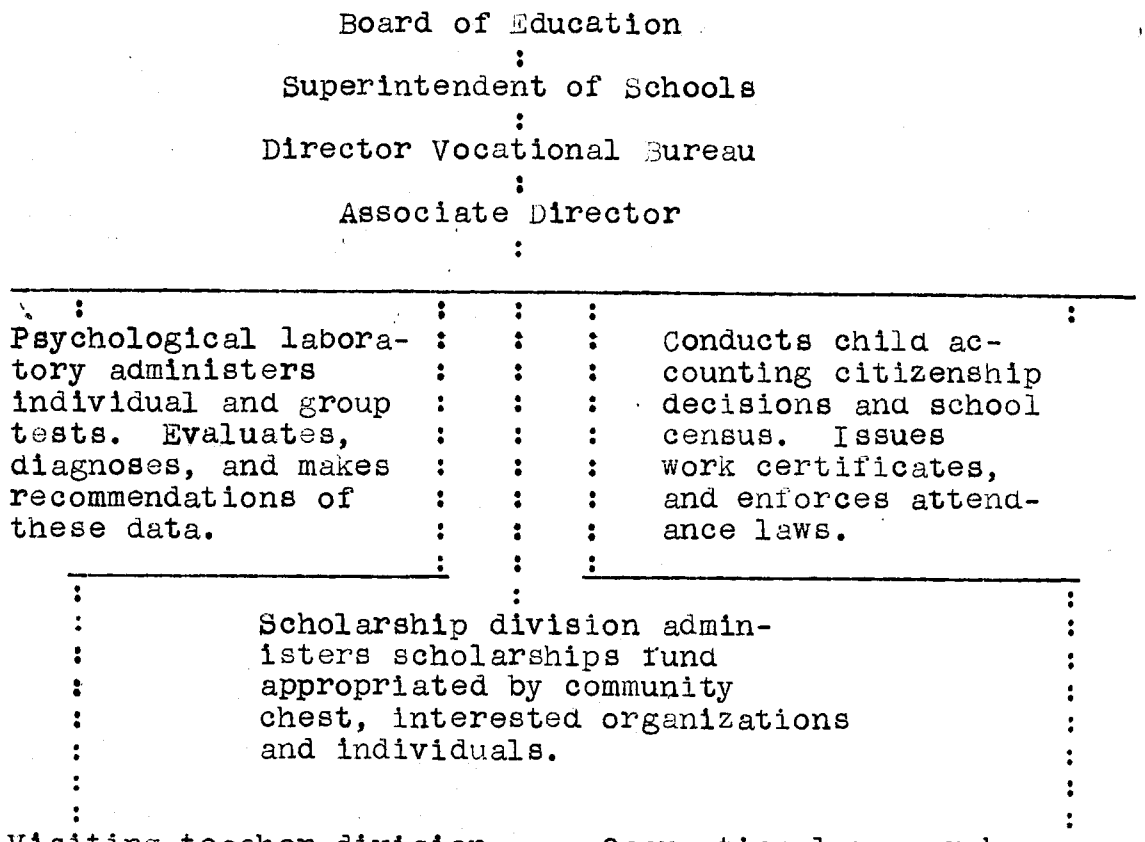

Chart 3. Organization and functions of the Vocational Bureau, Cincinnati, Ohio.

3. Case Report on Milwaukee.

a. Life Advisement Bureau. Guidance as a specific function of the secondary school was introduced in the public school system of Milwaukee, Wisconsin, in 1928, through the Life Advisement Bureau. A director was appointed to consult with the principals of the high schools regarding the establishment of guidance service in the schools and to develop an organization designed to aid pupils in making school adjustments and in planning their life careers. In order to avoid a topheavy central organization, the personnel of the Life Advisement Bureau was restricted to the director; but any principal was permitted to assign any number of his teachers to guidance duties for such portion of their time as he might see fit to utilize, provided that the minimum teacher-pupil ratio of the school was not changed. The plan made possible the establishment of guidance services in every secondary school in the city through the cooperative planning of the director of life advisement and principals of the schools.

How the life advisement organization functions in an individual secondary school will be discussed briefly in the following paragraphs.

In some of the schools the chief advisor devotes full time to guidance work, usually concentrating on the freshman class. These pupils are interviewed prior to admission,

records are secured, tests are administered, courses are planned, parents are advised, schedules are made out, adjustments are effected, and individual advisement is provided. The assistant advisers are assigned to advanced groups, for which they are responsible during the residence of the group in the individual school. The work of the assistant is unified through the counselor, principal, and director of life advisement. All teachers engaged in advisement work are under the direction and supervision of the officers named. If aptitude, interest, and devotion to the work are not developed by the assistant advisers during the period of overtime service, they are relieved of guidance responsibilities before releases from teaching duties are granted. The assistant adviser, as well as the chief adviser, must thus establish for himself a place in the guidance organization of a given secondary school through an interneship of overtime advisory service before recognition is given in the form of release from teaching duties.

In the individual schools the advisers cooperate with classroom, and home-room teachers, sponsors of extra-curriculum activities, and administrative officers in the administration of pupils. Records are assembled in accumulative folders for pupils as individuals, diagnostic study is carried on, and corrective or remedial treatment is advised. In case pupils are required to seek employment, assistance is given in securing placement; and transfer to the part time vocational school is arranged if the individual is under 18 years of age. In the senior year guidance is provided for pupils in the choice of college or in the

selection of a life work. Throughout the secondary school period the primary concern of the adviser is individual adjustment to the opportunities provided by the school and life advisement for those who manifest an interest in choosing a vocation or are compelled by circumstances to enter upon a career.

The term "life advisement" as used in Milwaukee has a broader meaning than educational or vocational guidance considered separately. It encourages the study of the present performance of the individual pupil in light of his tentative goals and future plans, as a means of inducing self-appraisal and self-discovery. To accomplish this purpose certain general policies are encouraged by the director of advisement on the part of all the schools. These are: (1) pre-admission advisement, (2) follow-up of pupils after admission, (3) individual counselling, (4) group advisement, and (5) occupational information.

The director of life advisement service in the individual schools has refused to set a fixed program. He has chosen to accept the role of the consultant rather than that of adviser. As a result, the programs in the different schools vary a great deal. Initiative on the part of the principal and counselor has been developed in the formation of programs.

IV. CONSLUSIONS

A. Small High Schools

1. The most important part of the initial work is likely to be that of selling the idea.

2. In practically all the small schools the principal acts as the guidance director. Sometimes the duties are delegated to a faculty committee, but the principal, even then, approves the entire program.

3. If the guidance is not done by the principal, it is delegated to the teachers, making an extra load for them. This may be an advantage as it enables the teacher to become better acquainted with the students, although it is well known that not every teacher is prepared for this responsibility.

4. In home-room guidance all are provided a means of becoming interested in the guidance program.

5. A need for the study of occupations is present, which should be a part of the guidance program.

6. Pupils secure information on occupations and avocations by visits, talks, reading, school clubs, films and slides, outside agencies, and finding courses.

7. Vocational interests are not so important as vocational abilities. One's ability is most usually indicated by his mental rating, by the school record he has made, and by the results of aptitude tests.

8. The guidance organizations are lacking in the majority of schools with enrollment of fewer than 200 students.

9. The four chief duties of deans, e. g., discipline, social conduct, supervision of extracurriculum activities, and control of attendance, are, in the main, administrative duties instead of that of counselors.

10. Home rooms are utilized for guidance in one-fifth of the schools with enrollment of fewer than 200 students.

11. Teacher advisors are used chiefly by the smaller schools.

12. The teachers' guidance activities are more or less general.

13. There is little money available for guidance work.

14. The small schools give practically no recognition to the question or problem of placement in guidance courses.

15. The guidance work in the small schools emphasizes group guidance, with very little attention to individual guidance.

16. Because of a lack of understanding, the small school seems to reflect a certain degree of helplessness in preparing a guidance program.

17. In small schools that have counselors, the counselor for boys is a man, for girls, a woman.

18. Rarely is much effort made to place former students.

19. Most placement of former students is done by the alumni. It is handled on an unorganized basis and by

personal contact.

20. Many of the small high schools are too subject-centered to give the necessary attention to individual problems.

21. Administrators of small high schools face two big problems: (a) there is a need for developing a high school curriculum to be pursued by all students which will fit them for a happy and useful life and (b) there is a need for a curriculum which will provide for the individual needs of the boys and girls attending high school.

B. Medium-Sized High Schools

1. Little or no work has been done on guidance in the medium-sized high school.

2. They do not have counselors to spend the needed time on the student's program.

3. A very pronounced lack of interest is shown in placement.

4. They have no established effort for readjustment of the students.

5. The guidance may be delegated to the sponsors who are often "popular" teachers and not qualified for the responsibility.

6. The high school that needs development more than any other is the medium-sized high school.

7. Most of the follow-up is done on an unorganized basis and handled by personal contact.

8. Most high schools do not make an established effort at readjustment.

9. Most of the information regarding curriculum making and vocation in schools of this size is learned incidentally.

10. There is a trend toward a pupil-centered school instead of a subject-centered one.

11. Most of the guidance in curriculum making is given at the beginning of the year.

12. Guidance crystallizes fairly early in life the preferences of the students, so they can more easily be guided into vocations.

13. Guidance is a step in the right direction in making pupils conscious of the value of vocations.

14. A large part of the guidance is done by the home-room teacher.

15. More emphasis is put on placement of students in school than is given in the smaller schools.

16. Some work is done to place former students.

17. Most placement of former students is done by the alumni. It is handled on an unorganized basis and by personal contact.

18. The individual student does not have guidance unless he presents an unusual problem.

19. Many of the medium-sized high schools are too subject-centered.

20. Because of a lack of understanding, the medium-sized school seems to reflect a certain degree of helplessness in preparing a guidance program.

21. The counselor for boys is a man and for girls is a woman.

22. The guidance work emphasizes group guidance with very little attention to individual guidance.

23. The teachers' guidance activities are more or less general.

C. Large High Schools

1. In the large high schools the work of guidance is in the hands of a guidance director or counselor. He, in turn, delegates the work to an assistant superintendent or dean of boys and dean of girls. Then the two deans make the home-room and club sponsors responsible to the student.

2. Many times the student selects a curriculum for which he is not suited. Proper guidance eliminates this trouble.

3. The home-room advisor, dean of girls, and dean of boys are most commonly the guidance officers found in the large schools.

4. In two-thirds of the schools with excess of 1000 enrollment the work is supervised in a general way by the principals.

5. It is seldom that the principals of the larger schools personally carry on the guidance work and serve as advisers to the boys.

6. The home-room is more frequently used than any other as the unit of the guidance program.

7. Guidance committees are usually released from teaching duties or are paid a raised amount for assuming the responsibility.

8. The members of guidance committees as a rule are not specialists in guidance work.

9. In the schools with over 1000 enrollment the visiting teacher is utilized in stead of a guidance functionary to the same extent as the guidance committee.

10. The visiting teacher is often a trained social worker.

11. Rarely is much effort made to place former students.

12. Most placement of former students is done by alumni. It is handled on an unorganized basis and by personal contact.

13. Most large schools are able to finance a guidance program rather extensively.

V. TENTATIVE PROGRAM FOR EDUCATIONAL AND VOCATIONAL GUIDANCE FOR LINTON STOCKTON HIGH SCHOOL

A. The Aims and Objectives of Guidance in the Guidance Program

1. General Objective. The general objective of the guidance program is to assist the individual to make an intelligent choice in the selection of subjects, to acquaint him with the various vocations and to assist him in finding the place best fitted for him in his life work.

2. Objectives of Educational Guidance. The general objective of this type of guidance is to assist the students to choose, to prepare for, enter upon, adjust themselves to and make progress in a course, curriculum, or school.

a. Specific Objectives.

(1) To help the student to secure information regarding possibility and desirability of further schooling, and to develop a method by which he can determine the value of such further schooling for himself.

(2) To enable the student to find what is the purpose and function of each type of school he might attend.

(3) To help the student to secure definite knowledge of the offerings of the high school and of the purpose of each course and curriculum.

(4) To give the student an opportunity to try out various studies so that he may gain some insight into the school life and work that is ahead, in order that an intelligent choice may be made of school, clubs, and other activities.

(5) To enable the student to determine or understand better the requirements for entrance into these schools and what abilities are necessary for success in them.

(6) To assist the student in securing information about his own ability to do the work of the advanced schools and about his own interests in such work, as well as to assist him in the choice of school or course.

(7) To help the student to adjust himself to the curriculum in the school.

(8) To help the student to adjust himself to his teachers.

(9) To develop in the student the desire and ability to progress in his chosen course.

B. Objectives of Vocational Guidance

1. General Objective. The general aim of vocational or occupational guidance is to help the individual to choose, to plan and prepare for, to enter upon, and to make progress in an occupation.

a. Specific Objectives

(1) To assist the student to acquire greater

knowledge of the characteristics, duties, and rewards of the occupations within which his choice will probably lie.

(2) To help the student to find what general and specific abilities and skills are required for the group of occupations under consideration, and also to find the qualifications of age, preparation, and sex for entering them.

(3) To give some opportunity for experience in school (try-out courses, out of school, after school, and vacation jobs) that will give certain facts about conditions of work. It will assist the individual to discover his own abilities and help in the development of wider interests.

(4) To develop in the student the idea that all honest labor is worthy and that choice of occupation should be based upon the peculiar service that the individual can render to society, upon personal satisfaction in the occupation, and upon ability, possibility of advancement, and the like.

(5) To teach the student how to analyze occupational information and to develop the habit of analysis of such information before making a final choice. A choice of occupation is often made before sufficient information is gathered together or before the information at hand is properly analyzed.

(6) To assist the individual in securing such information about himself--his abilities, general and

specific, his interests and his powers--as he may need for a wise choice, and such as he cannot obtain himself.

(7) To assist economically handicapped children who are above the compulsory attendance age as well as college students to secure, through public or private funds, scholarships or other financial assistance, so that they may have opportunities for further education.

(8) To assist the student to secure a knowledge of the training facilities offered by various educational institutions and a knowledge of the requirements for admission to them, the length of training offered, and the cost of attendance.

(9) To help the worker in adjusting himself to the occupation in which he is engaged and to assist him in understanding his relationship to workers in his own and related occupations and to society as a whole.

(10) To provide the individual with reliable sources of information and help by means of close cooperation between schools, colleges, and social agencies on the one hand, and the various industrial, commercial, and professional pursuits on the other hand.

C. Suggested Program

The present guidance program in Linton-Stockton High School has been evolved as a result of extracurriculum activities, administrative needs, and educational guidance demanding attention.

The responsibility for developing the work is delegated to the principal.

Because of the lack of financial resources and the size of the school, many difficulties exist in starting this program.

The program as outlined will fall into units, each of which will be briefly described.

From the data presented on small, medium, and large high schools, advantages and disadvantages in the various programs were found. An effort will be made to avoid some of the major weaknesses existing in these programs.

The following ideas will serve as a guide in beginning the work:

1. Evolve a program that will enable the director of guidance to maintain contact with the student during his entire four-year high school course.

2. Provide for development and growth of the program. (It will require at least four years to put into effect the program as now organized.)

3. To develop a philosophy that will serve at all times to direct progress and keep the program moving along in the right direction.

4. Provide a program that will utilize personal and group conferences, thus eliminating the over-used text-book type of course.

The program consists of two major divisions. One division is taken care of through organized home-room

and group activity, and the other through personal and individual conference with the student at various times during the school year.

The group or home-room activity is under the direction of sponsors who meet the groups once each week (see form A.) The groups will be selected at random in each class with a few changes being made to foster better teacher-pupil relationship. The activity periods of the other four days will be used for assembly programs, activity meetings, supervised study, and faculty meetings. The faculty meeting each week at this time will help to enable the teachers to follow the same objectives, aims, and special problems that occur from time to time relative to the guidance work.

The next year the same home-room teacher will be in charge of the same group although it has advanced into the tenth year of school work.

In the eleventh year the same arrangement will prevail, with each group meeting once a week.

In the twelfth year the home-room teacher will have developed the proper relationship for knowing the individuals. She will be able to give more individual approach, and contact with the student will be maintained in a form consistent with the type of work being done.

The plan as outlined will give a full unit's credit to those whose work has been satisfactory for the full four-year's work. This work will be required of all high school students.

A brief description of the material outlined for each year follows:

1. For the Ninth Year.

a. The student is given a description of the building with special emphasis on the location of rooms, an explanation of the location of rooms, an explanation of the various rules and regulations of Linton-Stockton High School and a discussion of various types of procedure required when tardy or absent.

b. A brief study is made of the extracurriculum activity program as provided in the school in order to acquaint the student with the purposes and values of the various types of activities and to encourage student participation, A system of compulsory participation in these activities is not used.

c. In this unit a study is made of the various honor awards of the school (scholastic and athletic.)

(1) Membership in honor society and qualifications.

(2) Scholarships offered by the different organizations.

(a) Rotary

(b) American Legion

(3) Rotary trophy award.

(4) Letters and sweaters awarded in football basket ball, track, and to the cheer leaders.

(5) Attendance certificates.

(6) Names read on recognition day.

d. A thorough study is made of the general subject of citizenship. What is a good school citizen, and does good citizenship carry over to life work? How does a good school citizen act and how does he express himself? A close observation of the other students forms a part of this unit, which ends with a thorough explanation of the "citizenship sheet." (See form F.)

e. This unit covers about one-third of the year's work and consists of a study of the question of "How to Study." Emphasis is given to the following points in this unit.

(1) Start to work promptly and with determination to get work assigned.

(2) Review previous lesson before starting advanced assignment.

(3) Read the entire assignment and understand most important features of it.

(4) Except in mathematics, usually read the lesson as a whole first.

(a) It is desirable to see things as a whole to get an idea of relation between the various parts.

(b) Often time is saved because points not clear in first part are explained in last part.

(5) Re-read and pick out important parts, often taking notes, outlining and underlining.

(6) Question what has been read and associate new knowledge with old--visualize the relation of points to each other and to preceding lessons--assimilate and fix points.

(7) Learn the important things in the lesson.

(8) Summarize the whole lesson.

(9) Memorize by wholes instead of parts.

(10) Develop powers of concentration.

(11) Learn for value received and not for recitation or grade.

(12) Develop initiative and independence.

(13) Use library intelligently.

This work will be supplemented by Wrenn's Study Hints.[1]

f. The last unit in the ninth year deals with a study of school courses and subjects and their values. The meaning and value of a high school education is discussed, and consideration is given to the contributions and values to be expected from the various curricula. This unit should help the student decide which major and minor field he wishes to study.

2. For the Tenth Year.

a. A study of vocations is started at this time. The vocations studied are selected by the teacher and the

---

[1] W. C. Wrenn, Study Hints. Stanford University Press 1930

students in the occupation class. This is provided for in the curriculum. It is not a textbook course but is divided into units of work that require reference work and supplementary study in each field.

Through cooperation with the Rotary Club, Greater Linton Club, and American Legion experts, the leaders in the various vocations are invited to speak before the classes, and the class is taken frequently to places of business, offices, and industries, where the various occupations are explained. Each of these trips should be well organized and a few will last one-half of the entire day while some are taken on Saturdays and others after school.

Each student is required to keep a work book, consisting of his notes, clippings, articles, and pictures dealing with the different phases of the occupations studied.

During this year the student should have decided on the course he will pursue in the high school. Again emphasis is placed upon the values of studies offered in the high school.

3. For the Eleventh Year.

a. The unit on vocations begun in the tenth year is continued in the eleventh year. Each student is expected to make an individual study of those occupations in which he is most interested. Many other studies are taken up during the year that are supplementary in nature and center around occupational study. Each student is expected to make a study of the biographies of various successful men in the particular occupations in which they are especially interested.

In this manner the student is able to learn some of the characteristics and abilities required of men and women in these occupations. They also learn something of the personal qualities necessary for success in these occupations.

The following list of aims indicates the chief values set up for the occupational study as offered in the tenth and eleventh years.

A. A better understanding of the various occupations existing in the community.

B. Development of an understanding on the part of the student of the contributions to society made by men engaged in these occupations.

C. Acquainting the student with the various methods of studying the different occupations.

D. Giving the student a more general and more practical education by developing a better understanding of the world in which he lives.

4. For the Twelfth Year.

a. During this year a special effort will be made to deal with the personal problems that confront each student. Conferences will enable the student to secure assistance with his specific problems as they relate to his future life.

A very important part of this unit deals with placement. This will include a study of how to get a job, to write letters of application, letters of inquiry, to secure an interview, and to ask for a personal interview.

Through the Greater Linton Club the student actually makes application for a position. The secretary of the club reports back to the class the manner in which the applicant actually performed.

Emphasis is placed on the problem of individual analysis of capacities and aptitudes.

More attention is given to the question of a college education. Even though only a small per cent attend college, they are made acquainted with the values to be expected, dangers and problems confronting the college student, costs of college education, selecting a college, and many other questions pertaining to college life. For the large percentage who do not intend to go to college, additional assistance in the matter of selecting a vocation is given.

VI. GUIDANCE FORMS

A. Educational Guidance Form A

This form is referred to as the "Home-Room Form." During the first few days of the school year this information is obtained from the student in the home-room.

This form is for the home-room teacher and enables her to know the student better and be of more help to him in gaining the most from his high school experience.

FORM A

Pupil's Home-Room Record

Name_____Age_____Sex_____
Class_____Linton Address_____Telephone_____
Resident of Linton_____Resident of Twp._____
Church Affiliation_____Do you attend church regularly?___
Occasionally?____Do you attend Sunday School Regularly?_____
Occasionally?_____Father living?_____Yes_____No
Name_____Occupation_____Working now?_____
Mother living?_____If living, her name_____
Occupation_____Working now?_____
I have_____brothers, whose ages are_____. I have_____sisters, whose ages are_____. I have chosen a vocation_____. My choice is _____.
I have not chosen a vocation_____. When did you select your vocation?_____Why did you select the vocation?_____What subjects do you like best in school?_____
What honors have you won in school?_____
How far do you live from the school?_____Blocks?_____
Miles? Do you walk to and from school?_____If not, what transportation do you use?_____In what school activities have you taken part?_____

For the present year, fill in what you expect to be in:

	Grade 9	Grade 10	Grade 11	Grade 12
1	.....	.....	.....	.....
2	.....	.....	.....	.....
3	.....	.....	.....	.....

B. Educational Guidance Form B

This form is also referred to as a "Home-Room Form." It is kept by the home-room teacher for her use, and assists her in determining the reasons for unsatisfactory student achievements.

FORM B

Outside Conditions Affecting

School Achievement

Do you have a separate room at home in which to study?_____
Are the lights which you use while studying good?_____
Is the room in which you study well ventilated?_____
Well heated?_____

Subject	Time per day spent in studying this subject	Check in proper spaces time spent studying each subject at home	Record in proper spaces time spent studying each subject at home	Parents help me with these
1	.....	.....	.....	.....
2	.....	.....	.....	.....
3	.....	.....	.....	.....
4	.....	.....	.....	.....

Do you work for money outside of school hours?_____Where?_____
What are your hours?_____How many hours per day?_____
Per week?_____How much money do you make per week through this work?_____What do you do with this money each week?_____
Per cent saved?_____Per cent spent on self for luxuries?_____
Per cent spent on the support of the family?_____Per cent for miscellaneous items?_____Your miscellaneous items include such things as_____Are you given a money allowance?_____How much per week?_____Do you work at home?_____How long per day?_____What hours?_____
What do you do?_____

Make a list here of your hobbies	Time per week spent on this hobby	Who encourages you in the hobby?	How long has it been a hobby?	Where do you work on this?

1 ....

2 ....

3 ....

I. Q. _____

Achievement _____

c. Educational Guidance Form C

This form is referred to as the "Conference Form." As soon as possible after school begins a personal conference is held with each new pupil in the senior high school. The items taken up in this interview are listed on form C and a record is kept in the principal's office for future needs.

In some cases more than one conference will be necessary to get the desired information, but as a rule, this form can be filled out every two years. The director of guidance at the personal conference fills out this form for each pupil instead of having it filled out during some study or class period.

Much valuable information is recorded on this form.

FORM C

Name_____Date of Conference_____
Address_____Age___Date of Birth_____
Father's Name_____Telephone Number_____
Are both parents living?___Occupation of Father?_____
Total number in family?_____Are you living with your parents?
_____If not, with whom are you staying?_____
Does your mother work outside of the home?_____
Do you do outside work for pay?____If so, what do you do?____
Average time spent per day at this work?___Do you have any outside interests?___If so, what are they?_____
Average time devoted to these activities per day?_____
How often do you go to a show?_____
What time do you retire?_____What time do you arise?_____
Are you given an allowance each week?_____How much?_____
What are you expected to use it for?_____
How many different schools have you attended?_____
What school did you attend previous to enrolling at Linton?___
_____Grades repeated?_____Graded skipped?_____
Subjects repeated?_____When did you first attend Linton school?_____Subjects you are now taking?_____
_____
What subjects do you like best?_____
Subjects disliked, or liked least?_____
Do you expect to graduate from high school?____From college?__
Have you made any tentative plans regarding what you would like to do after completing high school?_____
Hame you made any special study of this kind of work or occupation?_____
What do you like to do best?_____
In what extracurriculum activities do you participate?_____
What responsibilities do you have in the activities?_____
How many times have you been absent this year?_____
How much time do you spend at home work? (Average per day)_____
_____
Are you having difficulty with any subject?_____
Honors and awards won in other schools?_____
Physical defects?_____
General reaction to this conference?_____

Remarks and recommendations:

_____

_____

_____

D. Educational Guidance Form D

This form is to be used by the faculty for recording contributions and deeds of students, both within and outside of school.

It is filled in by the teachers whenever they think it is advisable and turned over to the director of guidance.

FORM D

Educational Guidance

Name of pupil_____Grade_____Date_____
Class or Study_____Number in Class or Study_____

A. Scholarship
Oral_____ Project_____
Written_____
Improvement_____ _____

B. Citizenship
Class_____Chapel_____
Study_____Student Teachers_____
Halls_____Improvement_____
Playground_____Cooperation_____

C. Service
Group_____School_____
Individual_____
Outside_____ _____

D. Extracurriculum
Individual_____Project_____
Group_____ _____

E. Library
Conduct_____
Over-due books_____

Has recognition been given the student? Yes__ No__

Has he been notified of this delinquency? Yes__ No__

F. Activities outside of school
Civic_____ Church_____
_____ _____

G. Recreational
_____

E. Educational Guidance Form E

The planning of each student's program is carefully supervised by the guidance department.

Graduation requirements are explained to ninth grade pupils, and personal interviews are held relative to the planning of his high school work.

An effort is made to have the student plan the entire course in high school instead of four one year courses.

Attempt is made to plan a high school course that will be consistent with the vocational aim or future plan the student may have in mind. This may require several interviews. If possible the parent should be present at this interview. At any rate we expect the parents to sign the program in order that they are familiar with the plans of the student.

These forms are checked each year to be sure they are correct and to register the changes that are consistent with changes in student plans.

This form is filled out in duplicate. The student is to keep the carbon and the original is filed in the office.

FORM E

Suggested Program of High School Subjects

For _____ Date _____

Completed in 9th grade		Recommended for 9th grade	
Completed in 10th grade		Recommended for 10th grade	
Completed in 11th grade		Recommended for 11th grade	
Completed in 12th grade		Recommended for 12th grade	

High school pupils in planning their schedule of classes or program of subjects are to keep three specific things in mind: First, graduation requirements; Second, any specific vocational goal or aim that may have been decided upon; Third, elective subjects that will enable them to make their high school work as broad and as beneficial as possible.

Do you expect to graduate from high school?_____
Do you expect to graduate from college?_____
What do you expect to do after you graduate from high school?
_____
What do you expect to make your life work?_____

Subjects selected by pupil.

Summary of Graduation Requirements:

English	3 units
Social Studies	2 units
Mathematics	1 unit
Science	1 unit
Health Education	1 unit
Electives	9 units

Total number of units required for graduation 17 units. Subjects must be grouped so as to complete two majors and two minors.

_____
Signature of Parent

Check on Program_____ _____ _____ Dates

Remarks:

F. Citizenship Form F

Citizenship Sheet

This sheet is filled out for each student the fifth week of each six week-period.

Each teacher, having the student in home-room or class, marks the sheet according to directions printed on it.

This sheet is handed to the student with his card at the close of each six-week period. Both are signed by the parent and returned by the student to the home-room teacher. The citizenship sheet is then turned over to the guidance director, and it is filed away.

FORM F

Citizenship

Name_____Class_____

Date_____

Rate as follows: 1--Excellent; 2--Good; 3--Fair; 4--Poor.

Evaluation of Citizenship Qualities

Cooperation	...	...	...	...	...	...	...	...
Dependability	...	...	...	...	...	...	...	...
Initiative	...	...	...	...	...	...	...	...
Leadership	...	...	...	...	...	...	...	...
Promptness	...	...	...	...	...	...	...	...
Honesty	...	...	...	...	...	...	...	...
Give other fellow consideration	...	...	...	...	...	...	...	...
Courtesy	...	...	...	...	...	...	...	...
Clean Habits	...	...	...	...	...	...	...	...
Stability	...	...	...	...	...	...	...	...
Scholarship	...	...	...	...	...	...	...	...

Rated by_____

_____

Signature of Parent

G. Miscellaneous Forms

The following forms are self-explanatory.

When a student receives a special demerit, form G is filled out in triplicate. One copy is mailed to the parents of the student; one copy goes to the home-room in which the student has been assigned; and the original is filed in the office.

FORM G

_____Grade Period Date_____

Grade_____ Home-Room No._____

Dear Parent:

This notice is being sent in order that you may know that _____was given a special demerit today. A record of the incident is given below.

We invite your cooperation in assisting this pupil to become a good citizen.

Reasons for special demerit:_____

_____

_____

_____
Signature of Teacher

A special demerit is given only when a pupil's conduct is such as to demand special or immediate attention.

No pupil who has received a special demerit is eligible for either the scholastic or the citizenship honor roll for the grade period during which it (the special demerit) was given.

We are very anxious that our pupils learn to be good citizens and conduct themselves in an approved manner as well as to master the content of the various school subjects.

Very truly yours,

_____
Signature of Principal

LINTON STOCKTON HIGH SCHOOL

LINTON, INDIANA

_____19____

Dear Parent:

Up to this date_____has been tardy_____times, which is a loss of school time.

We are appealing to you as a parent who is most interested in the ultimate success of your child, that you make a strenuous effort to see that_____ is here on time to begin work with the rest of the class.

We are confident that you want to cooperate and, with that thought in mind, we are calling to your attention these cases of tardiness.

Very truly yours,

_____
Principal

LINTON STOCKTON HIGH SCHOOL

LINTON, INDIANA

_____19____

Dear Parent:

We find that_____is doing unsatisfactory work in_____.

We are sending this word to you at this time in order that our combined efforts may prevent a failure in this subject for this grade period.

Very truly yours,

_____
Teacher

_____
Principal

VII. APPENDIX

A. Bibliography

Books

Borgeson, F. C. Group Interest Activities. Vol. II. New York: A. S. Barnes and Company, 1931.

Brewer, John M. Education as Guidance. New York: Macmillan Company, 1932. Pp. 10-666.

Douglas, Carl. Organization and Administration of Secondary Schools. Ginn and Company. New York: 1932, p. 403-410.

Foster, Charles R. Extra-Curricular Activities in the High Schools. New York: Johnson Publishing Co. 1925.

Fretwell, Elbert K. Extra-Curricular Activities in Secondary Schools. Boston: Houghton, Mifflin Company, 1931.

Hyslup, C. J. Suggested Guidance Programs for Schools in Virginia. Journal of Education. 23:166-7. Dec. 1929.

Jones, Arthur J. Principles of Guidance. New York: McGraw-Hill Book Company, 1930. Pp. 21-385-346.

Koos, L. V. Kefauver, A. N. "Guidance Practice in Secondary Schools." Bulletin of the National Association of

McKnown, Harry C. Extra-Curricular Activities. New York: Macmillan Company. 1927. p. 169.

Meyers, George E. The Problem of Vocational Guidance. New York: 1929. p. 69.

Proctor, William M. Educational and Vocational Guidance. Boston: Houghton, Mifflin Company, 1925. p. 269.

Roemer, Joseph and Allan, Charles Forrest. Readings in Extra-Curricular Activities. New York: Macmillan Company, 1929.

Rugg, Earl V. Summary of Investigations to Extra-Curricular Activities. (unpublished Master's Thesis. Colorado State Teachers College, Larime, Wyoming. 1930.)

Terry, Paul W. Supervising Extra-Curricular Activities in the American Secondary School. Chicago: McGraw-Hill Book Company. 1930.

Turner, J. M. Guidance Program for a School System. Educational School Principal. 8:268-11. April, 1929.

Willet, H. J. "Program in Vocational Guidance". Journal of Education. 48:260. February, 1929.

Periodicals

Brochman, L. O. "Guidance through Doing, Tryout Experience for High School Students." Occupations. 13:13-6.

Davis, J. B. Keller, F. J. " Problem of Educational and Vocational Guidance in a Period of Unemployment." National Educational Association. 1934. p. 191.

Eastman, L. A. "Librarian as Counselors." Occupations. 12:21-6. March, 1934.

Forrester, G. "Guidance program without Extra Money or Teachers Time." Occupations. 13:50-4. October, 1935.

Hartsharp, C. B. "A Study of Pupil Participation in Iowa High School Government." School and Society. XXXVIII (Sept. 1933). p. 379.

Holland, Mary N. "Extra-Curricular Activities in High Schools and Intermediate Schools in Detroit." School Review. December, 1933. p. 759-67.

Hoppack, R. "Museums as a Guidance Aid." Occupations. 12:30-3. January, 1934.

Kefauver, G. N. "Proposals for a program of Evolution of Guidance." School Review. 42:519-25. Sept. 1934.

Kefauver, G. N. and Davis, A. M. "Investigations in Guidance". Occupations. 12:12-25. November, 1933.

Towne, C. F. and Staley, A. H. "How can a School System with Limited Funds at Its Command Develop an Adequate Program of Guidance." National Educational Association. Dept. of Superintendence. Official Report, 1934. p. 191.

Woellner, R. C. "Home and School in Helping Young People to Find Themselves Vocationally." American School Board Journal. 90:19. April, 1935.

Wright, J. C. "Need for Vocational Guidance and Training Among our Present Day Youth." American Students Foundation Year Book. 1934-35. p. 7-14.

Survey of Previous Theses

Boucher, M. Corinne The Present Status of Vocational Guidance in the Public Secondary Schools of Illinois. University of Michigan, August, 1934.