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UNIVERSITY OF LOUISVILLE

A Descriptive Study Of The Guidance Services
In Operation At Two Secondary Schools
Of Louisville, Kentucky

A Thesis

Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts

Department of Education

by

Mary Edna Brown

Year

1945

NAME OF STUDENT: Mary Edna Brown

TITLE OF THESIS: A Descriptive Study Of The Guidance Services
In Operation At Two Secondary Schools
Of Louisville, Kentucky

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MEMBERS:

NAME OF DIRECTOR: _____

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**A Descriptive Study of The Guidance Services
In Operation At Two Secondary Schools
Of Louisville, Kentucky**

Chapter I

Introduction

Introduction

Statement of the Problem. The purpose of this study is threefold. An attempt will be made,

1. to present and defend sixteen principles underlying an adequate guidance program for secondary schools,
2. to describe as accurately as possible, the activities of guidance that operate in two of Louisville's secondary schools,
3. to offer suggestions and to encourage administrators and teachers of these two schools, to submit recommendations, which might help to establish successful guidance services in their particular schools and which might eventually result in the organization of an adequate Guidance Program for Secondary Education in Louisville.

Reasons Why Subject Was Selected. About four and one half years ago the writer was assigned to teach several classes in 9B Guidance, along with her regular groups in Mathematics. Each of these classes met once a week; at that time there was no definite text or course of study; consequently she felt the need for a better understanding of the needs of 9B students in order to guide them intelligently. Later, through observation, experience, and much reading, she was convinced that a careful study of fundamental principles around which an adequate guidance program for a secondary school might be built would prove of value not only to her but others in the teaching staff of her school.

A second reason was a sincere desire to obtain correct answers to the following questions:

1. Are teachers generally assigned an unfamiliar subject in these two schools without being consulted?
2. Are they requested to teach Guidance or other subjects without having had special training or experience in those particular fields?
3. How many teachers and administrators have recently, within the past five or six years, had courses in Guidance?
4. What phases of Guidance are emphasized most in secondary education today?
5. What tools or techniques are used in guiding high school students?
6. By whom are these techniques most frequently used?

Through observation of and experience with many high school students, the writer came to a full realization of the increasing needs for effective and worthwhile guidance today. This is her third reason for the choice of this¹ subject.

Importance of the Problem. This study should reveal a clear picture of the guidance services operating in the two schools. It should suggest to teachers and administra-

¹
See pp. 14-21.

tors the need for becoming more "guidance conscious"; it should give them the opportunity to state clearly, suitable suggestions and formulate working definitions and philosophies which will aid them in bringing about better guidance in their schools. It should present to these teachers and administrators, examples of effective guidance programs in other cities which meet the requirements of the principles listed and discussed in chapter three. This study should give them the opportunity of making comparisons and of getting a better perspective of points of strength and weakness not only in these programs, but in the operations of guidance in their own schools as well. It should help them to recognize the increasing needs for effective guidance today. Then too, the value of this study need not be questioned if the writer's recommendations might help to bring about definite plans for the organization of an adequate guidance program for all the secondary schools of Louisville in the near future. This study was of great value to the writer because it forced her to clarify her thinking as she emphasized definite principles underlying the building of a successful guidance program which she felt would meet the needs of high school students.

Method of Procedure. After securing from the proper authorities permission to write on the subject selected, two

junior-senior high schools were chosen for primary sources of data.

In order to secure information pertaining to the operation of the services of guidance at these two schools, it was necessary to prepare six different questionnaires for each school.² Forms were compiled and sent to each of the following: the principal and his assistants, the dean, the visiting teacher, the health counselor, the librarian, and the homeroom and classroom teacher. Dr. Long's letter of approval and the writer's letter of explanation, accompanied the questionnaires. In addition to these the writer received valuable information from several interviews with administrative officers and teachers.

Out of the total number of 180 questionnaires sent to both schools, an average of 80 percent was returned of the six forms. The responses from the six groups are recorded as follows: 100 percent returns were received respectively from principals, deans and counselor, health counselors, and librarians; only one of two visiting teachers answered, and 31 percent of the teachers. These were carefully classified and the tabulated results will be presented in chapter four. A summary of conclusions and recommendations based on the findings from the questionnaires, is recorded in the final chapter.

The two letters mentioned above are also included in
the appendix of this thesis.³

Chapter two will contain the writer's comments and criticisms on the "Meanings, Concepts, and Purposes of Guidance", as given by various writers. Examples of the "Needs for Guidance Today", as portrayed by several educators, will be carefully discussed.

In chapter three the writer will formulate sixteen fundamental principles underlying the organization of an adequate guidance program. Examples will be cited of representative guidance practices in different cities which are based on these principles. Citations from different writers emphasizing the importance of these underlying principles, will also be included in this chapter.

Chapter II

Guidance in Secondary Education

Guidance in Secondary Education

Meanings, Concepts, and Purposes of Guidance. Before the fundamental principles underlying an adequate guidance program could be formulated, it was necessary for the writer to study various meanings, concepts and purposes of guidance approved by certain writers, and then, as a result, formulate her own definition.

Different definitions have been given about many terms in secondary education. Different interpretations have been placed by others on these meanings. The term, guidance, is no exception. It has been defined and used in both specific and general ways.

¹
Temple classifies conflicting definitions as he terms them, into three groups, - those given by (1) authors of texts on secondary education, (2) authors of books on vocational guidance, and (3) writers who treat guidance in a general way. Douglass, Cox and Long, and Briggs represent the first group of authors. Kitson and Cohen represent the second group; Brewer, Koos and Kefauver, and Jones, belong to the third group. Representatives of the first two groups tend in a general way

¹
Paul R. Temple, A Critical Study of The Principles and Practices of Guidance In Secondary Education. (unpublished Master's Thesis, Ohio State University, Columbus, Ohio, 1937), pp.9-11.

to limit guidance. The first group stress the educational and vocational phases while the second group emphasize the vocational phase. The viewpoint of the third group is very broad - they refuse to limit guidance and claim that it deals with all phases of pupils' growth. For the purpose of this study one definition from each group will follow:

1. Douglass² states, "The guidance program includes definite provisions to assist pupils in solving the problems which arise in connection with their school careers." He also states, "It is an educational philosophy which permeates the very fabric of the school".³ Temple says too, that Douglass takes the stand that guidance applies to all of the "Cardinal Principles" and that the curriculum should serve as a "finding place" for pupils. He does not limit guidance to the curriculum for he would include personal counseling and the use of cumulative records in counseling.⁴

2. Cohen⁵ states that vocational guidance is concerned

²
A.A. Douglass, Secondary Education, p.255.

³
Ibid., p.255.

⁴
Temple, op.cit., p.12.

⁵
David Cohen, Principles and Practices of Vocational Guidance, p.46.

with directing the individual, counseling him in the choice of a career, assisting him to find out his aptitudes and limitations, awakening in him thoughts of the future, showing him opportunities, and supervising his entrance and progress in industry. It assists the individual to make a wise choice of occupations and to progress in the work selected.

6

3. Koos and Kefauver who limit guidance to a program separate from that of the curriculum, claim that the latter should be used for purposes of guidance. They emphasize these two phases - (1) guidance should distribute youth as effectively as possible to educational and vocational opportunities, and (2) should help the individual to make optimal adjustment to educational and vocational situations. In addition to educational and vocational guidance, they speak of the recreational, health, and the civic-social-moral aspects of guidance. They assert that guidance is not the whole of education.

By way of general comment the writer calls attention to these statements:

1. Douglass has defined guidance in both a specific and a general way. He emphasizes the use of two important techniques - personal counseling and cumulative records.

6

L.V.Koos, and G.N.Kefauver, Guidance in Secondary Schools, pp.15-19.

⁷
 Temple stated that even though Douglass said guidance should be more than educational and vocational and that it should color the entire curriculum, he failed to develop this point and made educational and vocational guidance the predominant if not the sole phases.

2. Cohen, in his definition, implies that he considers such guidance techniques as counseling and testing necessary and important in aiding the student to make wise choices in industry. One would expect this author to stress vocational guidance since his works are mainly on this phase of it. It is interesting to note, too, that he advocates diversified⁸ courses. The writer disagrees with Cohen's statement which says that vocational guidance is more comprehensive than educational guidance. Judging from the guidance practices promoted in some schools, the writer believes that the above statement might well be reversed.

3. The definition of Koos and Kefauver concerning guidance and the curriculum is in contrast to that of Brewer, who considers guidance as a part of the genuine curriculum which⁹ is living.

⁷
 Temple, Op.cit., p.14.

⁸
 Cohen, loc.cit., p.53.

⁹
 John M. Brewer, Education As Guidance, p.17.

These same authors, to some extent , seem to limit guidance and separate it from the curriculum, although they belong to the group which in general refuses to limit guidance. Jones, also, of this group, objected to making guidance something separate from education; in this sense he has a broad viewpoint and disagrees, too, with Koos and Kefauver; on the other hand he stresses the vocational and educational aspects and thus agrees with them.¹⁰ It should also be pointed out that these authors emphasize various phases of guidance that are needed in secondary education today.

4. The writer has found that the majority of authors tend to define guidance and its functions in a general way.

5. It is encouraging to find that not only these but all other exponents of guidance emphasize the importance of considering the student as an individual, the value of helping him to meet his needs and of aiding him to make wise choices and decisions, in accepting responsibility, and in having meaningful and worthwhile experiences.

Guided by suggestions of the above writers and of several others classified under the three groups, the writer presents the following concepts and purposes of guidance.

10

Arthur J. Jones, Principles of Guidance, pp.41-49.

1. Guidance, an essential part of all education, is a continuous process whose chief aim in general is the improvement of education as it affects the problems, needs, abilities, interests, experiences, and growth of the entire personality of students.

2. It encourages the most natural of human relationships. For example, the patience and persistence of a guidance minded homeroom adviser will eventually secure the full cooperation of all her homeroom students in bringing about a cheerful, friendly, loyal, understanding and wholesome atmosphere in the school room. In this kind of school environment school spirit and natural teacher-pupil relationship will be promoted.

3. It is a vital service which may be classified under these areas,- educational, vocational, health, recreational, and social-civic-moral.

4. It stresses the importance of the "whole child" and all the students by:

(a) seeking to obtain a complete knowledge and understanding of them.

(b) assisting them to progress step by step and develop their ability to live satisfying and satisfactory lives.

(c) helping them to adjust themselves; acquire

valuable information, accept responsibility, make wise choices and decisions according to their abilities, interests, acquired experiences, and present and future needs.

(d) aiding their entire personality growth.

11

Reed expresses this thought in the following way:

"Guidance, unlike a graduation, does not signify release from institutions but advocates continuous transition to experiences of greater significance. A harmonious mosaic in personality is the result of integration."

Effective functioning of the guidance services is possible only in the hands and under the leadership of "guidance trained" teachers, administrators, and specialists, who make intelligent use of the proper techniques, - individual counseling, group counseling and conferences, testing, and record keeping, and other techniques, and who have a thorough understanding of the fundamental principles underlying an adequate guidance program.

Examples of the Need for Guidance. The importance of guidance in secondary education has been greatly emphasized due to the increasing needs that have arisen. Several of the most outstanding examples will be discussed below.

11

Frank W. Cyr, The Continuity of Guidance, p.15.

In the first place there is the universal need for
¹²
guidance. Jones points out:

"In every walk of life, at every step in school progress, in the everchanging situations that confront each one, the need for guidance is seen. It has always been so as long as human beings exist. The need for guidance is not confined to the poor and to those who must leave school early; it is as clearly seen among the favored classes and among those who attend our colleges and professional schools."

Changes in school and society have made the problem of guidance more complex. According to Lefever, Turrell, and Weitzel, society demands more education of its workers. They point out that one cannot get a job unless he is a high school graduate, and that society finds itself facing a new and complex economic problem which baffles the adult leader as well as the youth. The old frontiers have gone; the challenges today are social and economic.

Accompanying these changes in society have been these significant changes in the school:

1. A greater percentage of children of school age is in school at present than was enrolled fifty years ago. In 1870 the percentage of youth of secondary school age enrolled in public high

schools was 2.4; in 1936 it was 63.6.¹³ According to Hamrin and Erickson the high school enrollment has doubled each decade since 1890. Although the general population in the United States increased by 60 percent between 1900 and 1930, the high school enrollment increased by more than 650 percent during the same period.¹⁴

¹⁵
2. LeFever, Turrell and Weitzel also state that the curriculum is being expanded and varied. In some of the larger schools the change has been from that of offering ten or twelve courses to an offering of over 500. Many smaller schools whose sole curriculum was limited to college preparatory courses, are attempting to enrich their offerings with a more functional type of education.

3. Responsibilities formerly carried by church, home, and industry have been shifted to the schools. Preliminary occupational and apprenticeship training is one example.

4. Elimination caused by failing students has been decreased. The curriculum is being adapted

¹³
D.Welty LeFever, A.M.Turrell, and H.I.Weitzel, Principles and Techniques of Guidance, pp.6-7.

¹⁴
S.A.Hamrin, and C.E.Erickson, Guidance In the Secondary School, p.28.

¹⁵
LeFever, Turrell, and Weitzel, op.cit., p.17.

to the student, rather than the student being required to fit the curriculum.

5. Democracy is attempting to safeguard equality of opportunity in the schools. The aspirations of youth recognize only the sky as their limit. These may in some cases be higher than their ability and circumstances warrant. Hamrin and Erickson state that it is evident that our high schools are now more nearly ministering to all of the children of all the people than at any other period in our history.¹⁶

Changing conditions in the home and in labor and industry also affect the task of the school. Jones emphasizes these points:

- (1) the modern home unlike the colonial home no longer exercises a large influence in industrial training;
- (2) it no longer promotes home life when both parents are employed throughout the day;
- (3) the discipline of the home has considerably relaxed or at least changed in character.

In the face of these changed conditions, it is clear that the school must assume a much larger part in the guidance of youth.¹⁷

¹⁶

Hamrin and Erickson, loc.cit., p.28.

¹⁷

Jones, op.cit., pp.5-7.

The writer would point out here that the present demands of war, accentuate these conditions mentioned above.

The same author, in discussing changes in labor and industry, says that the apprenticeship system has gone, pushed out on account of its own futility by the speeding up of production and the specialization of industry. Choice of life work is so complicated and difficult that the young person needs assistance. . . .These changes call for the necessity of developing the ability to readjust oneself to changing conditions and require a very different type of training. The young person, no matter how intelligent he may be, cannot of himself successfully meet modern conditions; he must have help. It becomes more and more apparent that the only agency that can be relied upon to give this aid is the public school. ¹⁸ The use of only in the last statement however, might seem too general to many educators.

Other conditions affecting guidance are changes in
¹⁹population. Jones mentions that the rapid growth of population has occurred in spite of restricted immigration. The largest percentage of increase has been in cities above 25,000; many communities of 25,000 or less have become much more urban than rural. The suburbs have developed rapidly

¹⁸

Ibid., pp.16-18.

¹⁹

Jones, loc.cit., pp.16-18.

and here, too, the population is urban. Even the present day farmer is more city minded than he was fifty years ago. The nation is over half urban. Accompanying these situations great changes coming about in occupations, living conditions, labor problems and the schools, mean that adjustments cannot safely be left to haphazard methods; they must be consciously provided for in a definite organized way.

The decreasing birth rate, especially in the cities is
²⁰
another condition. In discussing this factor Jones states that in our larger cities the birth rate has actually fallen below the death rate. From Superintendent Broome's annual report in June, 1933, he states:

"There is continual decrease in the actual numbers of children in the primary grades of our public schools; on the other hand there is a corresponding increase in grades seven to twelve. If our cities continue to increase in size a continually larger proportion of the rural population, young and old, must move to the cities. At least until the population becomes static, larger and larger facilities must be provided for junior and senior high school students."

Wise use of leisure time is another great problem arising out of the social, economic, and industrial conditions of
²¹
our time. Hamrin and Erickson point out that although the school day seems long both to the teacher and pupils, most

²⁰

Ibid., pp.18-20.

²¹

Hamrin and Erickson, op.cit., p.71.

pupils have many waking hours that are not used for work activities. There are tremendous possibilities in leisure activities for meeting many of the genuine needs and interests of adolescents.

22

Jones states:

"The problem of how to employ the use of our working time is of vital importance not only for the individual but for society. . . .The problem of leisure time is, at present, not wholly or even in large part a problem of recreation in order that the work or job may be done better. It is a problem involving the development of the entire individual. Some of this time might well be utilized for the performance of citizenship activities. The choice of ways by which such time may be used wisely is rendered difficult for any individual because of the many different ways in which one can use the time. The multiplicity of sources of amusement, of facilities for games, the development of centers of art, of music, of libraries, the opening of schools of skills of various kinds may be obtained; all these, by the very richness of the opportunities offered, increase the difficulty of choice and adjustment."

Again the writer would emphasize that the opportunities offered high school students now, through the Victory Corps, for service, take care of the leisure time of many who are willing and able to help in the war effort.

22

Jones, op.cit., pp.27-28.

The success of democracy depends solely on the development of intelligent leaders. People must be willing to choose capable leaders who will lead them wisely. LeFever, Turrell,
 23
 and Weitzel, report:

"Some group guidance courses emphasize training in becoming a school leader, how to run for office, how to organize a new club, how to take part in and conduct meetings, and how to deliver talks. Some courses also give consideration to the choosing of leaders and how to be a good follower. Here again, are encountered some of the needs which students themselves recognize; they want to know how to talk interestingly and easily, how to make friends, how to conduct themselves at social affairs, and how to make better adjustments with other people."

24

Jones emphasizes these points:

"Our educational system must be so organized as to provide opportunity for the selection and training of those who will be wise leaders, and, also, for the development of the ability in everyone to elect or choose the leader who will be safe and wise. Guidance must play a very important part in this program. We must provide opportunities for try-out for revealing to individuals their abilities, tests for discovering abilities and aptitudes, and wise counsel in the choice of fields for leadership. We must also provide opportunities for choice of leaders in school and give help in the choice of wise leaders. This is the primary function of guidance in the school."

These conditions indicate the growing need for guidance in all of its phases in secondary education.

23

LeFever, Turrell, and Weitzel, op.cit., p.71.

24

Jones, op.cit., pp.29-30.

Chapter III

Principles Underlying An Adequate

Guidance Program for Secondary Schools

Principles Underlying An Adequate Guidance Program for Secondary Schools

One of the purposes of this study is to present and defend several principles underlying an adequate guidance program for secondary schools. The growing need for guidance was clearly emphasized in the previous chapter. Before the various services of guidance can be effective in any school, in meeting these needs, a well organized plan or program is essential. Foundations for building the same must be certain well established fundamental principles. Numerous such guiding statements have been offered and used by specialists in the fields of guidance and education. From among these sixteen have been carefully selected to meet the requirements of this study. These will be discussed one by one, in the light of statements expressed by many successful guidance experts, and by representative and effective guidance practices in different parts of our country, reported through surveys and studies made by graduate students whose subjects were related closely to that of this thesis.

The underlying principles follow:

1. Every member of the school staff should function in the guidance program. This implies full cooperation and responsibility.

The present wide interest in pupil personnel is offset by the stubborn resistance of many teachers to anything savoring of guidance.¹

In contrast to this Temple gives an excellent example of cooperation and coordination when he describes the staff organization of Thornton Township High School, one of the ten schools selected from the Reavis Survey: "The staff consists of principal, director of guidance, four class principals, two deans, and homeroom teachers. All are responsible to the principal; the class principals are supervised by the director; homeroom teachers are under the director of the class principals."²

Among six important principles expressed by Reed, is the following which emphasizes responsibility: "Guidance employs responsibility as the great stabilizer for the individual. The right of responsibility must be entrusted to his guardianship."³

England emphasizes the need for the coordination of the efforts of the guiding personnel.⁴

¹ Sarah M. Sturtevant, "Organizing a Guidance Program," Teacher's College Record, 40,1, October 1938-May 1939, p.8.

² Paul R. Temple, A Critical Study of the Principles and Practices of Guidance in Secondary Education, (unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1937) pp.130-131.

³ Frank W. Cyr, The Continuity of Guidance, p.8.

⁴ John L. England, An Evaluation of the Needs for Guidance in Secondary Schools of Newton, Kansas, (unpublished Master's thesis, Stanford University, California, 1938), p.101.

5

Amidon states: "I am convinced that trained guidance counselors are indispensable, but their efforts will remain ineffective without the wholehearted, sympathetic cooperation of the entire teaching staff."

Miller and LeFever make these interesting statements:

"The majority of teachers are getting the 'guidance viewpoint' and have made remarkable advance from the traditional type of education. However they seem to have advanced further in theory than in practice. Progress comes slowly and there is much to be accomplished before ideals are realized."⁶

Smith and Roos state that no activity in a school requires greater degree of hearty cooperation on the part of everyone concerned than does the guidance program.⁷

"Purposes of the guidance program can be met only in so far as that program is an integral part of the school. Its findings must influence the school policy. Its point of view must animate all the teachers. . . . It will fail if it is isolated in its purposes or functions from the teaching staff, if it is deemed a 'department', or if its special services do not reach the pupils wherever they are."⁸

5

Paul S. Amidon, "A Superintendent Look At Guidance," American School Board Journal, 97, July-December, 1938, p.23.

6

Mildred E. Miller and D. Welty LeFever, "Teachers Consider Themselves Counselors," Clearing House, 13,4, December, 1928, p.215.

7

Charles M. Smith, and Mary M. Roos, A Guide to Guidance, p.236.

8

Sturtevant, op.cit., p.14.

9

Linton, Director of Secondary Education in Schenectady, listed these five guidance functions that the school has to perform during the period of growth and change of the early adolescent:

1. It must safeguard intellectual growth.
2. Physical development must be looked after.
3. The emotional life must be watched.
4. The social outlook must be satisfied.
5. The interests and potentialities which have importance in determining future vocational pursuits must be discovered and encouraged.

Guidance is not the work of a few specialists. It is rather a service from the entire school staff, which requires some people with special knowledges and skills, but enlists the cooperation of all.¹⁰

2. (a) The school must be guided by a practical philosophy of education.

(b) There should be a suitable and workable definition for the term, guidance--its concepts, and purposes or functions as they relate to the schools' environment.

9

Cyr, op.cit., p.32.

10

Education for All American Youth, Educational Policies Commission, (Washington, D.C.: National Education Association of the United States, 1944), p.40.

Amidon states: "Guidance in this respect is not confined to a technique, but rather to a philosophy which must permeate every aspect of the educational ladder, both vertically and horizontally, if it aims to realize any significant contribution to a democratic education."¹¹

In one of the related studies made by Duffrin, his philosophy, which was formulated after a study of writings by Bode, Kilpatrick, and Dewey, and by lectures given by Bode, Counts, Albery, and others, centers around this thought: "In a democracy all individuals are born free and equal; each one is obligated to play his part actively in a progressive improvement of society."¹²

Guidance itself is expressed by Jones as an "educational philosophy", to assist students to make a choice intelligently according to needs, capabilities, and interests,¹³ at the time of crises in their lives.

Miller and LeFever explain that the new philosophy which places emphasis on the child rather than on a subject matter, would fit the school to the child instead of fitting the child to the school.¹⁴

¹¹

Amidon, op.cit., p.23.

¹²

Alexis M. Duffrin, A Plan for Home Room Guidance and Organization for the Wellston, Ohio High School, (unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1939) pp.11-27.

¹³

Arthur J. Jones, Principles of Guidance, p.28.

¹⁴

Miller and LeFever, op.cit., p.215.

Wiley remarks, "We become so concerned with school organization that we adopt a mechanistic rather than a vital-¹⁵istic philosophy of life.

The writer's philosophy has as its objectives these seven "Cardinal Principles of Secondary Education", (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure,¹⁶ and (7) ethical character.

Many authors recognize the importance of having a suitable definition for the term, guidance. The writer recommends especially these ten concepts so excellently expressed by Hamrin and Erickson.¹⁷

1. Human values are of greatest importance.
2. Guidance is interested in the "whole child".
3. The situation underlying the home, school, church, and community must always be considered.
4. Frequently, workers should attempt to change situations rather than attempt to fit the individual to his present circumstances.

¹⁵

Cyr, op.cit., p.48.

¹⁶

Cardinal Principles of Secondary Education, Bulletin, 1918, No.35, (Washington,D.C.:United States Government Printing Office, 1928), p.5.

¹⁷

Shirley A. Hamrin, and Clifford E. Erickson, Guidance in the Secondary Schools, pp.16-17.

5. Guidance or ~~personnel~~ work must be provided for all children and not just for problem children or for the select few.

6. Guidance is a continuous process.

7. Guidance must be a unitary function since all aspects of a person's development are interrelated.

8. Guidance is not prescriptive but rather works toward the goal of self direction.

9. All teachers must be guidance workers.

10. There should be a definite plan to care for the guidance function in every school.

3. The principal must have a clear understanding of his duties and realize that the major responsibility for organizing and directing a functioning guidance program rests with him. It goes without saying that the help of efficient vice principals will also be most valuable.

Sturtevant in her article on guidance programs, makes these statements:

"Some will say that the principal rather than a special guidance officer can and should direct this program. . . .The exhausting details which are part of any successful guidance program cannot be cared for by a principal who administers a school of any considerable size even if he is professionally fitted for the task, and few are. The principal extends his influence by the appointment of specialized assistants." 18

LeFever, Turrell, and Weitzel, after discussing eleven duties and guidance functions of a principal, make this statement: "The responsibility for a program of training for growth in service, is a broad, but extremely important duty. It must include a recognition of the place of guidance on the part of all members with adequate training for the work eventually to enter the guidance service."¹⁹

Hamrin and Erickson emphasize this important thought: "Since the teacher is the key to the success of the educational process, every principal is faced with the problem of how to stimulate and develop his teaching staff. . . .The principal should look to his guidance program for the stimulation of well-rounded teacher growth."²⁰

This fact is brought out by Smith and Roos: "No matter how well organized and efficient the counselor, without the active cooperation of the principal the major reward of the counselor will be heartache and wasted effort."²¹

In Chester High School, in Nebraska, the principal in addition to teaching a regular subject matter course, conducts an orientation and guidance class of ninth grade students.²²

¹⁹
D. Welty LeFever, A.M.Turrell, and H.I.Weitzel, Principles and Techniques of Guidance, pp.105-117.

²⁰
Hamrin and Erickson, op.cit., p.143.

²¹
Charles M.Smith, and Mary M.Roos, A Guide To Guidance, p.235.

²²
LeFever, Turrell, and Weitzel, op.cit., pp.213-215.

This would not be advisable for a principal who heads large high schools such as we find in Louisville.

The three authors list these four purposes of the principal-- (1) to aid the student in understanding his school and his responsibility; (2) to help him to obtain valuable occupational information; (3) to lead him to judge his own abilities and capacities accurately; and (4) to point the way toward an ultimate choice of a vocation.²³ Probably in larger schools these would be the purposes of the vice principals or the counselors.

Works in his survey of the Louisville Public Schools, emphasizes this important fact: "The guidance service assumes the participation of many individuals besides the guidance counselor and the leadership and understanding on the part of the principal together with specialized help are a recognized and vitally important part of the program."²⁴

Johnston comments: "It is obvious that the principal, as leader of the school, will play a strategic role in guidance leadership."²⁵

²³

Ibid., p.213.

²⁴

George A. Works, Survey Report of the Louisville Public Schools, 1943, p.440.

²⁵

Edgar G. Johnston, Administering the Guidance Program, p.16.

4. In addition to a guidance minded principal there should be at least one trained and experienced guidance specialist who recognizes, along with his specified duties, that his chief guidance functions are twofold: he must (1) stimulate and direct the guidance activities of the teachers; (2) he must give expert services when needed.

Guidance according to Abelow, is not the solution of all our ills. It is not something that can be compartmentalized but is something that must be integrated and orientated throughout the entire school system. It requires on one hand, trained personnel, people with a sympathetic and understanding attitude.
26

Froehlich reports that Fargo, North Dakota sponsors the teacher-counselor system which consists of twelve teachers, each of whom is released from one hour of daily classroom teaching to work under the supervision of the guidance director; each has one hundred unselected pupils of his or her own sex and is responsible for the adjustment they make in school. . . . This system insures that best teachers do the counseling rather than every teacher; it may be assumed that these teacher-counselors are better teachers because of their part in guidance activities. This system may be the best in-

intermediate step to a clinical guidance department if one is
 27
 desired.

Sturtevant explains that the selection of the dean or director to head up the program is a key point in the organization of a program. His preparation or her good looks may be assets, but that experience--knowledge of what guidance means in terms of personal character, time, and professional skill, is the important factor. Many schools have found that a guidance program is more effective in operation if it is coordinately directed by a dean of boys and a dean of girls
 28
 who understand at first hand the psychology of their own sex.

According to Smith and Roos, an individual in any profession should recognize the limits of his profession. Before the counselor's work begins in a given school system, the activity limits of the counselor as related to those of the dean, the attendance officer, the school psychologist, the parents, the teachers, the principal, and the librarian, as well as various outside agencies, should be clearly defined and recognized. The sphere of the dean is primarily one of discipline, extra curriculum activities, and ethical leadership. Where there is no dean, the guidance worker frequently

27

Clifford Froehlich, "Fargo Selects and Trains Teachers for Individual Guidance", Clearing House, 17, 5, January, 1943, pp. 290-293.

28

Sturtevant, op.cit., p. 9.

assumes these tasks. Where there is no guidance worker, the dean frequently assumes guidance functions. The work areas of the dean and guidance worker are supplementary but not overlapping. . . .The dean and the counselor should work as closely and with as much coordination as do two fingers of the same hand.

This author also asserts that in this area of education, as nowhere else, the counselor is the pioneer. He is the link between the child's school life and his life after school. Of all the members of the staff, the counselor should be the most patient and the most tolerant.

Twelve duties listed by LeFever, Turrell, and Weitzel, indicate the importance of the activities of the dean or counselor of girls. These are:

1. Supervision of social life of girls.
2. Supervision of girls' attendance.
3. Responsibility for handling disciplinary cases of girls.
4. Adviser (ex-officio) for all girls' organizations.
5. In charge of employment and placement service for girls.
6. Responsibility for checking on living conditions of girls not residing with parents.

29

Smith and Roos, op.cit., pp.250-251.

30

Ibid., pp.236-345.

7. Supervision of social program of school.
8. Approval of inter-scholastic activities of girls.
9. Chairman of Clearing House Committee.
10. Chairman of Baccalaureate Committee.
11. Approval of girls for extra-curriculum participation.³¹
12. Provision for the general welfare of girls.

Jones points out that experts should be developed in various lines who shall be of two kinds--those who gather reliable information that will assist in guiding students, and those who counsel students on matters that relate to problems other than classwork,--social adjustment, choice of courses and schools, vocational problems, and other vital matters not definitely provided for in organized classes.³²

McGinnis believes that the value of the work of the dean is the number who go to her voluntarily with problems in comparison with those who go under compulsion or only when sent for.³³

Patterson, Schneidler, and Williamson declare that the work of the skilled diagnostician is the first step in effective guidance, which leads to a review of the available

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LeFever, Turrell, and Weitzel, op.cit., pp.113-114.

³²

Jones, op.cit., p.34.

³³

W.C.McGinnis, "Dean of Girls", Clearing House, 13,1, September, 1938,p.48.

techniques of diagnosis, and an analysis of ways in which they may be used to aid students in adopting achievable educational and vocational goals.³⁴

Provision was made Temple stated, for numerous trained specialists in the operation of the guidance practice at LaSalle Township High School in Illinois.³⁵

This author gives an evaluation of typical guidance programs in ten secondary schools. He cites the following information which relates to guidance specialists: The functions of the guidance director in the Chicago secondary school are twofold, -he organizes and assigns the work of the staff; he make available materials for the use of the advisers. The general accomplishments of one vocational adviser may be thus summarized: he attends a vocational convention for one day where he lectures on various occupations for the third and fourth year students; he is the sponsor of a student senate where social adjustments are made; he engages in research work which may result in changing the curriculum.

Boston's guidance personnel includes a director, six vocational instructors, eleven vocational assistants, and two clerks.

34

Donald G. Patterson, Gwendolen G. Schneidler, and Edmund G. Williamson, Student Guidance Techniques, p.6.

35

Temple, op.cit., p.143.

LaSalle Township High School boasts of numerous guidance specialists.

At Joliet Township High School and Junior College the director of guidance is responsible to the assistant superintendents. His functions include educational and vocational guidance, recommendations and placement, testing, research and recording.

The New Trier Township High School, in addition to a director of research, has two deans, eight adviser chairmen and homeroom advisers. The dean of girls acts as social chairman of the school.

Thornton Township High School has a director of guidance³⁶ and two deans as part of its staff organization.

Allen, who was recently appointed by Secretary Ickes as an expert consultant in guidance of the United States Office of Education, and who remains in charge of guidance as assistant superintendent of the schools of Providence, Rhode Island, makes this pertinent statement:

"(1) The guidance program in a school must be achieved through internal reorganization and departmentalization on a functional basis by delegating basic guidance functions to specifically selected and trained persons; and (2) if guidance is to be effective and professional, the person responsible must be entrusted with these three basic functions,- (a) personnel research which provides for a continuous study

of the individual through records of growth; (b) constant check through interviews on continuous educational adjustment of individuals; and (3) the preparation of children for self guidance by means of a well planned and organized curriculum, and group guidance continuous throughout secondary grades and taught by a well trained counselor for at least three years." 37

5. Teachers should have a knowledge of the qualifications for guidance that a successful teacher should possess.

The following statement is made by Strayer and Engelhardt in their survey of Pittsburgh Schools concerning the provision for the continued growth of teachers: "Administrators should work toward Professor Morrison's ideal of a teacher, as one who spends half her time studying pupils as individuals and the other half doing what that study shows to be desirable and necessary." 38 This most certainly would call for intelligence, willingness, determination, sympathetic understanding, and above all, great patience on the part of the teachers.

Clifford Froehlich mentions three excellent criteria for the selection of teachers: "(1) Ability to deal with pupils in a satisfactory manner; (2) expressed interest in

37

Richard D. Allen, "Costs of Guidance in a Secondary School," Clearing House, 13,2,October,1938, pp.75-76.

38

George D. Strayer, and N.L. Engelhardt, The Report of a Survey of the Public Schools of Pittsburgh, Pennsylvania, p.240.

guidance; and (3) background of educational preparation,
³⁹
 including occupational experience."

A great tribute is paid the teacher by Linton in this statement: "The teacher is a guide of first importance; no specialized guidance counselor can undo the work of the
⁴⁰
 teacher."

The tenfold "Creed of a Teacher-Guide," excellently expressed by Hamrin and Erickson, is summarized below:

1. I must at all times realize that there are no set patterns of human living; that in each case I am dealing with a distinct personality; that each individual who seeks my advice does so because of a true desire to find help.

2. I must create an air of confidence so the pupil will feel he is talking with a friend who will not betray him but will help him solve his problem.

3. I must be sincere and sympathetic, -genuinely interested in problems and difficulties of other people. Tolerance is absolutely necessary. Sharing another's point of view with a sympathetic understanding of his hopes, fears, failures, and his successes, is the foundation stone in the structure of counseling.

³⁹

Froehlich, loc.cit., pp.290-291.

⁴⁰

Cyr, op.cit., p.33.

4. I must be able to command the attention and respect of the pupil in a legitimate manner. Prestige without hostility, respect without awe are essential goals.

5. I must be able to use the best techniques: tools that will improve with each experience and that are adapted to each pupil and situation.

6. I must be intelligently prepared; must be aware of possible problem areas; sources of helpful materials must be at my finger tips.

7. I must complete each contact in such a manner that the student leaves with a feeling that something has been accomplished to help him solve his problem.

8. I must continue to grow.

9. I must think of the guidance program as a flexible, growing educational ideal and not as a form of administrative organization.

10. I must think of my job as one of the noblest of occupations--that of human engineering. I must always remember that I have a great opportunity and a real responsibility.
41

The first, second, third, seventh, and tenth statements of this creed are more directly related to the guidance functions of teachers than are the remaining five.

Enormous responsibility, keen foresight and skillful judgment are all absolutely necessary if a sincere teacher diligently seeks to follow this creed.

Jones also looks upon the teacher as a guide. He remarks:

"We should not expect that, in the development of guidance, all forms of assistance will be organized under a guidance bureau. That would be extremely inefficient. We should rather expect that the guidance aspect of education, of teaching, of learning will be more clearly seen by teachers, that their methods will be founded on guidance rather than on ways of 'giving instruction', that the teacher will think of himself as a guide rather than as a ruler or a dictator." 42

According to the findings of Gesell, one factor that settles social status of the teacher is the goodwill of the pupils. The teacher who is acceptable to students is the one who is considerate, benevolent in discipline, and has a sense of humor. 43

The personality and individual insight and capacity of the teacher are more important than the subject he teaches. 44

42
Jones, op.cit., p.439.

43
Henry I. Smith, "Social Status of the Teacher," Review of Educational Research, 13, 3, June, 1943, p.34.

44
Lester A. Kirkendall, "Health, Sex, and Human Relations in Education," The Bulletin of the National Association of Secondary-School Principals, 28, 125, November, 1944, p.99.

6.. Both administrators and teachers must be willing to take courses in guidance, read books and articles from educational magazines, in order to keep themselves informed concerning recent developments in the field of guidance, cooperate fully in knowing and using techniques of guidance, secure an intelligent understanding of students,-their needs and problems; obtain information through surveys and a knowledge of changing community conditions, and offer recommendations from time to time which will help to improve the guidance program.

Barnhart remarks that Altsetter in his Cooperative Study of Secondary School Standards reported that a sampling of 588 teachers indicated that only one in six had any academic
45
credit in guidance courses.

Froehlich who was former director of Guidance of Public Schools in Fargo, North Dakota and later state supervisor of Vocational Guidance, says, "I am convinced that the careful selection and 'in training' of teachers who have responsibility in the field of guidance is necessary. The plan as worked out in the Fargo Schools is applicable to other school
46
systems."

45
William H. Barnhart, Guidance Organizations and Practices in Indiana, (unpublished Master's thesis, Indiana University, Bloomington, Indiana, October, 1939), p.23.

46
Froehlich, op.cit., p.290.

LeFever, Turrell, and Weitzel point out that only 38 percent of all teacher training institutions offer courses in guidance.⁴⁷

Hamrin and Erickson emphasize the use of reading materials, the importance of encouraging the school library to collect a guidance shelf or section. They also advocate the use of outside speakers, demonstrations or guidance clinics for the benefit of informing teachers. Visits to other schools to observe methods used in these are also helpful.⁴⁸

One of the best examples of obtaining information and offering recommendation through surveys, was mentioned by Graham and Cleland who summarized the Pittsburgh Survey.

They relate that in 1937 the Pittsburgh schools went on record as accepting the challenge presented in the recommendations of the thirteen superintendents who participated in the Occupational Education Tour of the National Occupational Conference, by launching the three point program: (1) Identification as early as possible of the specific abilities and occupational possibilities of individual pupils; (2) differentiation of learning facilities so as to provide appropriate educational

⁴⁷

LeFever, Turrell, and Weitzel, op.cit., p.VI.

⁴⁸

Hamrin and Erickson, op.cit., p.427.

opportunities adapted to meet group and individual needs and probable occupational demands; and (3) continuous counseling and guidance service to direct pupils into appropriate occupational choices and service, to assist them in adjusting themselves particularly to the first job, and to aid them in any re-training or readjustment that may later for any reason be necessary.

Graham and Cleland cite the results of a survey of 1937 classes.

The purpose of the survey was to serve the pupils of each individual building as a project in practical guidance. It was made possible by the wholehearted cooperation of principals and counselors, assisted by teachers and pupils of certain selected classes or groups.

Data obtained throw much light on trends in employment, additional schooling and other problems connected with the guidance question.⁴⁹

Administrators and teachers must be intelligent and progressive enough to keep abreast of the times, understand current trends, and be ready to cooperate in reorganizing their guidance.

49

Ben G. Graham, and H.L. Cleland, "Pittsburgh Surveys Its Own," Occupations, 17,8, May, 1939, pp.699-704.

Duffrin states: "Any program of organization that is carried on from year to year is bound to become out of date if used continuously without revision." He further stresses the importance of having a committee of teachers and students spend one period a week to investigate new ideas for one phase of the guidance program,-the home room program.⁵⁰

⁵¹Abelow offers this important statement: "Formerly, stress was laid upon teaching the subject. What is slowly happening is that the guidance role of the teacher is being advanced to a leading place."

⁵²Davis makes the following comments: (1) The training of many classroom teachers in each high school as guidance specialists is the only solution in the development of thorough modern high school guidance programs; (2) each of these specialists would deal with one phase of the school's whole guidance service; (3) teachers must get the idea that learning about the pupils should always precede teaching them; (4) the zealous teacher will find a little time before or after school hours when worthwhile guidance functions may be performed; and (5)

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Duffrin, op.cit., p.6.

51

Abelow, op.cit., p.657.

52

Frank G. Davis, "Training Classroom Teachers as Guidance Specialists," Clearing House, 13,1,September, 1938, pp.43-46.

the teacher most interested is one who has been treated as an individual himself,--the laboratory system must be introduced if teachers are to be trained effectively for guidance service.

A "Guidance Checklist" of twenty-six items for classroom teachers was well formulated by Duns⁵³moor, director of Guidance of the Public Schools of New Rochelle, New York. These are a challenge to the teacher who clearly sees that as a classroom teacher he should be sympathetic friend and a guide of the pupil. The writer has selected the following which she thinks would be the best to promote adequate guidance in classes of the teacher:

1. Have I become personally acquainted with each pupil in each class?
2. Have I helped to acquaint pupils with each other?
3. Have I an active, friendly, personal interest?
4. Have I thorough understanding and a sense of sympathetic appreciation?
5. Have I studied my class pupils for maladjustments and conferred with individual cases concerning same?
6. Do I consider pupils to be disciplinary - simply

53

Clarence C. Duns⁵³moor, "Guidance Checklist for Classroom Teachers," Clearing House, 13,7, March, 1939, pp.428-430.

as problems to be solved rather than as non-cooperative pupils who fail to respect my rights and feelings or those of other members?

7. Have I conferred with the class counselor or home room sponsor of those who have not improved after the individual help I have given?

8. Do I "sell" pupils on the real values they may hope to receive by doing good work in my class?

9. Do I develop an atmosphere where the pupil is free to express ideas about work?

10. Do I give genuine approval and commendations for work well done, particularly in the case of slower pupils?

11. Do I make suitable provisions for meeting the wide range of individual differences for outstanding as well as for inferior pupils?

12. Am I a good example of the product I am trying to develop?

13. Do I emphasize the vocational implications of my subject?

14. Do I call to the attention of the advisers or homeroom sponsors any evidence of outstanding ability, achievement, or potential vocational proficiency on the part of certain pupils?

15. Do I insist upon reasonable standards of speech, courtesy, and citizenship, in all my classroom relationships

and do I encourage the practice of good sportsmanship and loyalty in democracy?

16. Do I encourage cooperation and responsibility on the part of the pupils?

17. Do I provide in the class at all times a wholesome and happy environment, conducive to the realization and perpetuation of real life values?

Smith and Roos state that every teacher needs to know the fundamentals of guidance plus certain specific types of subject matter. The alert teacher is ever on the watch for the student with a question in his eye - for the student who⁵⁴ needs to be guided to a more integrated life.

A guidance philosophy should stress the importance of⁵⁵ the teacher working in the regular classroom environment.

These points are well taken by the same author: (1) All specialization tends to bring to its followers a veiled tolerance for the efforts of those untrained in the area, which may be termed by the others as ignorance. This attitude operates to separate guidance and the instructional workers with the important result that the guidance specialists lost the classroom viewpoint. This is particularly disastrous since all specialized educational functions originate

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Smith and Roos, op.cit., p.254.

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LeFever, Turrell, and Weitzel, op.cit., pp.217-220.

in, and should be evaluated by the contributions they make to the learning experiences - the special province of the teacher; (2) the role of the classroom teacher is therefore a central one; (3) long before organized guidance programs appeared in the schools teachers were making their contributions to the guidance of students.

Supplementing the last thought above, Miller and LeFever report the following: "Pupils consult teachers on a variety of problems - choice of courses, learning difficulties, choice of occupations and of college, failure, study habits, home relationship, graduation requirements, and personal problems such as health, character problems, personality difficulties, social problems, boy-girl relationships, and religion."

At Joliet Township High School and Junior College, classroom teachers make reports to advisers on pupil progress every six weeks.

7. The following trained personnel are very vital in the successful operation of guidance services,- the health counselor and the visiting teacher. Works lists the first two counselors mentioned above as two types of special workers

56

Ibid., p.VI.

57

Miller and LeFever, op.cit., p.214.

58

Temple, op.cit., p.128.

essential to the guidance program of secondary schools. Health counselors are under the direction of separate city supervisors; the visiting teachers are responsible directly to the junior high principal and are members of the regular staff.⁵⁹

Temple reports that in Providence, Rhode Island, information on the physical and health status is one of the items in their continuous record of individual pupils; in Chicago the guidance of the handicapped is especially good.⁶⁰

Visiting teachers and health counselors operate in all the secondary schools of Louisville.

LeFever, Turrell and Weitzel say, "Provision must be made for all the interrelated aspects of guidance. The student's mental and physical health are fully as important as his scholastic achievement."⁶¹

8. Adequate library facilities and an efficient librarian are necessary in promoting adequate guidance.

The value of both is well expressed by Smith and Roos:

⁵⁹ Works, op.cit., p.441

⁶⁰ Temple, op.cit., pp.112;98.

⁶¹ LeFever, Turrell, and Weitzel, op.cit., p.38.

"The school library is the keeper of some of the counselor's most effective tools. Whether these tools are to be buried, guarded, or offered, depends on the extent to which the librarian is guidance-conscious. The library is indeed a major counseling toolbox; the librarian can make these tools effective counseling instruments. Current publications having to do with guidance and related subjects can be so attractively and obviously "on view" that the child is continuously given the suggestion to read and to investigate them every time he enters the library." 62

These authors have listed one hundred books on guidance and related subjects compiled by the Text Book Committee of the American Institute of Graphic Arts. These books are recommended for every school library in which students guidance is attempted.
63

"An adequate library is now regarded as an indispensable part of the equipment of the modern secondary school. Changes in the curriculum have placed new demands on the school library. One problem often encountered in guiding pupils in the use of the library is that of making the facilities of the library accessible to students. . . . In many instances a closer relationship of library and study halls is being effected. . . . The development of classroom libraries is probably from traditional practices with reference to library facilities. . . . In some schools guidance is provided in large part by the introduction of a separate course in the use of the library. A far more common practice, however, is that of offering library instruction in connection

62

Smith and Roos, op.cit., pp.258-259.

63

Ibid., pp.258-259;384-390.

with certain subjects, such as English or Social Studies. . It is in relation to specific learning situations that direction can be given most effectively. . . .The librarian will generally assume responsibility for guiding pupils in such activities as using the card catalogues, finding books on shelves, and using bibliographies, magazines, reference books, and the like. The guidance functions of the classroom teacher will generally revolve around such activities as instructing pupils in the use of the index and table of contents of books, the use of the dictionary, note-taking, and evaluating materials. These are important skills for secondary school pupils to acquire. . . .Although the problem of guiding pupils in the use of the library is fundamentally a teacher problem, satisfactory results will be attained only when there is close cooperation between teachers and librarians." 64

9. An efficient homeroom organization, together with its understanding adviser and adequate, well-planned program, are other dynamic factors in the proper functioning of guidance. In defending the principle, the writer calls attention to findings of Arburn: (1) Four specific objectives of a junior high school homeroom, taken from a homeroom outline prepared by a committee of teachers at Oakland City, Indiana, are thus emphasized, -(a) to develop desirable pupil-teacher relationships, (b) to guide the pupil, (c) to develop desirable ideals and habits of citizenship, and (d) to facilitate the handling of administrative routine. (2) In America our schools really began as homerooms; the teachers lived in the

homes of their students and were active members of the community. (3) In the latter 19th and early part of the 20th century education underwent many changes,--increased numbers of new subjects providing for new activities demanded an extra place and time; consequently the homeroom began as an outgrowth of this demand; then when the need for guidance began, the homeroom became a laboratory for the experimental development of all types of guidance; now homerooms are used in a large number of schools for the development of guidance programs. (4) It is impossible to estimate the value of the homeroom; it offers splendid opportunities for character building and remedial work. (5) The homeroom is for solving problems of the group and inspiring the individual members to improve their ideals and standards as well as those of the group. (6) The homeroom supplements and complements the classroom. Neither homeroom or extra curricular activity need overlap classroom work; the classroom creates the attitude into a habit of daily living. (7) Teachers, in general were⁶⁵ unanimously in favor of homeroom organization.

Educators are emphasizing the importance of the homeroom today. This is well expressed by Barnhart, who quotes

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Cordelia M. Arburn, Activities and Progress of the Homeroom for Junior High School Grades, (unpublished Master's thesis, Iowa State University, August, 1939), pp. 70-71.

McKown: "As is the family to society so is the homeroom to
⁶⁶
 the school."

This author parallels what Arburn stated concerning guidance and the homeroom when he says, "The need of guidance has increased with the complexity of our living. Because of the existence of the homeroom as an administrative unit, it offers a favorable situation to initiate guidance work."⁶⁷

The types of guidance taught in the Indiana schools, are vocational in 79.7 percent of the schools in the survey; moral and ethical in 93.4 percent of 88 schools; citizenship in 82 percent schools; school citizenship in 85 schools; health in 95.4 percent of 87 schools; manners and courtesy in 96.7 percent of 91 schools; thrift in only 73.8 percent
⁶⁸
 of 80 schools.

Duffrin mentions this fact: "Since guidance is looked upon as an important part of education many administrators have selected the homeroom as an outlet."⁶⁹

According to Barnhart:

⁶⁶
 Barnhart, op.cit., p.2.

⁶⁷
Ibid., p.4.

⁶⁸
Ibid., p.56.

⁶⁹
 Duffrin, op.cit., pp.1-11.

"The evidence indicates a trend toward the extension of the homeroom guidance services in the schools. This work is retarded by a lack of teachers with specific training in the elements of guidance. . . .Administrative practices in the selection of homeroom guidance material and its placement, together with the scheduling of the program, vary widely. This practice should become better standardized with the passing of time." 70

Stoaks who made a survey of 300 high schools of Iowa, made these interesting comments,-(1) Administration and guidance were the two highest ranking of the purposes of homerooms; (2) seventy schools state that the homeroom is fulfilling its purposes, twenty-six say it is not and fourteen gave no definite reply; (3) five of the homerooms' chief limitations are, insufficient time for guidance, added preparation for overworked teachers, failure to serve individual needs, lack of uniformity of the program, and lack of training on the part of the teachers; (4) suggestions from sponsors were,-more time for individual guidance, more uniformity of the program, a homeroom director, and smaller groups. (5) results reveal various attitudes of sponsors regarding the homeroom as an organization; (6) 83 percent express the belief that the homeroom is a vital part of schools; (7) the importance placed upon the administrative functions of the homeroom is strikingly revealed in this study; (8) insufficient time for

guidance ranks first as a weakness; (9) the need for a director was emphasized; (10) the sponsor is not in sympathy with the organization as it is commonly carried on today but he does have an optimistic outlook for its future; he feels its aims **should** be worthwhile and should be organized on the basis of personality and character development. These recommendations are offered,--the homeroom should be an **integral** part of every high school organization; there should be other purposes for the homeroom besides that of administration; guidance should be a major objective; the homeroom teacher should be assisted by a homeroom director; homeroom programs should be organized with uniformity of aim and instruction; the homeroom group should meet daily if it is to achieve its aims and purposes.⁷¹

10. Guidance, to be adequate, must be a continuous process for all grade levels and all of its phases should be emphasized.

The above principle is clearly advocated by Hamrin and Erickson who state, "A complete school guidance program should be continuous, beginning with the child when he enters school and carrying him out into adult life."⁷²

⁷¹
Mary Elizabeth Stoakes, The Attitude of High School Teachers Toward Homerooms, (unpublished Master's thesis, College of Education, University of Colorado, August 21, 1939), pp. 25-34.

⁷²

Hamrin and Erickson, op.cit., p. 109.

Hope High School in Providence, Rhode Island is an excellent example of a secondary school where group guidance is conducted in all grade levels. At Riverside High School in Milwaukee, the guidance program provides for one topic each year--ninth grade has, "Adjustment to School and Home", tenth grade has, "Character Development," the eleventh, "Social Development", and the twelfth, "Adjustment of Life After School". A special feature of the West High School at Denver is the appointment of four general education teachers who make a special study of students in their classes. Each works with the same group for six terms; each make appointments with business and professional men and women who assist the school in giving vocational advice to the students. At the John Marshall Junior High School, in Pasadena, California, grade levels seven through ten are served. The curriculum has been characterized by the phrase, "exploratory in both academic and non-academic fields". Chester High School Chester, Nebraska, has been working in cooperation with the University of Nebraska for a number of years on the problem of developing and curriculum and a program of activities better suited to the needs of its community. An outstanding feature of the educational guidance program is the plan for enriching and individualizing the curriculum without increasing the number on the teaching staff. Results include a

thorough-going and careful schedule of alternating courses, thus making ~~available~~ a considerably larger number of courses⁷³ during the high school career of each student.

The following special features are stressed in the Cincinnati schools: a psychological laboratory, a child ac-⁷⁴counting division, occupational research and counseling.

Guidance clinics are successfully conducted in high⁷⁵ schools at Providence, Rhode Island.

The same adviser keeps the same group and guidance is⁷⁶ continuous at the Thornton Township High School.

Cunliffe, Kemp, and Metzger point out that since guidance has emerged, various kinds have been added and the guidance program has become theoretically an integral part of the⁷⁷ entire school plan.

If the student is to develop a well integrated personality provision must be made for him to obtain information

⁷³

LeFever, Turrell, and Weitzel, op.cit., pp.208-225.

⁷⁴

Temple, op.cit., p.100.

⁷⁵

Ibid., p.113.

⁷⁶

Ibid., p.133.

⁷⁷

Rex B. Cunliffe, Jason W. Kemp, and Karl E. Metzger, "Guidance Practice in New Jersey-A Sequel to a Report Issued in 1932", (Studies in Education, Number 10, Rutgers University), p.12.

and experience of the various kinds of guidance all through his high school career.

Douglass states that the guidance service, properly conceived, is a continuous process and in large part consists of enabling the pupil to discover and explore himself, to acquire an orientation in the fields of human thought and activity, and to make his own decisions more intelligently. ⁷⁸

11. Effective techniques of guidance must be intelligently understood and properly used. Those selected by the writer are testing and measuring, individual counseling and interviewing, group guidance, the giving of information, case studies, and cumulative records.

One of our greatest needs as pointed out by Allen, is improvement of guidance techniques and practices both in individual and in group instruction in guidance. ⁷⁹

LeFever, in describing guidance techniques of various schools, lists these as follows: group guidance, individual counseling, testing. ⁸⁰

Patterson, Schneider, and Williamson give these tests as available for guidance work, -Scholastic Aptitude, Special

⁷⁸
Harl R. Douglass, Secondary Education for Youth in Modern America, p.31.

⁷⁹
Allen, op.cit., p.77.

⁸⁰
LeFever, Turrell, and Weitzel, op.cit., pp.207-235.

Aptitude, seven kinds of Achievement, Interest Inventories,⁸¹
and Personality Traits Tests.

Personality tests, rating scales, graphic records,
interest and aptitude tests, according to Miller and LeFever,⁸²
are not in common use or frequently administered.

Reed states, "Teachers should be expected to discover
the learning abilities of children. Psychological and achieve-
ment tests should establish a relative basis for understanding
the ability of the child."⁸³

One of the best examples of the successful operation
of the proper use of techniques is that followed by the
Pittsburgh Public Schools; Continuous counseling, opportuni-
ty for all students on an individual basis, their testing
program, follow up work, and their survey to get information,⁸⁴
have brought about successful results.

Much emphasis today is also being placed on group guid-
ance. Hamrin and Erickson list five principal threads that
run through group guidance programs in a secondary school:
(1) orientation, (2) social adjustment, (3) a study of edu-
cational opportunities, (4) a consideration of vocational

⁸¹

Patterson, Schneidler, and Williamson, op.cit., p.39.

⁸²

Miller and LeFever, op.cit., p.214.

⁸³

Reed, op.cit., p.34.

⁸⁴

Graham and Cleland, op.cit., pp.699-704.

opportunities, and finally (5) informing the pupil about himself and helping him to discover his own interests and capacities. . . .The process of orientation and social adjustments is continuous and cannot be adequately cared for through study and discussion at any one grade level.⁸⁵

One of the best examples of individual counseling and group guidance in Louisville is found in the program in operation at Highland Junior High School. Provision is made on the school's schedule for one fifty-five minute period of group guidance for each 7B class and two periods per week for each 8A and 9B class. No special periods are assigned for the work in 9A because it is in that grade that two weekly periods are given over to the study of elective work in subjects of special interest, preparation for graduation activities, and registration in senior high schools.

The guidance counselor at Highland acts as a coordinator of the guidance program. In addition she is responsible for the installation and upkeep of the school's individual record card system, sent later to senior high schools, individual and group counseling, and the creation of special forms to simplify the gathering of information.

85

Hamrin and Erickson, op.cit., p.281.

A committee composed of the principal, visiting teacher, and the guidance counselor acts as advisers with the approval of the faculty. The visiting teacher acts as adviser to 7B's, the principal acts in the same capacity for the 7A and 8B groups, while the counselor has charge of the 8A, 9B and 9A groups.⁸⁶

Especially should attention be called to the appraisal of counselors' activities in secondary schools through a research study made in California and reported by LeFever, Turrell, and Weitzel, in which these findings were recorded: (1) a fair amount of group guidance activity is being done; (2) twenty-two out of twenty-six items show that counseling activities are being undertaken to a satisfactory or a very satisfactory degree; and (3) advisory and supervisory activities are also evident.⁸⁷

The technique of giving information was excellently illustrated by Dittman in her Guidance Manual for senior high school students. A detailed description was given of fifteen colleges throughout Colorado in order that a prospective high school student might get a complete understanding of

86

Marguerite Reasor, A Group Guidance Course for Grades, 7B, 8A, 9B, 9A Highland Junior High, (unpublished Master's thesis, University of Louisville, August, 1943). pp.212-23.

87

LeFever, Turrell, and Weitzel, op.cit., pp.93-99.

the town, college, and general situation. Special features were emphasized and possible factors of an unsatisfactory nature were revealed. The manual was not designed to supplement college bulletins and catalogues but merely to make comparisons that would lead to a happy solution of the high school graduate's needs.⁸⁸

Of special interest to the writer was the description of the personnel service for each school. This kind of manual would certainly aid high school seniors in a more intelligent selection of a college and would also help to solve the problem of college attendance.

Temple called attention to the cumulative records kept by the LaSalle-Peru Township High School.⁸⁹

Suggestions as to how the cumulative record is being kept in one large school system was given by Smith and Roos.⁹⁰ They point out that the cumulative record must serve three functions: (1) it must be an administrative document; (2) it must be an educational document; and (3) it must be a guidance document.⁹¹

⁸⁸ Anne Dittman, A Guidance Manual Description of the Higher Educational Institutions of Colorado for the Use of High School Seniors, (unpublished Master's thesis, Colorado State College of Education, Greeley, Colorado, August, 1939), pp.1-128.

⁸⁹ Temple, op.cit., p.121.

⁹⁰ Smith and Roos, op.cit., pp.217-234.

⁹¹ Ibid., pp.233-234.

The use of case studies as a vital tool in successful guidance in secondary education cannot be overestimated.

Descriptions of these are given by numerous educators.

Jones makes this statement to show their value:

"In all problem cases in the school, whether of discipline, of adjustment to the school or to the teacher, of choice of studies, of choice of college or of occupation, case studies should be made as far as it is possible to do so. All relevant data that it is possible to secure should be obtained and recorded and this should be done before diagnosis and treatment. These case records should be carefully preserved in order that the case may be followed up and help given later if needed. Teachers should be led to look upon every child as an individual who should be treated as far as possible by the case method of procedure." 92

Wrenn cites these statements by Williamson and Hahn who give two new hints pertaining to Plant's personality treatment and studies: (1) Explore childhood. says Plant but let your case history give full point also to the precipitating incident; and (2) the use of the case history is pointed out in the education of faculty counselors and advisers to a more intelligent consideration of the many factors entering into a case study or a counseling situation. 93

92

Jones, op.cit., p.203.

93

C.Gilbert Wrenn, "Recent Research for Counseling," Occupations, 17,8, May,1939, p.695.

Wrenn also points out that this educational use of case history along with a staff clinic can be most effective at both high school and college levels.⁹⁴

12. Articulation between elementary and secondary and between junior and senior divisions should be well developed and effective methods of orientation provided.

Sylvester and Niles feel that it is possible to make use of the advice of high school teachers, most of whom are experts, however, in limited fields, and set up a type of guidance program which can be carried out with no additional expense to the school. They described as an example the program in Rennington schools. The platoon system made it possible for teachers of senior high schools to visit junior high schools during the afternoon without interrupting their work. Eleven members of the high school faculty and the superintendent took part in a series of talks to the eighth grade groups in the junior high school. These informal talks took place in the 8th grade study halls. One purpose of these was to explain the content and aim of each of the new fields of 9th grade study and to set forth the general principles upon which a high school course of study should be built. Time was allowed after these talks for pupils' questions. Results of

such a program are not easy to measure. These will show themselves later in the form of greater happiness in school and greater success after school life is over. We owe to the pupils every chance to choose wisely and well the courses⁹⁵ they pursue.

Special emphasis is laid on orientation at the Wellston, Ohio High School. This phase of guidance is part of the homeroom program. One week is allowed for getting acquainted; during this time the freshmen class becomes oriented to high school problems. Parties and social gatherings⁹⁶ are held in the auditorium to which parents are invited.

Barnhart reports that 94.4 percent of 90 schools report⁹⁷ orientation.

Smith and Roos make the following contributions concerning orientation: "Upon the homeroom teacher and the counselor rests largely the responsibility for the orientation of the pupil." This can frequently be hastened by: (1) Acquainting the student with his school; (2) assisting the pupil in school and course selection; (3) analyzing the child's failures and success and novel life experiences; (4) suggest-

95

Harold D. Sylvester, and Olive S. Niles, "Guidance Any School Can Afford," Educational Method, 18,5, February, 1939, pp.226-229.

96

Duffrin, op.cit., p.39.

97

Barnhart, op.cit., pp.85-88.

ing remedial measures and methods for faulty habits and attitudes; and (5) leading and inspiring the student to aspire to the farthest horizon he has the capacity for reaching.

98

Reed contributes this thought: "Orientation courses as distinctive features of guidance programs are a comparatively recent practice, but topics covered in early educational guidance courses indicate they were inclusive of much material which gradually came to be called orientation, and which is sometimes allocated to separate courses."

13. Cooperative and concentrated efforts to aid the student in the following ways will be very valuable for efficient guidance: (1) Treat him as an individual and assist him in growing and developing his entire personality; (2) help him to meet his needs, make wise choices and decisions in terms of his native ability, interests, acquired experiences, and these present and probable future needs; (3) aid him to be intelligently informed, to solve his own problems, to have meaningful experiences and live a satisfying and satisfactory life; (4) if he shows signs of becoming a leader, provide opportunity for training in intelligent leadership.

Reed, in addition to stating that the most intricate

98

Smith and Roos, op.cit., p.290.

99

Anna Y. Reed, Guidance and Personnel Services in Education, p.228.

objectives of guidance is the preservation of the identity of the individual along with its adaption to influences educationally exerted upon him, maintains that respect for human personality with its individual differences must be encouraged.¹⁰⁰

The following was reported by one of the 9th grade guidance teachers of a Louisville Junior High School:

"As the first step in showing the pupil that the teacher is genuinely interested in the personality of the individual and the possible efforts which his background, personal and social, may have had upon his personality, the pupil is asked to fill out a questionnaire which may be used as the basis for a pupil analysis. The teacher explains how important his personality is to his success in life."

Hamrin and Erickson add this important information,-

"Human beings are in a continuous process of change. . . .They might fittingly be spoken of as human "becomings". Individuals are unique; no two persons are exactly alike. This quality of uniqueness plus that of dynamic growth, makes an understanding of all adolescents and of each particular adolescent both necessary and difficult. To appreciate an individual at any particular time, it is necessary to have at least two pictures of him rather clearly in mind. One may be called the developmental or the longitudinal view, with detailed records of the individual's growth and history of the changes which have taken place within him. The other picture may be thought of as the cross-sectional one, in

which attention is directed toward all areas of the individual's life at the present." 101

This interesting comment concerning individual needs is made by Amidon: "Those who believe that the schools are essential to the continuance of democracy must realize that the fields of guidance, directed toward the reshaping of the curriculum in terms of the individual needs of the pupils, is one means whereby public education can justify itself in terms of the ultimate aims of democracy." 102

Opportunity for all students on an individual basis is encouraged in the Pittsburgh Schools. 103

At Joliet Township High School and Junior College exploratory courses are successful; at LaSalle-Peru Township High School, emphasis is placed on the development of superior pupils; in the Chicago schools special attention is given to failures. 104

According to Smith and Roos, guidance through exploration was offered as one of the original purposes of the junior high school. Another responsibility of a guidance service in the junior high school is to assist the pupil in

101

Hamrin and Erickson, op.cit., pp.43-44.

102

Amidon, op.cit., p.25.

103

Graham and Cleland, op.cit., pp.699-704.

104

Temple, op.cit., pp.128,122,99.

appraising his own abilities and interests; another is to
 105
 acquaint him with what is ahead.

These authors speak of the senior high school period
 106
 as one of life planning and self direction.

Hamrin and Erickson recognize these needs of the adoles-
 cent: (1) physical--health needs; (2) speech needs, (3) emo-
 tional, (4) the need for satisfactory sex attitudes, (5) the
 need for vocational growth, (6) recreational needs, and (7)
 107
 the need for a philosophy of living..

Five needs which guidance must seek to satisfy are
 stressed thus by Reed: (1) Intellectual, (2) emotional,
 108
 (3) physical, (4) social, and (5) vocational needs.

Miller and LeFever in their study of the contributions
 of 246 classroom teachers in different high schools concern-
 ing the part they played in the guidance program, mention
 these facts: "Teachers are making progress in the individuali-
 zation of instruction - eighty-five percent give remedial in-
 struction. The most promising response of all is in connection
 with the relating of one's subject field to other fields and
 109
 to life activities."

105

Smith and Roos, op.cit., pp.273-277.

106

Ibid., p.302.

107

Hamrin and Erickson, op.cit., pp.42-72.

108

Cyr, op.cit., pp.34-39.

109

Miller and LeFever, op.cit., p.214.

Milwaukee's Life Advisement Bureau, organized in 1928,
should be especially helpful to students in learning how to
live a more satisfying life. ¹¹⁰

Diversity is also encouraged in the Leadership Clubs
which have been organized here. ¹¹¹

In a talk given recently at a session of the L.E.A.,
Dr. N. H. Kelly of the University of Louisville ¹¹² especially
stressed the value of getting students to accept responsi-
bility, make wise choices and decisions, solve their own
problems and thus lead a more satisfying and worthwhile life.

¹¹³
Hamrin and Erickson feel that fruitful leadership
can result from an effective series of meetings at which the
problems of officership are discussed. . . .A second plan
which has produced excellent results in several schools is
the distribution of mimeographed sheets of instructions for
each officer.

"There is a growing recognition of the need for defi-
nite attention to the problem of the selection and training

¹¹⁰

Temple, op.cit., pp.113-114.

¹¹¹

Ibid., p.114-115.

¹¹²

Nobel H. Kelley, Basic Psychological Aspects of Guid-
ance, Lecture given at Guidance Session of Fifth District
Education Association of Kentucky, First Christian Church,
November, 1944.

¹¹³

Hamrin and Erickson, op.cit., p.378.

of leaders. . . .We need to have the broader point of view¹¹⁴
and to look for all kinds of leaders.

14. Intelligent adjustment, which includes a placement or "follow up" of pupils leaving the school, should be provided.

San Francisco is proud of her junior high schools which started in 1909. These are essentially "finding and adjustment" schools. Children leave their portals after having been studied as to capability, promise, vocational attitude,¹¹⁵ and intellectual ability.

Philadelphia's school system, according to Superintendent Broome, encourage these things in their educational philosophy, -experimentation with new and original devices in the teaching and classification of pupils; the merit system of appointment and promotion with adjustments by transfer, and the thought that the school should not be teacher or¹¹⁶ subject centered but pupil centered.

The same author describes the Chicago schools in this way:

"High schools of Chicago teem with activity and glow with youthful thought and zeal.

114

Jones, op.cit., pp.362-364.

115

Abelow, op.cit., pp.656-662.

116

Ibid., p.660.

A new program was introduced in February, 1937. The work was divided into required and elective units on the New York City plan. Sixteen units, seven of which are required, are necessary for graduation. To help pupils who are having difficulties with some of their work, remedial or trailer classes have been formed. The spirit in these is not that membership is indicative of failure or disgrace, but rather that it is reasonable, where a handicap is found, to deal with it specifically just as a doctor deals with a physical handicap." 117

Three of the main divisions in Chicago's central office are placement, guidance and placement of the handicapped, and a department of occupational studies. The advisers, who are vocational guidance specialists, give tests, visit feeder schools, and classify and adjust students. 118

Boston's high schools, in addition to their director of guidance, boast six vocational instructors, eleven vocational assistants, and two clerks. There is a placement service for graduating seniors, for those who withdraw, and vacation or part time employment. Guidance here carries on follow up studies of pupils who are placed. 119

One of Cincinnati's five divisions is an occupational research and counseling department. 120

117

Ibid., p.659.

118

Temple, op.cit., pp.98-99.

119

Temple, op.cit., pp.96-98.

120

Ibid., p.100.

The placement service and the follow up studies for the first, third and fifth years prove very successful in the operation of the guidance program of Providence, Rhode Island. 121

The Thornton Township High School gives its freshmen class a course in vocational civics. 122

Milwaukee organized a Life Advisement Bureau in 1928. Its Vocational School boasts an Employment Guidance Department, a "follow-up" service, as well as tryout courses. 123

Hope High School at Providence, whose representative guidance practices are reported by LeFever, Turrell and Weitzel, has industrial and business leaders brought to school at frequent intervals to discuss vocational problems with groups interested in several occupational fields. Six coordinators with industry, employed by the Providence schools, assist in bringing the community and school into closer understanding. A special coordinator supervises placement for groups who find difficulty in obtaining employment. 124

These authors point out that it has long been recognized that the weakest links in the guidance program are its

122

Ibid., p.131.

123

Ibid., pp.113,119-121.

124

LeFever, Turrell, and Weitzel, op.cit., pp.215-217.

125

placement and follow up services.

Pittsburgh's new program as described by Graham and Cleland, and which went into operation in all secondary schools, in September, 1939, recognizes that the responsibility of the school is to follow the graduate for a few years until he becomes acclimated socially and vocationally. This argues well for enlarged opportunities and greater development for the high school boy and girl in Pittsburgh. ¹²⁶

In discussing recent changes in youth education in American City, this statement was made: "Every youth knows before he leaves school, that the doors of the community institute are open to him whenever he wants to enroll in a ¹²⁷ course or to talk with a teacher or counselor.

15. The curriculum of the school should be flexible and extra curricular activities should be encouraged.

Jones points out these interesting facts: It was not until 1847 that grades, in the modern sense, were introduced into our schools; the divisions into grades, or divisions, or years are merely for convenience. Teachers and administrators have long recognized the differences in abilities of students; it is altogether too apparent to be overlooked.

125

Ibid., p.31.

126

Graham and Cleland, op.cit., pp.699-704.

127

Education for ALL American Youth, Education Policies Commission, op.cit., p.196.

One remedy often applied has been to increase the number of divisions and to provide for promotion twice a year. . . . This has provided a much greater incentive to both the dull and the bright pupil. . . . Obviously such a plan reveals to a much greater degree abilities and interests of pupils than did the one-year-to-a-grade inflexible program.

128

129

Hamrin and Erickson state:

"The relationship between the curriculum and and the guidance program of a school is essential if unfortunate failures, emotional tensions, personality frustrations, and other problems are to be prevented. Furthermore, it is of great importance that the guidance program make possible a situation in which every student may find himself in the most worthwhile curricular environment. The secondary school guidance program must be effective in providing positive, worthwhile curricular experiences for all pupils."

"A strong extra curriculum program is an asset to any secondary school. With such a program a school springs into life and provides perhaps the finest immediate connection with the community."

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128

Jones, op.cit., pp.110-111.

129

Hamrin and Erickson, op.cit., p.145.

130

George A. Manning, Fred L. Biester, and John M. French, "How Should Schools Control Contests, Tournaments, and Festivals," The Bulletin of the National Association of Secondary School Principals, 27,116, October, 1943, p.134.

16. An interested, cooperating, and well organized Parent Teacher Association could be a valuable asset in encouraging effective guidance.

The writer is convinced that such an organization is the strongest and most powerful connecting link between the home and the school. Special conferences, and clinics, may be arranged whereby the parent and teacher will obtain valuable information to aid them in training, teaching, and guiding the student. Proper pupil-parent-teacher relationships may be formed which will aid the student to meet his needs, make wise choices, solve his own problems, and fill an important place in his community.

131

Hamrin and Erickson record a description of a parent-teacher association, using the homeroom as a basic unit. Highlights of this description are listed below: (1) The 930 students of this junior high school were distributed into 36 homerooms. (2) a few weeks previous to the opening of school, a letter was sent to each homeroom teacher by the homeroom committee of the Parent Teacher Association requesting each homeroom sponsor to recommend a mother of one of the students in that particular room, to act as homeroom chairman; (3) the teacher recommended to this Parent Teacher

131

Hamrin and Erickson, op.cit., pp.221-226.

Association group the mother seemingly qualified and desirable for the position; (4) this parent was then interviewed; (5) in the newer homerooms this was postponed until after a cafeteria luncheon and a get-together period; (6) a meeting of all homeroom chairmen was then held at the home of one of the Parent Teacher Association officials; (7) the following were some of the suggestions to the thirty-six mothers who were very enthusiastic about the whole scheme and anxious to serve: (a) The homeroom chairman should serve in the capacity of a hostess for the many parent-homeroom gatherings; (b) she should act as a friend and neighbor to all the parents in the homeroom; (c) a sympathetic homeroom chairman can be closer to the needs of the individual homeroom than any other person in the Parent Teacher Association; (d) the homeroom chairman should be the means of encouraging membership in the parent group; (e) she should interpret the school to the community; (f) many of the activities and experiences developed in the homeroom contribute to the well-being of the home and community as well as to the school; (g) the understanding parental point of view can often be of use to the teacher as there are often many times when the methods of the educator fall short and lack the necessary understanding to adjust some student in distress. This excellent plan should prove very effective in many junior and senior high schools.

The Parent Teacher Association affords a second counselor-parent relationship. . . .One question with which every guidance worker is confronted in every interview with parents is: How much shall I tell the parent regarding the child?When the counselor must err, there is wisdom in erring on the side of too much discretion rather than on that of too little. . . .Factual statements vital to the understanding of the child should be put in a positive manner. . . . In parent teacher conferences, the guidance worker gives to the parent a better knowledge of the child and this knowledge in turn should give to the parent greater skill in working with the child. Ruskin framed the counselor's aim in parent cooperation when he wrote: "When love and skill work together
132
expect a masterpiece."

From one point of view, St.Louis is blessed with parents' organizations. . . .In most schools there are at least two, and sometimes three, different parent groups. . . .The Patrons' Associations are groups made up largely of men, though women are associated with the groups. These associations have a city-wide organization,—the Patrons' Alliance, with which some seventy groups are affiliated. Other influential groups are the Parent Teacher Associations, all of

which are affiliated through their city-wide and state organizations with the National Congress of Parents and Teachers. .

. .A third type of group, the Mothers' Circles or Clubs, is less highly organized. . . .Their activities are largely restricted to tasks in which the school is served in one way or another,- by the raising of funds by benefits, collecting of clothes for needy children, and the like. In some of these circles, however, there are also educational programs ranging from class study groups to a definite series of lectures on child welfare. In St.Louis, then, there is a strong tradition of parent contact with the school through organized groups. 13

Evidence of the need and value of the Parent-Teacher Association in the secondary schools of Louisville was clearly emphasized recently, on a Saturday morning over the radio, when one of our secondary principals, together with two mothers of students at this particular high school, conducted a brief forum in which important problems of the high school girl were discussed.

Patterson, Schneidler, and Williamson, point out that cooperation of community officials and of parents is just as necessary as is that of school, teacher, and administrator,

133

George D. Strayer, and N. L. Engelhardt, A Report of A Survey of the Public Schools of St.Louis, Missouri, pp.226-227.

and perhaps easier to secure.

General Comments or Criticisms on the FOREGOING STUDY.

A careful study of these sixteen principles, together with the citations used to defend them, should prove very valuable to all teachers and administrators of those schools who feel the need of an adequate guidance program. This procedure should also be very practical to those interested in guidance.

The writer was convinced of the vital importance of guidance as a necessary part of the curriculum of the successful secondary school of today.

It is evident that rapid progress has been and is being made in the development and improvement of the guidance movement which at first stressed only the vocational phase, but which at present includes services in other fields.

The broad interest displayed by educators, principals, teachers, and students, in organizing and promoting suitable programs of guidance is shown not only by the authors of books and surveys but also by various related studies mentioned by them.

135

Temple points out clearly how various writers have developed conflicting definitions. In connection with this, the term "guidance", often seems paradoxical; in one sense it is as old as human relationships, but by way of contrast, Linton states:

"Guidance is a relatively new emphasis in education which has arisen for the most part in the last one fourth century as a result of scientific study of the individual and his environment and the influence of one upon the other. Like most new emphases in education, it suffers from misunderstandings of its purposes, its possibilities, and its methods. It means different things to different people. Even guidance specialists tend to emphasize certain functions and to minimize or ignore others. Some methods and techniques properly emphasized in guidance are nothing more than a common sense approach to the problems of individuals and groups and may therefore be used by parents, teachers, and administrators without specialized preparations; the methods or techniques of testing, counseling, clinical diagnosis, and therapy are highly technical and should be used by well qualified and experienced persons only." 136

Temple's suggestion for a redefinition of guidance is an excellent one; it is very confusing and misleading for teachers to sense the conflict. More uniformity for the

 135

Temple, op.cit., pp.8-64.

136

Clarence Linton, "Guidance in Public Schools," Teachers College Record, 40,1, October, 1938, p.1.

meaning of the term, its purposes, various phases, and its relationship to education will tend to help them develop more helpful and worthwhile guidance programs for all students under their supervision.

These authors, along with many others, inform administrators and teachers of many interesting practices in guidance being tried in various parts of America emphasizing the principles here included. By comparing these with what is being done in their own particular schools, they would probably be introduced to many new suggestions and be encouraged to evaluate their own programs more intelligently.

The writer might have listed other valuable principles but it was necessary to limit the study to a careful selection of the sixteen stated here-in. These should offer a "sixteen fold challenge".

Chapter IV

Findings From Questionnaire And Interview In Schools A and B

Chapter IV

Findings From Questionnaire-And Interview in Schools A and B

Introductory and Explanatory Remarks. In this chapter the writer will center the findings under three headings which will endeavor to:

I. Give a brief general description of both schools-type, location, time of organization, staff and enrollment of the student body.

II. Classify most of the findings under the sixteen principles developed in the previous chapter. In most cases information concerning Schools A and B will be kept separate.

III. Include under miscellaneous remarks, any of the findings which are necessary to the study but which would not be properly recorded under the sixteen statements.

I Description of Both Schools

1. School A. This six year high school, located in a large section predominantly residential, is the second largest in Louisville and was organized in September, 1929.

Last September, 1944, the administrative staff totalled three, which includes the head principal in charge of the senior division, a vice principal who has been placed in supervision over the junior division, and the dean of girls. Two of these hold an M.A. degree, the other has an M.S. These

administrators have had an average of twelve years teaching experience in the fields of English, Mathematics, Social Studies, and Latin. One has served eighteen years in his present position; another, fourteen and one half years; the other left this question unanswered.

In addition there are sixty-six teachers, twelve of which are men. These teachers are equally distributed between the junior and senior high school. Three part time, or special teachers, and one librarian with her assistant, complete the total staff personnel. Fifty-six and one-fourth per cent of the teachers in the senior division have Master's degrees. In the junior division the total is twenty-four and one-fifth per cent. However, 45.4 per cent have either A.B. degrees or their equivalents. One senior teacher holds a Ph.D. Three teachers have no degrees. Twenty years represent the average teaching experience of the teaching staff who reported.

This school houses a student body numbering 1443 in September, 1944. Four elementary, public, private or parochial schools supply most of the enrollment. These students are distributed in the junior division as indicated below:

	Boys	Girls	Total
Grade 7	113	121	234
Grade 8	125	115	240
Grade 9	<u>134</u>	<u>140</u>	<u>274</u>
Total	372	376	748

The enrollment of the senior high school girls is grouped as follows:

Grade 10	301
Grade 11	189
Grade 12	<u>205</u>
Total	695

2. School B. This secondary school, similar in type to School A, and located in the midst of an industrial-residential community, is the largest not only in Louisville but in the South. Its senior division, housed mainly on the third floor, celebrated its eighty-ninth birthday on April 5, 1945. The junior division, occupying the first two floors, began operations in September, 1934.

Five educators compose the administrative staff--the head principal in charge of the senior division, two vice principals who assist respectively in senior and junior divisions, a dean of girls, and one of the junior teachers, who since this study was begun, has been placed as part time guidance counselor in the junior division. Three administrators have their Master's degree; one has met all the requirements except the thesis; the other has an A.B. degree. All five of these administrators show an average of twenty years teaching experience represented in the fields of Science, Social Studies, and Foreign Languages. Three of these have

served one year in their present position; the other two have an average of fourteen years to their credit.

The teaching staff of School B includes sixty-four junior teachers and thirty-seven senior teachers; out of this total there are seventeen men, all of whom teach in the junior division. Special teachers total four.

There are three librarians--one in charge and her two assistants; one of the junior English teachers also does part time work in the library.

Forty-five and three-tenths per cent of the junior teachers and 54 per cent of the senior teachers have Master's degrees; about six are working on their Master's.

Ninety-four per cent in the junior group and 86 and one-half per cent in the senior division have earned baccalaureate degrees. One senior teacher has completed one year's work on her Ph. D; nine teachers have no degrees. The average years of teaching experience among the teachers reporting total fifteen.

School B draws the majority of its 2653 students from approximately a total of 12 public, private and parochial schools. Each grade in the junior division records the following totals:

	Boys	Girls	Total
Grade 7	283	288	571
Grade 8	228	280	508
Grade 9	<u>257</u>	<u>319</u>	<u>576</u>
Total	768	887	1655

Enrollment among the senior girls is distributed as follows:

Grade 10	375
Grade 11	305
Grade 12	<u>318</u>
Total	998

II Classification of Findings Under Sixteen Defended Principles Underlying An Adequate Guidance Program.

1. Cooperation of Entire School Staff. After securing from a sampling of fifty per cent of the staff of each school their estimate of the degree of cooperation among the five groups below, the following information was obtained:

Table I

Percentages of School Staffs Estimating the Degree of
Cooperation Among Their Members In Promoting A Guidance
Program

Groups Concerned	<u>Percent School A</u>					<u>Percent School B</u>				
	Excel.	Very Good	Good	Fair	Poor	Excel.	Very Good	Good	Fair	Poor
Among Admin- istrators	100					27.8	14.8	7.4		
Between Ad- ministrators and Teachers	100					9.3	61.1	24.0	5.6	
Between Jr. and Senior Teachers	100					3.7	5.6	25.9	53.7	11.1
Between Men and Women of Staff	100					3.7	5.6	25.9	50.0	14.8
Between Staff and Student Body	100					9.3	59.3	27.7	3.7	

An interpretation of this table shows that the staff members believe that excellent cooperation exists among all five groups in School A. The highest percentage in School B is exemplified among its administrators. The table also indicates that over 64.8 per cent of the teachers classify cooperation among junior and senior teachers as fair and poor.

Probably the tradition of pride and aloofness among some of the teachers in the older division that has been handed down for over four-fifths of a century, might account for the feeling of lack of cooperation. It is a coincidence that the same percentage of these teachers also grouped cooperation among the women and men of the staff as fair and poor. It is difficult to try to account for this unfortunate condition. There has always been a tendency at this school to call upon the women teachers to take charge of most of the guidance classes, assembly programs and similar activities. A sense of this lack of cooperation has been felt mainly among the junior teachers for the past several years. Another factor that might contribute to the situation is this--a large per cent of the men on the faculty have been called into the armed services; most of those remaining not only try to teach but spend several hours in the after noons and evenings in various kinds of defense jobs. Their interests and efforts are thus divided. The equalization of salaries for men and women in the teaching profession several years ago might also have contributed to a slight feeling of antagonism. It is very encouraging to note that over 70 per cent of the staff classify cooperation between administrators and teachers as very good and excellent. Equally encouraging is the fact that cooperation between the staff and the student body is ranked by 68.6 per cent as very good and excellent.

2. (a) The Philosophy of Education In Each School

School A's Philosophy. Following an extensive Cooperation Study of Secondary School Standards in 1936, under the supervision of the Department of Education at Washington, a Committee composed of educators of Louisville was chosen to make a study of School A. Administrators and teachers here made a careful evaluation of all phases of education in their school. Then the committee decided whether School A was doing what it claimed to be doing. During this study the faculty submitted the following philosophy:

I We, the faculty of School A affirm:

A. Our faith in the basic principles of democracy.

B. Our belief that growth in character is the major purpose of education.

II With these ideals in mind we believe:

A. That education should develop the individual to the maximum of his native abilities.

B. That education should produce a worthy world citizen.

C. That education is a continuous, cooperative process in which pupil, teacher, and society share.

D. That the curriculum is the vehicle for achieving desired ends.

E. That the curriculum should include:

1. Parts of the racial heritage considered necessary

for present and future use.

2. Materials which picture the present world order.
3. Aspect of present day problems.
4. Phases of significant trends and possible solutions.
5. Opportunities to participate in worthwhile activities.

III In submitting this philosophy we hold:

A. That it states what is, in part, the present practice of School A.

B. That it approaches an ideal for our future achievement.

These nine school objectives which are in harmony with those of the Education Policies Commission followed the above philosophy:

1. To teach students to fulfill adequately and intelligently the duties of responsible citizenship.
2. To teach students to participate more effectively in home life.
3. To reveal and make desired divergent, worthwhile, leisure-time pursuits.
4. To orient and develop for vocational efficiency and further study.
5. To teach students to improve and maintain physical and mental health.

6. To discover and develop worthy interests and appreciations which may find expression in satisfying activities.

7. To create and maintain high standards of moral and social character.

8. To further skilful use of fundamental processes.

9. To help students formulate and attain high standards of achievement.

It would not be amiss at this time to express in summarized form, the personal philosophies of the administrative and teaching staffs. Their individual philosophies which formed a basis for this summary, were secured from the questionnaires.

1. Education is self development for the purpose of cooperation.

2. In education, effective guidance should consider the total personality-physical, mental, moral, and spiritual life.

3. A well rounded, wholesome, worthwhile personality, with guiding principles to meet the demands of life both inside and outside the school walls, must be developed in order that he may be prepared to accept individual responsibility, face issues, make adjustments, develop understanding and insight and take his place as a world citizen in a satisfactory and satisfying manner.

4. The inculcation of the basic essentials of morality,

ethical character, the spirit of service, and unselfishness, sacrifice, and the realization that we live to share and not selfishly receive,-all of these are far more important than any choice of a vocation.

5. Education should seek to disclose to the students definite information concerning not only school subjects and the world around us, but advice and examples which will help to prevent juvenile delinquency; students should also have a knowledge of the laws of God and the consequences that arise from disobedience of the same.

6. A teacher should be happy in her work; and strive to improve; she should help solve the problems of modern youth with sympathy, understanding and pointed advice; she should realize that in her work there is both a privilege and a responsibility-a privilege in participating in the growth of future citizens, and a responsibility in doing her best to accomplish the best results; she should be alert-the alert teacher in homeroom and classroom is the most effective factor in guidance in any school.

7. If the home and other organizations have failed to preserve the high ideals of individuals and society, the school must fill the gap.

School B's Philosophy. This school was one of 200 experimental schools throughout America and one of seven in Kentucky, chosen in the Cooperative Study mentioned above

whose main purpose was for evaluation and stimulation. By means of check lists of twenty-two items, filled out by the entire staff and properly summarized by a committee within the school, this philosophy, together with definite objectives was compiled:

We believe:

1. That moral and ethical values are permanent.
2. That mental honesty is necessary for happiness.

"Esse quam videri" has long been the school motto.

3. That the intelligent person is in the long run the well-informed person.

4. That the fulness of life is attained through social intelligence with a desire for social good.

Our Purposes and Objectives:

1. Knowledges and Understandings

(a) To offer a curriculum of general education with orientation in the seven major fields of learning.

(b) To offer training in economic-vocational education.

2. Habits

(a) To develop habits of

- (1) Independent thinking and self direction.
- (2) Healthful living.
- (3) Self control.
- (4) Living one's best at all times.

3. Attitudes

(a) To develop attitudes of

- (1) Satisfaction with a job well done.
- (2) Respect for constituted authority.
- (3) Social obligations in all relationships.
- (4) Tolerance.
- (5) Integrity.
- (6) Courage.
- (7) Loyalty to ideals and principles.
- (8) Constructive criticisms.
- (9) Reverence.
- (10) Respect for wholesome recreation.

4. Appreciation.

(a) To develop appreciation of

- (1) Health-both mental and physical.
- (2) Beauty in every form.
- (3) Social heritage.
- (4) True values in personal character.

This composite form summarized from the questionnaire expresses the highlights in the individual philosophies of the staff at School B:

1. Education should help the individual to recognize his needs, make adjustments that lead to happy successful living, and to be so taught and encouraged that he will develop to the limit of his ability.

2. The school exists for the benefit of all the pupils. To that end it should offer by every means within its power the development of latent possibilities within the pupil- for work, for recreation, for character building, for further education, and for harmonious living in society.

3. School is life and adjustments in-school as well as out-of-school life are more important than "reading, writing, and arithmetic." School subjects are means not ends.

4. Life should have purpose and meaning-one important thing in teaching is to attempt to bring this fact to the consciousness of the student.

If I were the great teacher I should like to be I would make my teaching help every student develop the best in her mind, body, and spirit; I would like to make my teaching a life service to young people.

6. Teaching is a profession of service. We want our world to be better-our civilization to improve-our democracy to survive-the youth of today must in turn carry on- I, as a teacher have a task of instilling ideals, true values, ethical and moral standards by precept and example. I must be understanding and patient, and sympathetic with the adolescent and do the task to the best of my ability, always realizing that mine is the greater responsibility.

7. Living in a democratic country I feel that in my

teaching I should be guided by democratic principles in my relationship with my pupils, fellow-teachers, and administrators. It is my responsibility to develop each pupil to his highest degree of individuality and self expression.

8. The Golden Rule - Matthew 7:12.

9. Teach the student not merely the subject; teach him to do better the things in life he will have to do; help him to develop his talent and thus develop a sense of worthwhileness in the student. For example-problem cases.

10. I believe that every child has a birthright of a good education but I also believe less time should be spent on the education of the slow and more on the bright since he will be the future leader.

11. A teacher must do the best she can, show a sincere liking for teaching, an interest in her work which she strives to perform conscientiously and thoroughly; she should not take too seriously the comments of others; she should have the ability to strike a happy medium between strictness and easiness-not necessarily seeking the admiration of the student.

12. All teaching and conferences are guiding.

13. Business education should develop desirable personality traits, make for economic efficiency, development of intelligent consumer practice, and the development of a successful life.

2. (b) A Suitable Definition For Guidance.

From School A. A compilation of the definitions submitted by the staff includes the following:

1. Effective guidance should aid a student to make his utmost endeavor; it should help him in evaluating and developing his own abilities with some degree of accuracy and in exercising much frankness in choosing with regard to his limitations.

2. It should enable him to take a long and broad view and help him to recognize not only his individuality but his place in relation to others.

3. It should help to create and foster in the adolescent an appreciation for esthetic values, moral and mental traits, and honest thinking.

4. It should endeavor to make possible healthful school living for the pupils, give them health education, and provide in cooperation with parents, necessary health services.

5. Effective guidance in my relation to my students means that they should feel free to discuss with me their difficulties in the knowledge that they may have my confidence and sympathy and that I am interested in and proud of their successes and accomplishments.

6. Effective guidance will help to create a self reliant adult who will know how to enjoy life to the fullest.

From School B. The statements listed below will express the ideas of the staff in this school concerning the subject.

1. Suitable guidance is helping the student toward educational and vocational progress by:

(a) Offering several curricula with many elective courses and with opportunity for the student to transfer from one to another.

(b) Assisting him to outline his own program of studies, his choice motivated by his own interests and abilities.

(c) Providing up-to-date reading material for him on colleges, vocations, careers, and data concerning local occupation.

(d) Allotting time during school hours for individual and group counseling.

(e) Providing for school clubs and other organized activities.

(f) Maintaining adequate guidance records of his qualities, interests, health, mental ability, scholastic achievement, attendance information, and plans for the future.

2. Guidance is that direction given students that will help them consider interests, weigh attitudes, practice citizenship, and consider goals for successful living. It should be practicable, purposeful, effective, needful, applicable, discriminating, continuous and vital.

3. Effective guidance will:

- (a) Help the individual to understand why he needs to make adjustments, and how to make them.
- (b) Aid him to find and improve himself in the particular field for which he is talented and to plan his future according to his interests, abilities, and social needs.
- (c) Direct intelligent progress through daily activities.
- (d) Develop leadership.
- (e) Aid him in choosing the right reading materials.
- (f) Inspire him to have confidence in himself.
- (g) Enable teacher and student, working together, to devise some program which will enable the student to develop and increase his ability to work out his own problems.
- (h) Encourage success, building up and never tearing down, cooperation and respect for others.
- (i) Give him information concerning his environment and prepare him for life situations.
- (j) Attempt to develop such valuable traits in the student as honesty, industry, and high moral character and faith in God.
- (k) Promote a feeling of satisfaction for and happiness in work well done among the handicapped in the classroom.
- (l) Develop friendly understanding teacher-student relationships.

3. Duties of Principals and Assistant Principals and Their Interests in Guidance.

At School A. The head principal of this institution listed no specific duties. The assistant principal, who is in charge of the junior division, engages in the following:

(1) Organizing and administering of all the activities related to grades seven, eight, and nine.

(2) Assisting in the organizing and administering of those connected with grades ten, eleven, and twelve.

(3) Supervising class room work in both divisions with emphasis on juniors.

(4) Supervising all phases of guidance in grades seven, eight, and nine.

(5) Taking the responsibility for the Parent-Teacher Association programs every third year.

(6) Assisting at all outside school activities for both junior and senior divisions.

(7) Assuming all responsibility in the absence of the principal.

(8) Attending and assuming part of the responsibility for all meetings and conferences of the faculty and students of both divisions.

Both principals show an enthusiastic interest in guidance, both have taken several courses in guidance between 1927 and 1937 at Columbia, the University of Chicago, and the Univer-

sity of California; both organized a committee of the school staff on Guidance Service, following the Cooperative Study of 1936. It began its work in December, 1938 and had carefully evaluated and completed four-fifths of it when the 1940 edition came out December, 1940. When marked differences between the 1935 and 1940 editions were noted, the committee began its work anew, and organized subcommittees to work with the dean who was the chairman. These evaluations, before being summarized, were made on the basis of personal observation and judgment in the light of eight checklists with a five point rating scale. The recommendations given by the committees guided by the principals indicate that they are alert to the guidance needs in School A and are interested in making improvements.

At School B. The head principal here:

1. Directs all school activities.
2. Has some supervision of the janitorial and lunch room staffs.
3. Arranges and appears on assembly programs.
4. Supervises and visits the teachers.
5. Has conferences with pupils, teachers, and the public.
6. Carries on much correspondence.
7. Attends meetings of superintendents.
8. Works with different community groups-for example, the War Fund Drive.

The assistant principal in the senior division:

1. Analyzes girls' elections far in advance of the new semester to determine the number of classes anticipated and girls' eligibility for courses elected.

2. Makes senior high school schedules in August and January.

3. Meets girls new to the school, checks elections after receipt of final grades, and assigns them to homerooms.

4. Registers and schedules new girls during the term.

5. Equalizes class numbers and adjusts pupils' schedules.

6. Checks permanent record cards, especially of those entering senior high and of those approaching graduation.

7. Plans regular school routine such as preparation of instruction sheets for the faculty concerning daily or special homeroom activities, monthly and term procedure at the time of term organization and closing.

8. Confers with new members of the faculty for explanation of curriculum, educational guidance program, and other duties.

9. Confers with newly elected class advisers.

10. Has conference with teachers and parents concerning failing students and other problems.

11. Holds conferences with the girls in cases of failure, truancy, habitual absence, tardiness, breach of discipline, and other matters.

12. Checks daily absence sheet with resultant telephone calls and letters to parents.

13. Attends Parent-Teacher Association Meetings, school commencements, class days, and other functions in connection with graduation activities and minor participation in programs.

14. Writes letters recommending graduates for college or business positions, though the dean does much of this.

15. Prepares annual reports for the Southern Association of Secondary Schools, the Department of Education at Frankfort, and the Superintendent's office.

16. Shares with the head principal the calling and conducting of senior high school faculty meetings.

17. Attends departmental, student council, and class meetings.

18. Visits classes and assists in recommending new teachers by means of "write-ups" to the superintendent.

19. Performs various and miscellaneous jobs too difficult to define or predict.

The assistant principal in charge of the junior division records these twenty-four duties:

1. Supervises and confers with teachers and pupils.
2. Supervises elective choices.
3. Makes schedules twice annually.
4. Disciplines pupils.
5. Assists in the organization and execution of assembly programs.

6. Holds faculty meetings.
7. Supervises placement of pupils.
8. Confers with visiting teacher and attendance officer.
9. Compiles records and reports.
10. Confers with parents.
11. Advises student council.
12. Helps motivate extra-curricular activities.
13. Cooperates with the Parent-Teacher Association.
14. Assists in making available observation for University of Louisville students.
15. Supervises the distribution of 8000 state text books.
16. Supervises the inventory of all maps in the building.
17. Supervises the outside duties of teachers.
18. Equalizes classes.
19. Makes talks in classrooms and in assembly as occasion requires.
20. Determines the failing or passing of pupils who have done questionable work.
21. Supervises the corridors at the passing of classes.
22. Coordinates the work of the traffic-student council-recreation and school boy patrol groups.
23. Assists in getting substitute teachers.
24. Directs the organization of the rationing program in specified areas.

Two of these three administrators have had courses in Guidance at Columbia and Indiana Universities. Their various duties indicate that each participates in promoting effective guidance among both teachers, students and parents. Their frequent purchase of suitable material for guidance, which includes pictures for corridors and classrooms, maps, films and booklets, shows foresight and progress. All of them have listed several recommendations which will appear in chapter five and which they think will help to make guidance both in School B and in Louisville more worthwhile. All of them recognize that much improvement in both divisions of the school should be made.

4. Guidance Specialists, Their Duties and Qualifications.

Schools A and B. The junior division of School A has no guidance counselor; however the assistant principal in charge of the division is responsible for all phases of guidance in grades seven, eight, and nine. Mimeographed guidance programs are prepared and carried out in the homerooms. These will be discussed under homeroom organization.

For the past year at School B one of the science and ninth grade guidance teachers has been appointed part time guidance counselor. In addition to teaching two seventh grade science, three 9A and two 9B guidance classes, she averages sixteen and one half hours a week counseling individual boys and girls.

Students counseled most frequently are those who cut, those who stay out of school frequently, those who are failing, and those who get into trouble in school. She endeavors to find out why the pupil has difficulty; her next step is to help him develop the right attitudes and then check on him regularly until he gains enough control that he no longer needs help.

The counselor for the junior division also assists with the scheduling of those who have special schedules. This is often done with problem children where placement for their best interests is considered.

Although the counselor has had no special training or courses in guidance, she has had ample experience as a successful teacher not only of science but of guidance as well.

The deans of both schools have to their credit an average of twenty-four years teaching experience. Both of them have had a total of sixteen courses of guidance and related courses in education. Both have indicated on their questionnaires that these courses, together with their teaching experiences, have benefitted them much in their guidance work. One dean has served for fourteen and one half years in her present position; the other, although serving in this capacity for but two years, has an intelligent and sincere under-

standing of her duties and responsibilities; both of them are active, tireless workers, and show an intense interest and enthusiasm for their work. Their estimate of the value and practicality of twelve functions of a dean, and their individual duties as checked alongside twenty-four items in the checklist of Dr. McGinnis,¹ Superintendent of Schools in Perth Amboy, New Jersey, can best be compared in Tables II and III which follow:

¹
W.C.McGinnis, "Dean of Girls," Clearing House, 13,1, September, 1938. pp.47-48.

Table II

Judgment of The Two Deans Concerning Practicality and Value
of Twelve Duties of a Dean

<u>Duties</u>	<u>School A</u>			<u>School B</u>		
	Very Valuable	Valuable	Not Valuable	Very Valuable	Valuable	Not Valuable
1. Checks absences and receives excuses	Yes	-	-	-	Yes	-
2. Receives and decides on requests for early dismissal	Yes	-	-	-	Yes	-
3. Handles cases of discipline	Yes	-	-	Yes	-	-
4. Confers with teachers on classroom problems	Yes	-	-	Yes	-	-
5. Approves all programs of subjects selected by pupils	-	Yes	-	-	Yes	-
6. Has charge of extra curricular activities	-	Yes	-	-	Yes	-
7. Has charge of auditorium programs	-	-	Yes	-	-	Yes
8. Supervises health program of girls	-	Yes	-	-	-	Yes
9. Has charge of employment placement bureau of girls	-	-	Yes	-	Yes	-
10. Decides question of promotions	-	-	-	-	-	Yes
11. Makes home visits	-	-	Yes	-	Yes	-
12. Acts as guide, philosopher, and friend of girls	Yes	-	-	Yes	-	-

A study of this table reveals that their estimate of items three, four, five, six, seven, and twelve are identical. In connection with duties one, two, and eight, the dean from School A has considered them of higher use and value than has the other dean. The decisions of these workers with reference to duties nine and eleven have been reversed.

The judgment of these deans in connection with McGinnis' checklist of twenty-five duties will be presented in Table III.

Table IIIThe Evaluation of Duties of a Dean by Two Deans of Girls

<u>Duties</u>	<u>Dean A</u>			<u>Dean B</u>		
	<u>Very Im- por- tant</u>	<u>Im- por- tant</u>	<u>Not Im- por- tant</u>	<u>Very Im- por- tant</u>	<u>Im- por- tant</u>	<u>Not Im- por- tant</u>
1. Register or assist in registering new pupils	X	-	-	-	X	-
2. Evaluate or assist in evaluating pupils' credits transferring from other schools	X	-	-	-	-	-
3. Give or direct the giving of tests, and inventories for groups and individual students	-	X	-	-	X	-
4. Assist in scheduling classes	X	-	-	-	X	-
5. Understand all phases of school program, and assist in curriculum planning	X	-	-	X	-	-
6. Offer sympathetic understanding to students needing a friend and serve when necessary in place of class and homeroom teacher in aiding students to solve questions	X	-	-	X	-	-
7. Plan definite schedule for counseling and interviewing	X	-	-	-	X	-
8. Arrange for group guidance of classes and of definite instruction on educational information	X	-	-	-	X	-
9. Give information and assistance to students preparing for college	X	-	-	-	X	-
10. Assist English 8's to make a study of catalogues of leading universities	X	-	-	-	-	-

Table III (Con't.)

<u>Duties</u>	Very Im- por- tant	Im- por- tant	Not Im- por- tant	Very Im- por- tant	Im- por- tant	Not Im- por- tant
11. Assist worthy students to obtain scholarships from various colleges-help them write letters, secure admission blanks	X	-	-	X	-	-
12. Assist in selection and purchase of tests, pamphlets, books valuable in carrying on guidance	-	X	-	-	X	-
13. Become familiar with reliable and varies tests	X	-	-	-	X	-
14. Supervise scoring of same and proper use of scores by classroom teachers for benefit of students	-	X	-	-	X	-
15. Supervise keeping of permanent records up to date	X	-	-	-	-	-
16. Assist in making of case studies	X	-	-	-	-	-
17. Understand community and social life of student	-	-	X	-	-	-
18. Meet parents, assist in solving problems of students	X	-	-	X	-	-
19. Supervise activities of students' social life	-	X	-	-	-	-
20. Promote activities to increase efficiency in school work, improve morale and citizenship	X	-	-	-	X	-
21. Visit in homes of problem students-	-	-	X	-	-	-
22. Assist 9A's in getting information about senior high schools	X	-	-	-	-	-
23. Assist teachers in solving their own problems	-	X	-	-	X	-
24. Supply teachers with information and materials about types of guidance	-	X	-	-	-	-

From this table we can see that the judgment of both deans are alike in considering these items which are one-third of the total: three, five, six, eleven, twelve, fourteen, eighteen, and twenty-three. It is also revealed that Dean A considers duties one, four, seven, eight, nine, thirteen, and twenty more important than Dean B. The latter's judgment disregards nine of these duties. Both of them however, indicated, in question twelve of the questionnaire that they were familiar with the work of deans in other places.

Several years ago Dr. J. K. Long, Assistant Superintendent of Louisville Public Schools, met with all guidance counselors and deans. One of the two important topics discussed was "What would you like your duties to be?" The dean at School A did not answer this. Dean B replied to this with the following twenty duties:

1. Test and classify pupils in junior high who enter from any except feeder schools. Test those who enter from feeder schools without an I.Q. score.
2. Guide pupils from out of town and parochial schools in the selection of elective subjects, especially in the 9th grade.
3. Listen to pupils' problems and assist them in finding a way of adjustment.
4. Confer with principals, assistant principals, teachers,

visiting teachers, and health counselor concerning pupils who present serious difficulties.

5. Hold conferences with parents to further pupils' adjustment and progress.

6. Test, each term, English 3's and any pupils higher who are new in the school so that every senior high pupil has an I.Q. score on her permanent record card.

7. Meet at least twice a term with English 4's in groups to assist them in choosing wisely from subjects offered.

8. Meet with English 7's twice a term to encourage all to remain in school until graduation, to give them an insight into the working world they will soon enter, and to stress those qualifications that make for success in any field of work.

9. Meet individually and in groups girls who plan to go to college.

10. See that scholarships offered our school are duly publicized and some girls encouraged to take advantage of same.

11. Help to prepare girls for special exams required by some colleges.

12. Aid girls who need financial assistance in finding jobs by keeping them informed of positions that are open to them.

13. See that seniors are measured for caps and gowns and that these are distributed at the proper time.

14. Arrange for talks to special groups by outside speakers.

15. Check elective slips of pupils who want algebra and a foreign language in the ninth grade to be sure a pupil does not undertake more than he has the ability and willingness to do.

16. Confer with pupils in junior high who are failing in school subjects to find out the cause of the failure and to find a solution for their problem.

17. Be a "contact" person for office of Civilian Defense-Volunteer Division, Red Cross, Victory Corps, and Nurses' Aides.

18. Arrange meetings of college representatives with senior high girls.

19. Give tests to seniors-Kentucky Scholastic Ability, Mathematics and English-to find out whether these girls are college material.

20. Perform numerous odd jobs that must be done.

A dean's work would include anything she does or may be asked to do by the administrative officers and teachers on the staff of that school to assist in adjusting pupils to in-school or out-of-school life. Every job is a part of a harmonious whole.

Duties four, plus twelve through seventeen, and number twenty, in general, do not coincide with the checklist of McGinnis; the others, however, parallel his suggested duties, listed and checked in Table III.

Table IV

The Evaluation by Two Deans of Girls of Seven Duties Under
Vocational Guidance

<u>Duties</u>	<u>Dean A</u>			<u>Dean B</u>		
	<u>Very</u> <u>im-</u> <u>por-</u> <u>por-</u> <u>tant</u>	<u>Im-</u> <u>por-</u> <u>tant</u>	<u>Not</u> <u>Im-</u> <u>por-</u> <u>tant</u>	<u>Very</u> <u>Im-</u> <u>por-</u> <u>por-</u> <u>tant</u>	<u>Im-</u> <u>por-</u> <u>tant</u>	<u>Not</u> <u>Im-</u> <u>por-</u> <u>tant</u>
1. To acquaint yourself with pamphlets, books, available in school library on vocational guidance	X	-	-	X	-	-
2. Assist and encourage prospective graduates to obtain necessary vocational information from the above	X	-	-	X	-	-
3. To encourage showing vocational films	-	-	X	-	X	-
4. To provide for representatives of various vocations to speak to girls	X	-	-	-	X	-
5. To encourage girls to visit different industries	-	-	X	-	-	X
6. To assist worthy students to be placed in worthwhile positions in the city	-	X	-	-	X	-
7. To attempt to follow up graduates once after graduation	-	-	X	X	-	-

On fifty-seven per cent of the duties the deans agree. The follow up of graduates is considered very important by Dean B and not so important by Dean A.

The most important characteristics an efficient dean should possess as estimated by both deans, are shown in Tabel V.

Table V

Characteristics of An Efficient Dean

<u>According to Dean A</u>	<u>According to Dean B</u>
1. Physical strength and attractive personality	1. Same
2. Social interests	2. Social poise
3. Sense of humor	3. Same
4. Able leadership	4. Same
5. Emotional poise	5. Resourcefulness
6. Common sense	6. Tact
7. Intellectual achievement	7. Good judgment
8. Spiritual experience	8. Strong character
9. Creative and receptive imagination	9. Sympathy with boys and girls
10. Aesthetic appreciation	10. Cooperation

Characteristics listed by Dean A were included under "What are Indispensable Qualifications for a Dean of Girls?" in the small pamphlet entitled, "The Dean of Girls in the High School," printed by the National Association of Deans of Women.

It is very interesting to note how closely each dean's characteristics paralleled each other.

Miscellaneous items in the form of questions in the succeeding table will further inform us as to the work of deans.

Table VI

Answers Given by Two Deans of Girls to Miscellaneous Items
Concerning A Dean's Work

<u>Questions</u>	<u>Dean A</u>	<u>Dean B</u>
1. Approximately how many girls did you encourage to go to college?	Decision to go to college is usually the outcome of growth	40
2. How many college catalogues are available in your school?	-	130
How did you make use of them?	Yes	With groups and individuals
3. How many scholarships for worthy girls did you secure?	-	About 6
4. How many case studies did you make and use?	-	None
5. How many conferences did you hold with parents?	40-50	25
6. Approximately how many students did you counsel or interview?	About 800	All English 4's and 7's plus numerous other students in both divisions

Table VI (Con't)

	<u>Dean A</u>	<u>Dean B</u>
7. Which groups did you teach or how many group discussions did you sponsor?	-	Each English 4 twice a term in study period Each English 7 once in class
8. What activities or experiments did you sponsor which increased the efficiency of the students in their school work or improved citizenship?	-	Group discussion with English 4's and 7's
9. In how many homes did you visit?	-	None
10. How many 9A students from your school planned to attend senior high school this year?	-	-
11. About how many teachers did you assist in the solving of their problems?	-	25
12. Were you able to supply any information or materials that helped them in the guidance of their students?	I hope so	Yes
13. How many vocational films were shown at your school last term?	-	Saw but two
14. How many representatives of vocations spoke at your school?	Several	-
15. Did any of your students visit places of industry?	-	-
16. How many students were placed in positions before or after graduation?	-	We do no placing
17. Are you planning any "follow-up" of last June's graduates?	No	Not of class of 1944, but of some other classes

The above answers to questions two, five, six, and twelve are encouraging for both schools. There is room for much improvement with reference to questions nine, ten, and thirteen through sixteen. Under Dean B's supervision, group guidance, an interest in scholarships and college, on the part of the girls, and her desire to conduct a survey of previous June graduates, are all commendable. A copy of the letter and the questionnaire to be used in this survey will be placed in the appendix of this study.²

Dean A did not list the most important student problems she was called upon to solve during one term. Dean B's student problems concerned:

1. Correct dress in school.
2. Behavior.
3. Schedule difficulties.
4. Cutting.
5. Absence.
6. Improper conduct of boys and girls.
7. Quarrel among students.
8. Discourtesy.
9. Work or college.

2

See Appendix, pp.229-232.

Both deans take part in various social functions of the school. Those listed by Dean B are:

1. Tea for graduating seniors.
2. Commencement for graduating seniors.
3. Picnic for 9A students.

Their interest in guidance is further shown by their willingness to attend and take part in the local and national meeting of the deans. Several weeks ago at Frankfort, Dean A conducted a very interesting workshop which was of value to all guidance workers.

A copy of the most valuable tests used by each dean will be found in connection with "techniques of guidance".³

Their recommendations which might help to make guidance in their field and in secondary education in Louisville more effective, will be recorded in the final chapter of this study.⁴

5. Teachers and Their Qualifications For Guidance.

These forty-nine qualifications sent in by teachers of both schools are placed in three groups. Those in group one were mentioned between ten and eighteen times; those in the second group were listed from six to nine times; those making up the third group were mentioned only between one

³
See Number 11, p.59.

⁴
See Chapter V, pp.179-181.

to five times.

Group I

1. Understanding and a knowledge of
 - (a) pupils' problems
 - (b) subject of guidance
 - (c) human nature
2. A sense of humor
3. Self control and poise

Group II

4. Patience
5. A winning personality

Group III

6. Interest and genuine love of children
7. Leadership
8. Ability to get along, to challenge, to direct and draw
9. Integrity and moral character
10. Attractive appearance
11. Honesty
12. Fairness
13. Sufficient training and education
14. Spirit of cooperation
15. Tact
16. Sense of responsibility
17. Neatness
18. Initiative
19. Energy and vitality
20. Eagerness and enthusiasm
21. Foresight and perspective
22. Good judgment
23. Self reliance
24. Courage
25. Intelligence and high scholarship
26. Accuracy
27. Love of teaching, ability to teach
28. Tolerance
29. Kindness
30. Faith in God and man
31. Ability to gain respect and confidence
32. Respect for others
33. Willingness and capacity to work hard
34. Sincerity of purpose
35. Common sense

36. Desire to keep growing and changing with new developments
37. A realization that teachers should be human
38. Firmness
39. Perseverance
40. Ability to keep young
41. Desire to help students and listen to their problems
42. An even temper
43. Adaptability
44. Loyalty
45. Dependability
46. Good health
47. Dignity
48. Pleasantness, cheerfulness
49. Patriotism

6. The Staff's willingness to:

- (a) Take courses in guidance
- (b) Read books and educational magazines on guidance.

The staff's recommendations for improving their schools' guidance programs will be recorded under principle thirteen. ⁶

(a) Guidance Courses Taken

		Yes	No
School A	-	47.3 %	52.7 %
School B	-	31.0 %	69.0 %

⁶
See pp. 183-184.

(b) Books and Educational Magazines Read

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
School A	12. %	24. %	64. %
School B	9. %	33. %	58. %

7. Relation of the Health Counselor and Visiting Teacher to the Guidance Services.

(a) Information from the questionnaire concerning the former in both schools will be recorded in the two tables below.

Table VII

The Health Counselor

<u>Items of Interest</u>	<u>Counselor A</u>	<u>Counselor B</u>
1. How long have you been a health counselor at your present school?	13 years	6 years
2. Years of teaching experience	19 years	10 years
3. Position held previous to entering present one	Instructor in Chemistry, Biology, Physiology	Counselor
4. Degrees held	B.S. M.S.	B.S. M.S.
5. Courses in Guidance	Yes	No
6. Where courses were obtained	Uni. Colorado Uni. Columbia Uni. Louisville	
7. Special training for work as health counselor	Yes	No

Table VII (Con't)

<u>Items of Interest</u>	<u>Counselor A</u>	<u>Counselor B</u>
8. Have you sponsored any Health Assembly Programs?	Yes, "Professor Quiz Program" prepared by Health classes presented to P.T.A.	Yes, several Health Plays
9. Record kept		
a. health cards for each student	Yes	No
b. daily record book	Yes	No
c. term reports	-	Yes
d. Record of		
corrections	Yes	-
conferences	Yes	-
gym excuses	Yes	-
e. location of records	Medical room	Medical room
f. Available? To whom?	Yes. Administrators, teachers, supervisors, social workers	Yes. Administrators, teachers, supervisors, social workers
10. Number of students helped last term, January to June 1944		
a. Those having physical defects	-	200
b. Those receiving the benefit of corrective gym	-	-
c. Number visiting clinics	-	215
d. Conferences with parents, teachers, students	-	400
e. Number needing dental attention	-	1000
f. Number receiving dental attention	-	200
g. Students' homes visited	-	5
h. Number benefitted by First Aid	-	750
i. Number seniors having doctor's excuses and substituting Health or First Aid and Home Nursing	-	30

Table VIIITabulation of the Duties of Health Counselor

<u>Duties</u>	<u>Counselor A</u>	<u>Counselor B</u>
1. Sponsoring annual examination of new students by school doctor	X	X
2. Arranging for		
a. correction of physical defects	XX	X
b. corrected gym	-	-
c. clinical appointments	X	-
3. Conferences with parents, teachers, and students	XX	X
4. Dental inspection of all students once a year	X	X
5. Hearing survey of all	X	-
6. Visiting in homes for conferences and appointments	XX	X
7. Teaching health to all junior classes-once a week to 7th grades	XX	X
8. Rendering First Aid	X	X
9. Putting on Health Programs	X	X

7. (b) Since the work of the visiting teacher in both schools is identical it will be better to give a composite description. Points of interest were obtained through both questionnaire and interview.

Both visiting teachers have had adequate training and experience for the successful performance of their duties.

Both, previous to appointment in their present position, have had teaching experience and thus have the pupil-teacher point of view.

Each visiting teacher has charge of more than one school. This means that in the space of one short week much territory is covered and many homes are visited.

The visiting teacher is termed the "contact man" between home and school. From January to June, 1944, approximately 75 per cent of the homes in each school will have been visited; seven hundred fifty students will have been consulted; over fifteen hundred will have been called in for conferences.

One of the most important duties of the visiting teacher is to encourage the student to be regular and punctual in his attendance at school, to suggest ways to help him know and improve himself and to show interest in his school work. These objectives can be best accomplished if there is whole-hearted cooperation and understanding between parents and the teachers. After gaining the goodwill of the parents of a student who has been irregular in attendance, she attempts to learn his needs, ambitions, and home conditions. These in turn are interpreted to the health counselor or the homeroom or classroom teacher in order that the student may be aided in the solving of his particular problem.

In the judgment of the visiting teacher these are the

most frequent of student problems: health, attendance, tardiness, behavior, lack of materials, need of clothing, and the need of carfare.

The visiting teacher and the following personnel mutually assist each other in guiding the pupil successfully and in aiding him to solve his problems: parents, health counselor, homeroom teacher, dean, and the classroom teacher. One important method used in guiding the student is the interview with the parents, the student, his homeroom or classroom teacher; another is the keeping of a special daily record of the student's work; a third method is the making of a careful case study of the problem student. In the compilation of the latter the parents and a psychologist or a psychiatrist may be called in to assist the visiting teacher, the health counselor, and the homeroom teacher. Sometimes a student will not respond regardless of cooperation between home and school, stimulated by the visiting teacher. Then it is necessary for the latter to recommend the Juvenile Court or Ormsby Village to help in the solution of his case.

The visiting teacher assists the junior homeroom teacher, and the office in keeping these records:

1. A calendar card - on this is recorded the absence and tardiness of each junior student, together with a record of visits made to the home by the visiting teacher.

2. Absence control sheet - each junior homeroom teacher keeps one for the class. Monthly absences and reasons for same, transfers, and withdrawals are recorded and given to the visiting teacher. From these, the latter compiles her yearly reports.

3. Teacher's Daily Report of Enrollment and Attendance - Form II - one of these is made out each week by the homeroom teacher for her class; it contains the number of original entries, re-entries, losses, membership, attendance, absence, and the number of cases of tardiness. On the back of this report are recorded daily the names of tardy and absent students. The visiting teacher refers to these names regularly and from these compiles her list for home visitation or conference.

Recommendations of the visiting teachers in Schools A and B, which they feel might help to make guidance in their particular field of work more worthwhile, will be listed in the final chapter of this study.⁷

8. The Librarian and Library Facilities.

Data concerning School A's library and its leader and facilities were secured from the librarian's questionnaire and from an interview with the dean. At School B the head

⁷

See p. 181.

librarian was absent and one of her assistants kindly consented to answer the librarian's questionnaire. The majority of these data will be grouped together in tabulated form.

Table IX

The Personnel and Facilities of the Library in Two Schools

<u>Items of Interest</u>	<u>School A</u>	<u>School B</u>
1. Head Librarian	Yes	Yes
2. Number of assistants		
a. full time	1	2
b. part time	-	1
3. Librarians, special training	Yes	Yes
4. Courses in guidance by one or more librarians	No	Yes
5. Years teaching experience of head librarian	Over 20	Over 20
6. Devices to attract students to come to library		
a. attractive bulletin board	Yes	Yes
b. poster displays	Yes	Yes
c. displays of new books	-	Yes
d. articles in school paper	-	Yes
e. contests	-	Yes
f. assembly programs	-	Not in last 2 years
g. distribution of book marks	-	Yes
h. special decorations for special occasions, holidays, historical events, etc.	Yes	Yes
i. Library Club	Not at present	Yes
7. Group guidance for students in junior division	Talks by librarian during library period	Weekly lessons on the use of the library

Table IX (Con't)

<u>Items of Interest</u>	<u>School A</u>	<u>School B</u>
8. Group guidance for senior girls	12 or more lessons to English III girls	Ten lessons weekly on use of library
9. Services junior and senior students are taught to perform		
a. shelving books	Yes	Yes
b. checking books out	Yes	Yes
c. reading shelves	Yes	Yes
d. slipping the books	Yes	Yes
e. straightening magazines	Yes	Yes
10. Time these students serve	During study periods	One half hour before and after school and during study periods
11. Number trained last term	Several volunteers	10
12. Number of scholarships to girls interested in further library training within the last 5 years	-	2 (1,Public Lib. 1,Peabody)
13. Individual counseling by librarians	Instruction to library aids and subsequent supervised work	Same
14. Assistance given to aid teachers		
a. posting and displaying new books	Yes	Yes
b. providing class collections	Yes	Yes
c. granting requests for new books annually or semi-annually	Yes	Yes
d. encouraging teachers to bring classes to library for supervised reference periods	-	Yes

Table IX (Con't)

<u>Items of Interest</u>	<u>School A</u>	<u>School B</u>
e. lending sets of books to a classroom for one period upon request	-	Yes
f. purchasing attractive books on vocation, occupations, careers	Yes	Yes
15. Rules obeyed by those who use library		
a. enter, remain, leave in an orderly manner	Yes	Yes
b. place books and magazines on truck or table before leaving	Yes	Yes
c. push chairs under table before leaving	Yes	Yes
d. have your books inspected at the door	Yes	Yes
e. return books promptly	Yes	Yes
f. ask for books to be sent to the classroom before the time they are needed	-	Yes
g. teachers should know the material on hand in the library on a certain subject before they send or bring the student	-	Yes
h. take proper care of all library materials	Yes	Yes
16. Guidance books available ⁸	Yes	Yes

The writer feels that no further explanation of the above table is necessary.

9. Homeroom Organization, Personnel and Program.

The value of the homeroom in the promotion of successful guidance services was outlined in Chapter three.⁹

8

See Appendix, pp.233-235.

9

See pp.52-56.

A picture of its organization, personnel, and program, will be revealed in the findings below which were obtained from the questionnaires sent to the homeroom teacher. Likenesses and differences can best be portrayed in the table items which follow.

Table X

A Description of the Homeroom - Its Organization, Personnel, and Program in Two Schools

<u>Items of Interest</u>	<u>School A</u>		<u>School B</u>	
1. Number of homeroom classes				
a. Junior division	23		52	
b. Senior division	25		34	
c. Total	48		86	
2. Methods used in assigning students to homeroom	<u>Jr.</u>	<u>Sr.</u>	<u>Jr.</u>	<u>Sr.</u>
a. I.Q. rating and scholarship grade	Yes	-	-	-
b. Alphabetical arrangement wholly or partially	-	Yes	Yes	Yes
c. Elementary teacher-principal rating	Yes	-	Yes	-
d. Achievement tests results in all fields	Yes	-	Yes	-
e. Scholastic grades of previous semester	Yes	-	Yes	-
f. Reading ability	Yes	-	Yes	-
g. Division of new students into the upper, middle, and lower thirds	-	-	Yes	-
h. With equalization in mind	Yes	Yes	Yes	Yes
i. To fit needs of student	Yes	-	-	-
3. Average number in homeroom	34	27	31	27
4. Average number new students	-	9	16	9
5. Average length of homeroom periods	19 minutes		13 minutes	

Table X (Con't)

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Items of Interest	School A		School B	
6. a. daily homeroom periods b. occasional longer periods	Yes Yes		Yes Yes	
7. Length of time homeroom sponsors have same homeroom group	No definite length of time		Generally 4 terms in Junior division; 6 in senior division	
8. Main records kept by homeroom sponsor	Jr.	Sr.	Jr.	Sr.
a. Attendance and punctuality	Yes	Yes	Yes	Yes
b. Scholarship	Yes	Yes	Yes	Yes
c. Schedule record	Yes	Yes	Yes	Yes
d. Summary sheet of majors, minors, credits	-	Yes	-	Yes
e. Locker record	Yes	Yes	Yes	Yes
f. Report card	Yes	Yes	Yes	Yes
g. Permanent records	Yes	Yes	Yes	Yes
h. Citizenship	Yes	Yes	Yes	Yes
i. Election cards	Yes	Yes	-	Yes
j. Elective slips	-	-	Yes	-
k. Textbook card	7-8 Gr.	-	7-8 Gr.	-
9. Main homeroom officers	-	Yes	Yes	Yes
a. President	-	Yes	Yes	Yes
b. Student Counselor	Yes	Yes	Yes	Yes
c. Alternate	Yes	Yes	Yes	Yes
d. Publicity Chairman	-	Yes	Yes	Yes
e. War stamp and Bond Chr.	-	Yes	Yes	Yes
f. Student Loan pencil Chr.	Yes	Yes	Yes	Yes
g. Program chairman	Yes	Yes	Yes	Yes
h. Paper collector	-	Yes	Yes	Yes
i. Press chairman	-	Yes	Yes	Yes
10. Suggestion for homeroom programs	Yes	Yes	Yes	Yes
a. Printed sheet on electives and elections	Yes	Yes	Yes	Yes
b. Handbook	Yes	Yes	Yes	Yes
c. Books on homeroom programs	-	-	Yes	Yes
d. Office records	Yes	Yes	Yes	Yes
e. Discussion of student needs	-	Yes	Yes	Yes
f. Discussion of school needs	Yes	Yes	Yes	Yes
g. Books on guidance	Yes	Yes	Yes	Yes
h. Current news	Yes	Yes	Yes	Yes
i. Films	-	-	Yes	Yes
j. Outside speakers	-	Yes	-	Yes
k. Radio programs	Yes	Yes	Yes	Yes
l. College catalogues	-	Yes	-	Yes

The selection of materials for homeroom programs depends on the following:

	<u>School A</u>	<u>School B</u>
1. Homeroom teacher	-	X
2. Student officers	-	X
3. Student council representatives and sponsors	X	X
4. Principal	-	-
5. Dean	X	-

A brief summary of the titles of programs taken from mimeographed homeroom programs lists that are conducted during the longer homeroom periods in each school will be listed below:

School A

7B Groups

1. Organization of the homeroom
2. Parliamentary procedure
3. General facts about the school
4. The report card
5. Good manners in:
 - a. Assembly
 - b. Corridors
 - c. Cafeteria
 - d. Classroom

7A Groups

1. Organization of the homeroom
2. Parliamentary procedure

3. The report card
4. Courtesy in School A
5. General facts about School A
6. How to study
7. Fields of study

8B Groups

1. Organization of the homeroom
2. Good habits in homework and routine procedures
3. Good manners in:
 - a. Assembly
 - b. Corridors
4. 8A election cards and the writing of these cards
5. Requirements for graduation from several Louisville senior high schools and a review of material covered at the 7th meeting.

8A Groups

1. Organization of the homeroom
2. Good habits
3. 9B election cards, writing of election cards, requirements for graduation

9B Groups

1. Organization of the homeroom
2. Good habits
3. Requirements for graduation
4. 9A election cards and writing of same

5. Review and test on the requirements

9A Groups

1. Organization of the homeroom
2. Requirements for graduation from Louisville High School
3. Offerings of Ahrens Trade School, Male High School,
and dePont Manual Training High School.
4. Writing the election cards for the three schools
5. College entrance requirements

10th, 11th, 12th Grade Groups

These groups meet about eight times a term according to schedule while the junior division is having assembly programs. Their main topics for discussion, reviews, and tests, are as follows:

1. The Major-Minor Plan

Credits and units
Requirements and electives
Majors and minors
Election of subjects
Vocations

2. Getting acquainted

Introductory discussion
Family
Friends
Work experiences
Pleasures

3. Vocational Plans

How far have you looked ahead
Desirable character traits
Designs for personality
Problems of self discovery and self direction

4. Guidance

Honor rolls
Success at School A
Causes of failure
Remedies
Next step ahead

School B

Formerly in the junior division topics suggested by guidance books or by a committee of teachers would be mimeographed and given to each homeroom teacher. Around these programs would be developed. Several examples of these are:

1. Suggestions for a world friendship program
2. Good books - good friends
3. An anti-noise program
4. How to improve myself
5. Patriotism
6. A self checkup
7. Honest endeavor
8. How to study
9. Public behavior
10. Sportsmanship and cooperation
11. Citizenship

At the present time the number of periods has been decreased and there is no uniform homeroom program. Each homeroom teacher plans what she thinks will best meet the needs of her homeroom group.

Since the number of junior assembly programs has been reduced the senior homeroom periods have also been less

frequent. Formerly interesting discussions were conducted around such topics as, "How to study", "Courtesy", "Etiquette", and "Why Go to College". During the last term the senior division has had approximately four or five homeroom periods of about fifty minutes each. The girls who have elected clubs at the same time do not have an opportunity to meet often with the homeroom classmates. Filling program and period cards, discussing elections for the new term, and majors and minors, occupy most of the time.

These types of guidance are ranked below as they were emphasized by the homeroom teachers:

	<u>School A</u>	<u>School B</u>
Educational	1	3
Vocational	2	4
Moral and ethical	3	2
Guidance in citizenship	2	1
Health guidance	2	7
Social and recreational	2	6
Guidance in thrift	5	5
Guidance in personal relationship	4	8

In School A, 67 per cent of 53 teachers reporting ranked educational guidance in first place; 40 per cent ranked vocational citizenship, health, and social-recreational guidance each in second place; moral and ethical guidance were given

third place by 33 per cent of the teachers; 20 per cent ranked guidance in personal relationship in fourth place; and 7 per cent of the teachers placed thrift in fifth place. In School B, 80 per cent of the teachers reporting ranked citizenship first; 78 per cent placed moral and ethical second; 77 per cent ranked educational guidance third; 72 per cent placed vocational guidance fourth; 71 per cent gave guidance in thrift fifth place; 70 per cent ranked the social and recreational phases sixth; 68 per cent placed health in seventh place, and 67 per cent ranked personal relationships in eighth place.

The most frequent student problems that the homeroom teachers said they hoped to solve in both schools are recorded below as they were obtained from the questionnaires:

1. Selecting the proper schedule
2. Personality clashes
3. Personal problems
4. Etiquette
5. Safety problems
6. School curriculum
7. Dissatisfaction with school
8. Study
9. Failures
10. Adjustments
11. Disciplining
12. Financial difficulties
13. Coaching

14. Attendance and punctuality
15. Responsibility
16. Home conditions
17. Attitudes
18. The attention seeking student
19. Lack of cooperation

Only 37 per cent of 53 teachers reported student problems. This group who responded made a total of 36 responses distributed as shown below:

- (a) Problem 10 **received** 19 per cent of the responses.
- (b) Problems 8, 12, and 14 received 8 per cent each.
- (c) Problems 2 and 19 each obtained 6 per cent.
- (d) Problems 11, 13, and 17 each received 5 per cent.
- (e) Problems 1, 3-7, 9, 15-16, and 18 each obtained 3 per cent of the responses.

Several methods used to check on the above are:

1. Questioning other students as to why a student is absent; making phone calls.
2. Friendly talks with students.
3. Checking roll daily for attendance and punctuality.
4. Sending in names of "cutters" to office.
5. Sending notes home and to the visiting teacher.
6. Requiring absence notes.
7. Having conferences with parents.
8. Attempting to develop homeroom loyalty and responsibility through group talks.

9. Visiting in home.
10. Organizing a social committee.
11. Getting the cooperation of the dean.

Below are recorded the answers to five questions asked the homeroom sponsor:

	<u>School A</u>	<u>School B</u>
1. Average number conferences with parents last term	49	6
2. Average number homes visited	-	2
3. Average number of students counseled	94	30
4. Average number of case studies made or used	-	3
5. Average number of girls encouraged to attend college	11	10

Eight activities used in the orientation program of the homerooms of both schools are:

1. Having the student counselor, her assistant, and the older students give assistance to the new pupils.
2. Conducting individual conferences with new students.
3. Encouraging use of handbook.
4. Having class discussions.
5. Choosing new students to take part in homeroom activities.
6. Explaining rules and regulations.

7. Allowing student to use his seating chart.

8. Conducting an "acquaintance contest" in which boys and girls are pitted against each other in naming and introducing the newcomers to the older members.

Leading purposes of the homeroom as advanced by the teaching staff of both schools were:

1. Taking care of clerical and routine details.
2. Promoting different phases of guidance.
3. Solving of personal problems.
4. Developing school and class spirit.
5. Promoting fellowship.
6. Encouraging responsibility and cooperation.
7. Training in group activity and loyalty.
8. Learning about home conditions.
9. Training in leadership.
10. Developing a sense of pride and cooperation.
11. Encouraging proper pupil-teacher relationship.
12. Making adjustments.
13. Encouraging respect for God and His country.
14. Starting the day aright.
15. Creating proper habits and attitudes.
16. Giving information.
17. Assisting pupil to make correct subject choices.
18. Orientating and developing a feeling of security.

10. Guidance Programs

(a) In School A, the guidance services are in general continuous through the homeroom organization. These guidance programs are conducted in both junior and senior divisions under the supervision of homeroom teachers every two weeks.

At School B, there are no definite continuous programs for the 7th and 8th grades. Ninth grade students have a guidance period once a week conducted by guidance teachers. This term two English and Science teachers have been assigned these classes. The 9B groups discuss these topics: "Character Building", "Good Manners", and "Personality". The school library has various books which are used as supplementary material. The 9A classes study, "Vocations", and "Requirements of Our Senior High Schools". Each student is taught how to make out a tentative list of the term subjects he expects to take in Grades 10, 11, and 12. Guidance among the students in grades ten through twelve is not continuous. However, they do meet bi-weekly with the homeroom teachers while the juniors are conducting their assembly programs. Each senior homeroom teacher is free to plan with her homeroom girls some program which meets the needs of her students at the time.

(b) Phases of Guidance Emphasized in Schools A and B.

1. Educational, - This type of guidance predominates in both divisions and is ranked first by the principals. It is carried on best by talks, discussions, and programs planned by the homeroom teachers and the classroom teacher. The counselor and the visiting teacher also have a part as previously explained. Through group and individual counseling, educational guidance is also carried on by the dean. By means of the latter's plan in School A, the dean does communicate with a student's parents concerning her choice of a college or of subjects needed. To check on the minimum guidance requirements a student is expected to have, the dean also encourages homeroom teachers to give each student a test in guidance. This is used as a tool for checking the information the girls have acquired. The Educational Plan Sheet is filled out by the 9th grade students and signed by the parents.

2. Vocational - One principal ranks this in fourth place; two others list it second. The dean at School A feels that vocational guidance is limited; it is tied up with educational guidance. At School A pre-vocational guidance is discussed in the junior division. The juniors at both schools are given the opportunity to explore and take electives that will help them to ascertain whether they have the ability to enter a particular field of work. In the 9A at School B, "Vocations" is one of the subjects selected for study.

One of the English teachers at School A under the super-

vision of the dean, has a well planned vocational program for eleventh grade students. Discussions led by this teacher include the following: (1) seven steps of choosing a vocation; (2) preparation for interviews; and (3) using information from interviews. This course has a three-fold purpose; it helps students discover what they have, what they want, and what the world wants. Besides various vocational books, there is a file in which are compiled pamphlets, magazine articles, application blanks, and newspaper clippings. A table, devoted entirely to information concerning sundry occupations, has been set aside in the library. Teachers and students are encouraged to contribute up to date material for the folders. The latter is thus more valuable and at the same time more interesting than some of the books. The dean also has on file in her office, numerous folders containing clippings on vocations and related subjects.

In the English 5 class each student, as a preliminary assignment, is asked to write a review of one book dealing with the subject, Vocations. In the English 6 class each student is required to interview at least one person qualified by training and experience to give information concerning a vocation in a specialized field. This interview is reported in a well-constructed paragraph to be graded by the teacher.

During the course, "A Creed of Work for Women" and "Choosing Your Life Work" are discussed.

"A Vocational Self Inventory Test" is given at the close of the study and is filled with the student's individual guidance material.

In connection with this program, the dean plans for grade twelve a schedule of speakers from various colleges and vocations who present the opportunities and the requirements of college and the business world.

The dean and the various members of the faculty give considerable individual vocational guidance as need and opportunity arise. This is equally true in the commercial and science departments.

The dean at School B helps girls to gain scholarships to certain colleges and with the help of commercial teachers and those in the field of mathematics and science, recommends deserving girls for the business world.

During their study periods the dean also talks to all English 4 girls concerning majors and minors and the importance of taking mathematics and science if they expect to attend college. An inquiry is made at the beginning of the year to find out what the girls are going to do.

All English 7 girls discuss "Business Demands", "Who Should Go To College", "Finding Yourself", and "Women's

Careers" under the mimeographed sheet, "School and the Job". Another sheet entitled, "Occupation" is also used.

A Vocational Interest Inventory by Cleator is given to these same girls. The test results should show the dean in which vocational field certain students are interested. The Kuder Preference Test is also administered and results show the fields of work in which the students' interests lie. It might be important to say here that in both schools classroom teachers in certain lines of work have the opportunity to acquaint their students with the vocational implications of their subjects.

3. Citizenship Guidance - The average ranking of this kind of guidance for both schools is number three. It is obtained best under homeroom procedure, in social studies classes, and in connection with various activities of the Student Council. One of these activities is the annual election in January of the president of the All Student Association. The procedure at the election is identical with that of a city election.

4. Social and Recreational Guidance - These types have the same rating by the principals as did the citizenship guidance. Social Guidance is encouraged daily in homeroom, classroom and lunchroom periods; and also in the election of president and representatives for the Student Council.

The social and recreational side is also emphasized at picnics, parties, concerts, and during physical education periods. Mention should also be made of the part these phases play in the activities of organized classes sponsored by class advisers and in club groups.

5. Guidance in Thrift - This type is classified in sixth place and is encouraged best through the sale of war stamps and bonds during the short early homeroom period. Certain units in mathematics in the junior division also stress the importance of thrift.

6. Health Guidance - In the junior divisions this is encouraged mainly through the teaching of health by the health counselor. Often the visiting teacher is able to assist the health counselor when she visits in the home. This type of guidance is also promoted through the physical education programs of the school.

In the senior division classes in First Aid and Home Nursing prove very valuable. In School B, girls who have a doctor's certificate excusing them from gym are benefitted by substituting these two subjects in English 5 and 6 or health in English 4. Home Economics classes also provide an opportunity for the teaching of health.

7. Moral and Ethical Guidance - This kind of guidance in both schools is best promoted among the students through

the establishment of proper attitudes and habits and relationships in homeroom, classroom, assembly, cafeteria, and on the playground.

8. Guidance in Personal Relationships - Here again the homeroom and classroom teachers do a great deal in teaching students how to get along with others, how to conduct and adjust themselves, how to make decisions, and how to study. This type of guidance is best encouraged through individual counseling and group guidance. The deans of both schools and the visiting teachers also assist in this valuable service.

11. Proper Techniques of Guidance.

The six techniques, selected by the writer and discussed in chapter three, will be described as they pertain to both schools.

(a) Testing - The principal of School A reports that the testing program for the past year has been curtailed. In the senior division two tests are administered to English 3 girls - the Otis Test, and the Stanford Reading Test. English 6 girls take the Nelson-Denny Reading Test and the poorest readers are placed in remedial reading classes. The Blackstone Stenographic Test for Stenography and Typing 3 girls is given. These test results were used (1) to encourage or discourage pupils in taking subjects in which they had a fair chance of

of success or failure; (2) to determine the number of subjects to offer; (3) to help the students to understand themselves, to face the reality of their problems, and to select an intelligent course of action.

In the junior division of School B results of these tests are placed on permanent record cards - Stanford Achievement, the Kuhlman Anderson, and the Progressive Achievement Tests. In the 9th grade the English teachers administer the Tressler English Test. Students in 9A take the Kuder-Preference Test to guide them in selection of senior high school work.

English 3 girls are given a higher form of the Otis Test. The Nelson-Denny Test for English 4 and 6 girls is given and scored by English teachers. Girls for whom no I.Q. has been obtained, or those who seem to be doing better or worse than their I.Q. indicates, are retested. The assistant principal discovered one girl whose I.Q. was only 79 and who was doing work that corresponded to a much higher I.Q. The first test was inspected and many questions had been unanswered. When questioned this girl acknowledged that she was just "scared". After retesting, her I.Q. was found to be 112. English 7 and 8 girls may volunteer to take General Ability Tests from the University of Kentucky which include English and Mathematics and scholastic ability. The Vocational Interest Inventory is also administered. Other available tests are the Pressy Tests, Clapp-Young English Test, and the Iowa Silent Reading

Test.

(b) Individual Counseling - In the junior division of School A this technique is performed jointly by the homeroom and classroom teachers and by the assistant principal in charge of the junior division. Opportunities for counseling and interviewing are also given the visiting teacher.

At present senior homeroom teachers do much of the counseling with homeroom groups as the need arises. However, the dean does try to see all English 3, 4, and 5 girls during the year. This is done casually at first and later more systematically. There is no set number of times to see any one girl. In a file in the dean's office there is a card for each student in the senior division. Information concerning a girl's electives, majors and minors, and the answers to three questions are copied on the card from the initial card which was filled out originally by the junior homeroom teacher. These three questions are: (1) Do you plan to graduate from School A? If not, what are your plans? (2) What is your choice of a vocation, that is, what do you wish to become? (3) Name any college or school you expect to attend in order to carry out your plans. If you do not expect to go on with your education after graduation from high school, what are your plans?

When the dean calls in a girl to counsel she will add

to the card, information concerning her family, her ambitions, and her friends. After her majors and minors are checked, the dean transfers the same to the girl's permanent record card which is kept on file in the office. On the dean's card are also placed the dates on which she counsels the girl. It has been necessary for one girl to be counseled nine times this semester concerning poor attendance and scholarship.

Each girl is required to fill out a long range program sheet indicating the subjects she expects to take in the senior division.

If a girl is expecting to attend college the dean will have her fill out the "Typical Entrance Rating Blank for Colleges." This is kept in a permanent file.

The visiting teacher cooperates with the dean in the individual counseling and interviewing of senior girls. Often these interviews lead to the compilation of interesting and valuable case studies.

In the junior division of School B, this technique is carried on chiefly by the homeroom teacher, health counselor, and visiting teacher. The assistant principal also has a large part. One of the guidance teachers, who was recently appointed a part time guidance counselor, devotes sixteen and one-half hours a week to the counseling of boys and girls

with various problems. In the senior division, in addition to the counseling done by classroom teacher, the dean and assistant principal work jointly to help many students.

(c) Group Guidance - In School A this technique is conducted around the program which the writer has discussed previously under homeroom organizations.

In the senior division the dean until several terms ago attempted to conduct group guidance with all English 3 girls. One of the teachers assisted with the English 4 girls but this, too, has been abandoned. At present, group guidance is provided mainly by homeroom teachers. These programs, too, the writer has described. Group guidance is also conducted through classroom procedure in assembly groups, in class meetings, conducted by the class adviser, and by the instructional and orientation program sponsored by the Student Council. The vocational instruction just described under principle ten also provides for excellent group guidance.

In School B two guidance teachers carry on most of the 9th grade group guidance. A third teacher does have one class a week. In several 9A classes the dean is called in to discuss requirements needed for entrance into the senior high schools of Louisville. The dean also talks to the English 4 and English 7 groups.

In summary, much group guidance is performed by the

dean, by homeroom and classroom teachers, by class advisers, through club programs, assemblies, and by the Student Council in the senior division.

(d) Supplying of Information - This cannot be separated from the previous techniques already discussed above.

(e) Case Studies - Quoting the words of one of the principals in School A: "As with all case studies this is a co-operative enterprise which is conducted by the health counselor, visiting teacher, homeroom teacher, parents and the administrators." Both schools have many studies of problem cases; these are kept in the office and are available to the staff.

(f) Cumulative Records - There are numerous records that the homeroom and classroom teachers, health counselor, and visiting teacher are asked to keep. The office secretaries summarize and file some of these records. However, it is not the purpose of this study to give a description of all of the records. Only those that are classified as cumulative will be mentioned.

In the junior division of both schools these are properly filled out, added to each term, and filed in the office, to be available when needed:

1. Permanent Record Card - One side contains such items as the name of the student and names of his parents, his address, place of birth, parent's occupation, locker number,

I.Q., scores on tests taken in feeder schools, attendance, names of the grades and homeroom teachers, and scholarship average for each term. On the other side are recorded the term grades and credits earned each semester.

2. A folder contains mainly the yellow sheets and calendar cards for each term. On the former are recorded, the monthly and term grades, attendance and tardiness, and citizenship rating. The folder also contains test booklets with the test results and absence excuse notes.

The senior division records are:

1. A permanent record card which is very similar to that of the junior division.

2. Card kept by the dean of School A for each girl who enters.

3. Attendance and punctuality card which is kept on file in the office.

4. A long range program sheet in School A for each student; this is called a summary sheet at School B. It contains a record of the subjects a girl takes each term, a list of her majors and minors, and the total number of credits she earns each term.

5. One valuable record, the guidance card, in School B, to which information was added each term, is no longer in use since the former principal retired.

12 Articulation and Orientation

Articulation - In School A these procedures are followed:

(a) Each of the feeder schools is supplied with information about the secondary school - its objectives, curriculum, pupil activity program, guidance service, personnel, and organization of the staff, plant and equipment.

(b) The aims, functions, program and facilities of both schools are carefully studied.

(c) Proper adjustments for exceptional pupils passing from one school to the other are made.

(d) The same procedure is followed between the junior and senior divisions of School A.

(e) Talks are given in the feeder schools by the principal and dean in the senior division.

(f) The President's Council, made up of representatives from the Student Councils of both junior and senior divisions, and who meet with principals, deans, and advisers, acts as a clearing house for both divisions.

(g) Visits of teachers and pupils from feeder schools to the secondary school are encouraged.

In School B junior students:

(a) Hear talks from principal or representatives from various senior schools.

(b) Listen in guidance classes to interesting facts about senior schools from guidance teachers who visit the same.

(c) Make inspection tours.

The feeder schools send a principal-teacher rating of each student and his test scores. The students here, too, are given talks and paid visits by principals or deans in the junior division.

Orientation - The best examples of orientation in both schools are those listed below:

(a) The careful study of school handbooks. The title of School A's is, "The Counselor". Those of School B are "Look Inside", and, "So You're Coming to School B". Each of these booklets gives complete information concerning the school, its rules and regulations, its various organizations, program of studies, creed, motto, school songs, and similar subjects.

(b) The instructional and testing program sponsored by the Student Council.

(c) The activities of the homeroom groups.

(d) The assembly program.

(e) Tour of the building under the direction of the homeroom sponsor.

13. Efforts to Aid the Student

These are the four ways presented in chapter three:

(a) Treat him as an individual.

(b) Help him to meet his needs, and make wise choices and decisions.

(c) Aid him to be intelligently informed, to solve his

problems, to have meaningful experiences, and to live a satisfying and satisfactory life.

(d) Provide opportunity for training in intelligent leadership if he shows signs of becoming a leader.

The first three ways of helping a student in both schools can be best accomplished through proper homeroom organization and the phases and techniques of guidance just described in parts of nine, ten, and eleven of this chapter.

Training in leadership is provided for in both schools in the following ways:

(a) Giving interested students an opportunity to participate in the annual Jefferson Essay Contest.

(b) Encouraging students to sing or play solo parts in glee club, band, or orchestra.

(c) Giving proper assistance and guidance to homeroom, class, or club officers.

(d) Guiding those who show signs of leadership to take responsibility and express initiative in school organizations such as the president's council in School A, and homeroom and classroom organization.

(e) Aiding the student to render willing service on the different committees under the Student Council.

(f) Giving students the opportunity of introducing assembly speakers.

(g) Giving recognition and commendation for work well done.

One example is the awarding of letters for winning individually or in groups in athletic contests.

(h) Studying lives of leaders in various fields of endeavor.

14. Adjustments of Graduates Through a Placement or Follow-up Service.

The principal of School A reports that there is no bureau or placement service which seeks to place senior graduates in suitable jobs. A follow-up plan is reported, but in his judgment it is not satisfactory. Last June, however, approximately 100 girls were aided in securing positions.

Placement at School B has been conducted mainly by the ranking teacher in the commercial department. There is no follow-up plan. However, many graduates voluntarily keep in touch with the school. At present the dean, by means of a questionnaire, plans a check-up on the graduates of several classes previous to that of June, 1944. No actual figures can be given to indicate how many of last June's graduates were successfully placed.

15. The Curriculum and Extra Curriculum Activities.

This first term is often misunderstood and misused. Too many times its real meaning tends to be narrowed in scope. Numerous people connected with the teaching profession consider the word courses of study and curriculum, synonymous.

This thought was clarified and corrected for the writer in the advanced course of "Philosophy of Education". The curriculum is the sum total of all the activities, experiences, and relationships of all the personnel, in connection with all the material things associated with school life and its surroundings.

In one sense, then, the curricula of both schools would be termed flexible. Students in each division are engaging in many worthwhile and meaningful experiences which lead to satisfying and satisfactory living. These activities are numerous, colorful, valuable, and varied. The dean of School A feels that there is a tendency toward a more flexible curriculum at her school.

Dean B, by the methods of observation and comparison, states that she thinks the school's curriculum is much more flexible than in many other secondary institutions throughout the country. Many of these schools do not have the major-minor-elective system. One of the principals agrees with her concerning the flexibility as portrayed through the student's opportunities to choose from among a number of elective courses offered in the junior division. Special schedules for many students are provided. On the other hand "not so flexible" would be his rating of School B's curriculum in general.

Extra curricular offerings in both schools center

around the following activities:

1. Buying and selling of war stamps and bonds.
2. Collecting paper and magazines.
3. Collecting books and magazines for the soldiers.
4. Performing various kinds of Red Cross work.
5. Selling student loan pencils.
6. Entering athletic contests.
7. Taking part in assembly programs, plays, festivals, and the like.
8. Performing in evening band, orchestra, and glee club entertainments.
9. Engaging in Jefferson Essay, speaking and other contests.
10. Participating in the Allied Clothing Drive.
11. Ushering in the auditorium.
12. Helping edit the school paper.
13. Coaching absentee classmates before and after school.

Most of the activities listed here are conducted in a spirit of friendly competition. Special recognition is given the winning individuals and groups during assembly programs.

16. The Parent Teacher Association.

At the present time the total membership of the Parent Teacher Association of School A is approximately 500. Compared with the schools' student enrollment of 1443 this means that about 35 per cent of the mothers belong. Seven meetings are held during the year on the third Monday. The method

used to secure members was a special membership drive sponsored by the student council. The most important activities of this association center around welfare work.

In order to guide and inform parents of the school's program and bring about a closer cooperation between the school and the home, three activities were reported:

1. Conducting of a program by the pupils for the Parent Teacher Association.
2. Promotion of a tea sponsored by the faculty.
3. A visitation of the parents to the classes following a cordial invitation sent by the school.

Each year the students print a program booklet which contains a picture of the school, dates for the meetings, the type program to be presented, the names of the speakers and their topics, and the listings of the individuals or groups who sponsored the program.

School B's Parent Teacher Association totals 500 members, this about 19 per cent of the student enrollment. Five meetings are held on Tuesday mornings in the school auditorium. The Student Council sponsors a membership drive each year in the form of a friendly contest between students of both divisions.

To acquaint parents concerning the offerings of the school, discussions on the school's activities are conducted. Teachers who have a free period at the time the P.T.A. has its

meeting are invited to attend. Only a very small percentage of teachers is present at these meetings; the majority of them are teaching. Most of those having free periods at the time are usually kept busy with other activities. Some are indifferent.

Activities emphasized and sponsored by the school's association are:

1. Raising money through a Fall Festival and similar activities.

2. Informing parents of the aims and objectives of the school.

3. Aiding in the prevention of juvenile delinquency.

Formerly program pamphlets were planned, printed and distributed; this is no longer done because many of the parents are working and unable to attend.

Announcements of the time and nature of each meeting are mimeographed; these are taken home by homeroom members.

III. Miscellaneous Remarks.

1. A brief summary of the answers to six questions listed in the first chapter will be included below. These were obtained through findings in the questionnaires, personal experience, and observations.

- (1) Are teachers generally assigned an unfamiliar subject in these two schools without being consulted?

No; in some cases, however, there is an exception to the general procedure.

- (2) Are they requested to teach guidance or other sub-

jects without having special training or experience in those particular fields?

Yes; this is the case where the teaching of guidance is concerned at School B; usually where other subjects are concerned, teachers with special training are called.

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Answers to questions three through six are listed, respectively, under numbers 6, 10, and 11 of chapter four.

2. The Classroom Teacher and Guidance.

This study would not be complete without discussing what part the classroom teacher plays in the guidance service of each school. The writer feels that the role of the classroom teacher is very important in helping to promote the guidance program. With due respect to the aid given the student through homeroom sponsor, dean, guidance counselor, visiting teacher, health counselor, and principal, the writer would point out this fact - the classroom teacher probably has a greater opportunity to reach the student than has any of the former personnel. She comes in closer contact with the student, daily, for longer periods of time; if she is alert, observant, and guidance-minded, she will detect and learn quite a bit concerning the student's ability, attitude,

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See pp. 125, 146, 151.

skills, talents, habits, needs, problems, ambitions, scholarship, and traits of leadership. Oftentimes she will be able to cooperate with and impart information or suggestion to both homeroom, and visiting teachers, and health counselor which will be very valuable for the good of the student.

Therefore, the writer at this time will present briefly a summary of the classroom teacher's activities at both schools as shown in the questionnaire. These findings will be grouped under twelve questions:

1. Have you taken courses in ~~the~~ subject you are teaching? Forty-five per cent answered yes; 55 per cent answered no.

2. Are classes so organized that students cooperate and accept responsibility? Ninety-three per cent of the teachers reporting replied yes; while 7 per cent replied no.

3. Which methods are used to vary work?

- (a) Discussions, forums, panels.
- (b) Student leaders and reports.
- (c) Work sheets, time drills, contests and competition.
- (d) Oral and written quizzes.
- (e) Correlation with other subjects.
- (f) Fire and pep on part of teacher.
- (g) Group work.
- (h) Library material.

These items were ranked in the order of their importance.

4. Which ways are used to aid the student in establishing successful habits of study?

- (a) Illustrating and discussing rules for study.

Thirty-nine per cent of teachers checked this.

(b) Demonstrating correct study habits. Thirty-five per cent of teachers reporting listed this method.

(c) Calling for a description of study centers at home. Fourteen per cent chose this.

(d) Listing steps necessary to reason out an assignment and attaching problems. Used by 6 per cent.

(e) Explaining the laws of learning. Selected by three per cent.

(f) Training in the use of the dictionary. Listed by three per cent.

5. Do you acquaint students with the vocational implications of your subject? Ninety-five per cent answered yes; 5 per cent no.

6. What practices do you emphasize in your classroom relationships?

- (a) Reasonable standards of speech.
- (b) Constructive and helpful criticism.
- (c) Respect for rights of others.
- (d) Regularity in attendance and punctuality.
- (e) Courtesy.
- (f) Proper attitude toward work and each other.
- (g) Accurate and careful written work.
- (h) Spirit of democracy and loyalty.
- (i) Good sportsmanship.
- (j) Spirit of tolerance.
- (k) Good habits of study.
- (l) Value of high standards of scholarship.
- (m) Friendly competition.
- (n) Class pride and spirit.

The first two above were marked first by all reporting. The third, fourth, fifth and sixth items were given second place and third place to items seven through nine; tenth, eleventh, twelfth, thirteenth, and fourteenth items were fourth place.

7. Do you keep an accurate record of names, addresses, phone numbers, name of homeroom sponsors, tests and grades, and the attendance record of each student in your classes? Sixty-two per cent answered yes; while 38 per cent replied no.

8. Which methods do you use most to become personally acquainted with each student?

- (a) Consideration of her general attitude in class.
- (b) A study of her scholastic work up to date.
- (c) Finding out about her educational and vocational plans.
- (d) Counseling.
- (e) A study of the results of an achievement test.
- (f) Study of her likes, dislikes, hobbies, outside activities, and the like.
- (g) Using a reading test.
- (h) Finding her points of strength and weaknesses.
- (i) Talks with homeroom teacher.

The above were arranged in the order of their importance according to the judgment of the teachers.

9. What methods were used to commend students for work well done?

- (a) Call attention of the class to unusual contribution.
- (b) Commend student individually.
- (c) Display work.
- (d) Have Honor Rolls.
- (e) Place note on a returned paper.
- (f) Allow student to take charge of discussions and other activities.
- (g) Mention signs of improvement.
- (h) Raise grades.
- (i) Inform parents.
- (j) Send a report to the office.

The rankings of these were of equal importance.

10. Do you endeavor to meet the individual differences of inferior as well as superior students? All who reported answered in the affirmative.

11. How do you help students to become acquainted with each other?

- (a) Have each student introduce herself and give the name of the school she last attended.
- (b) Ask each student to wear name on her person for a week.
- (c) Use big brother and sister idea.
- (d) Encourage social conversation frequently.

These items were ranked in the above order according to their importance in the judgment of teachers reporting.

12. Which methods are used to assist failing students?

- (a) Coaching them before and after school and during study period.
- (b) Having conference in class.
- (c) Interviewing.
- (d) Analyzing reasons for failure.
- (e) Extra drilling, testing and assigning.
- (f) Encouraging student help.
- (g) Creating a "good-will" and "I will" attitude.
- (h) Offering students the opportunity of asking questions during class discussion.
- (i) Changing a student's class.
- (k) Informing parents.
- (l) Aiding students in how to study, read, outline, and take notes.

The above have been placed as they were ranked by the classroom teachers.

All these activities and devices mentioned here clearly indicate the importance of the role of the classroom teacher in the promotion of the guidance services and the responsibility, opportunity, and privilege that are hers in assisting to develop worthwhile personalities among her students.

Chapter V

Conclusions and Recommendations

Conclusions and Recommendations

A. Conclusions

Based on the findings of this study the writer would suggest the following conclusions:

1. There is no indication of a uniform written course of study for Guidance in Schools A and B such as one usually finds for other subjects in secondary education. A written course of study is helpful especially to new teachers.

2. An inadequate allotment of time for the services of guidance at each school is quite noticeable. This condition deprives students of valuable guidance services.

3. It might be safe to conclude that each member of the administrative and teaching staff at both schools is directly or indirectly aiding in promoting guidance services. Just how effectively the latter are being performed and how well the students are being guided would be difficult to evaluate.

4. The small percentage of returns of answered questionnaires from the teaching staffs of both schools might be a sign of an indifferent and uncooperative attitude toward the field of guidance on the part of 62 per cent of the teaching personnel. Failure to respond, however, might be due also to two other factors - the length of the teachers' questionnaire and the time allotted to the answering of the same was limited. School B's response was the more encouraging of the two. This might be due to the fact that the writer is on the

staff of this school.

5. The philosophies and conceptions of guidance offered by Schools A and B portray:

(a) deep respect for the student as a growing individual whose needs and problems must be understood and whose entire personality must be well integrated.

(b) growth in moral, mental, and the spiritual aspects of character as a major purpose of education.

(c) belief in the basic principles of democracy.

(d) teaching as a profession of guidance and service.

(e) the curriculum as a vehicle to reach desired ends.

(f) faith in God.

6. It appears that the duties of the deans of both schools are much too heavy. In addition to their main services in counseling, group guidance, and testing, they assist in clerical and other duties. Obviously, counseling over 500 students in one term is far too many for one person to take care of adequately while carrying on other diverse duties. School A's junior division principal, who supervises all phases of guidance in her division and who assists in the organization and administration of the senior groups as well, should be assisted.

7. The percentage of teachers who have taken guidance courses is very low. However, School A's 47.3 per cent and

School B's 31 per cent are higher than the average of 16 ¹/₃ per cent reported by Barnhart. The percentage of those reading guidance articles is also quite low for both schools.

8. It seems safe to conclude that classroom and homeroom teachers, the deans, and the part time guidance counselor have the best opportunity at the present time in offering guidance services to the students at each school.

9. It is clearly evident that the following assist the deans in the guidance services in a splendid way:

(a) The student councils of both schools in their emphasis on orientation, and training in citizenship and leadership.

(b) The president's council at School A which acts as a clearing house for the student councils of both divisions.

(c) The clubs and their sponsors of School B.

(d) The homeroom teachers at School A, together with mimeographed homeroom programs for all grades.

(e) Extra-curricular activities promoted and encouraged.

(f) Librarians, health counselors, and visiting teachers

¹
William H. Barnhart, Homeroom Guidance Organizations and Practices in Indiana, (unpublished Master's thesis, Indiana University, Bloomington, Indiana, October, 1939), pp.30-31.

at Schools A and B.

(g) Class advisers in the senior divisions of both schools.

(h) A part time guidance counselor at School B.

(i) The English teacher in charge of the vocational program for English 5 and 6 girls at School A.

(j) The three 9th grade guidance teachers at School B.

(k) The English teacher of School B who sponsors audio-visual education for all grades. She is ably assisted by one of the senior history teachers.

10. Continued and intensive studies sponsored by the head principal and assisted by chairmen, committees, and sub-committees, for two years, on the evaluation and improvement of the guidances at School A, clearly indicate a definite and valuable follow-up of the Cooperative Study of Secondary School Standards previously mentioned in chapter four. Findings from checklists, which were summarized and recorded in the "Guidance Service" pamphlet, might well be an indication of a realization of the need for improvement and a growing "guidance perspective" or a "guidance mindedness" on the part of the entire school staff. School B might do well to follow this example of determination and united effort.

11. A commendable type of cooperation is that exemplified in School A. Table I shows that the highest percentage

of cooperation at School B is found among its administrators; the lowest, here, is indicated between the men and women on the teaching staff. This latter situation might eventually bring about a very unfortunate condition where guidance of students is concerned. Conflicts, unfriendly feelings, and lack of cooperation between individual teachers or between teacher groups, often place the student in an embarrassing position.

12. Several of the best characteristics of the guidance services at School A are:

- (a) Carefully kept records.
- (b) Educational plans begun in English 3.
- (c) An increasingly guidance-conscious faculty, evidenced (1) in their sharing of responsibility in working for the welfare of the individual, and (2) in their extensive participation in group and individual guidance.

13. Evidences of improvement at School A are seen in the following ways:

- (a) Vocational guidance given a more important place in the program.
- (b) A transfer of the guidance and student council meetings from the seventh period to the first period of the day. This tends to stimulate the right attitude upon the part of the students toward this work and greater respect for it.

(c) Pamphlet giving contents of guidance courses being prepared for the students.

(d) Personality ratings of graduating seniors and withdrawals being secured.

(e) Extension of special classes for slow learners, formed upon test results and upon recommendations of former teachers.

14. From the 1940 Guidance Service report there is definite evidence that School A is attempting to solve its guidance problems through these carefully conducted studies:

(a) Cooperative Study of Secondary School Standards.

(b) Returns on questionnaires from 100 graduates.

(c) Distribution chart of all transcripts sent from the school office to colleges and hospitals.

15. From this same report the writer is convinced that the staff at School A are well aware that certain needs can be supplied by:

(a) Working with slow pupils.

(b) Giving more attention to superior students.

(c) Seeking the aid of outside agencies.

(d) Placing more responsibility upon the student.

16. There is a growing realization on the part of the staff at School B of the value of audio-visual education in guiding and educating students. At present, one of the Eng-

lish teachers, with the help of history, science, and English teachers, and the assistance of a senior history teacher, is compiling lists of materials and equipment available for audio-visual education. A better organized plan for selecting, obtaining, and presenting the material might be worked out.

B. Recommendations Made by the Administrative Personnel Which Might Help to Make Guidance in Schools A and B More Effective and Worthwhile.

1. Regularly planned conferences, workshops, and in service training for principals, deans, and teachers where each may obtain information concerning current guidance books and magazine articles, guidance courses offered by various universities, outstanding guidance programs and similar topics, and to which each brings suggestions for improvement in guidance.

2. Uniformity of records on intelligence, reading, and achievement tests from feeder schools to senior high school. These should be available,

(a) to junior high teachers of grades 8A, 9B, and 9A when they advise students concerning electives for grades 10, 11, 12.

(b) to the deans before their meetings with pupils to discuss electives for 10B.

3. Provision for the necessary amount of individual and group counseling in school hours for the administrators of each school.

4. Placing as much emphasis on the guidance of more capable pupils for opportunity classes as has been placed on the slower pupils for special classes.

5. Setting up a few hurdles - spelling, English, and reading - for pupils who are now allowed to enter classes where success is almost impossible.

6. Changes in curriculum are necessary if a higher rate of retention of students is desired in senior high school. For example, salesmanship should be offered. It seems unfortunate that today in high school, with several hundred girls in grades 10, 11, and 12, no opportunity has yet been made for at least some girls to get desirable work experience on an adult, salable, or business level: (1) by preparing or serving lunches, (2) preparing a portion of the offerings served in lunch, or (3) by running a lunch room for teachers, including the preparation and serving of meals.

7. Encourage every subject teacher to believe that the teacher is the most important guidance factor in the school and to present or have presented, at least one day every semester, the vocational aspects and opportunities in his or her field.

8. Obtaining more filing space in the outer office of School A in order that all guidance records could be made available to homeroom teachers.

9. Guidance in grade eight in School B.

10. More trained guidance counselors for each school with more time for individual and group guidance.

11. Several ungraded classes for junior high students. There should be no curriculum for these classes.

C. Recommendations Made by Health Counselor, Visiting Teacher, and Librarian.

1. Install a telephone in the medical room at School B for use of health counselor and visiting teacher.

2. Conduct more clinics and have more medical care available.

3. Have a larger library staff to care for visual aids and more instruction in School A.

4. Get cabinets for visual aids; work and conference rooms are also needed at School A.

5. Purchase biographies, travel, and fiction for slow readers and more magazines and duplicares.

6. Give full instruction to girls who are library aides.

D. Recommendations Made by Homeroom and Classroom Teachers

1. The schedule should provide for more homeroom periods

equal in length to a regular class period for both divisions. These periods will give splendid opportunity for the homeroom sponsor to do more effective counseling, group guidance, and testing, and to become better acquainted with the needs, problems and interests of each homeroom member. Necessary clerical and routine matters would be taken care of as usual in the short morning homeroom periods.

2. Through carefully planned surveys at regular intervals and intensive study, first hand information concerning the industrial opportunities afforded by our city should be obtained, classified, mimeographed, and taught to the senior girls through homeroom programs.

3. Organize senior homeroom groups according to English units - for example, have all English 3 girls together in several classes.

4. In the junior division each homeroom teacher should have the opportunity of teaching his homeroom group and thus see each student at work and observe his study habits.

5. A determination on the part of each teacher with each class to develop a sense of responsibility and self respect, industry, and cooperation in each student would go a long way in promoting guidance.

6. Making and using more brief case studies of each homeroom member by homeroom sponsor might help to promote

better guidance for all students. A study of case history techniques would help in the work.

7. Training teachers in the different phases of guidance and the administration, scoring, and proper use of tests.

E. Suggestions Made by the Entire Staff of Both Schools Which Might Help Louisville Promote More Effective Guidance in Secondary Education.

1. A statement of the philosophy of guidance by the superintendent.

2. Workshops, forums, and round table discussion periods for guidance counselors and deans of city high schools, with the cooperation of guidance minded teachers at regular intervals.

3. A carefully selected committee made up of guidance trained representatives from each school and from the above group to work on guidance needs and problems, set up guidance goals or objectives which might be the basis for a future guidance program or course of study in secondary education.

4. A city wide course of study on guidance for all students in all grades of secondary education.

5. Cumulative record cards for all students kept in a central file in each school and open to all teachers of the students who might well profit by the recorded information.

6. Opportunity for each dean to work at least one day a

month with the deans in other senior high schools on common plans and outlines that could be used in grades 10, 11, and 12 of all these schools and could be placed in the hands of junior high school teachers when they advise eighth and ninth grade students on subject elections in senior high schools.

7. Provision by the Board of Education for coordinators who will (1) provide all high schools with authentic local vocational information, (2) promote cordial relations between school and business and closer coordination between job opportunities and vocational educators, in order to secure extensive placement of students in occupations, and (3) secure from the United States Employment Service and employees of our graduates, reports of their work and suggestions for improvement in our educational and vocational guidance program.

F. Comments Made by the Writer

To the recommendations and suggestions made by the administrative and teaching staffs of Schools A and B, of which she heartily approves, the writer feels it necessary to re-emphasize several and offer these few additional remarks:

1. United effort on the part of the staffs to correct, eliminate, or prevent undesirable conditions and points of weakness in each school as outlined above, might prove valuable in promoting the services of guidance for all students.

2. Aids which might assist are offered below:

(a) A careful study of some successful guidance programs, together with their special features. Several which the writer recommends are found at Boston, Chicago, Cincinnati, Milwaukee, Pittsburgh, Providence, St. Louis, and Highland Junior High School in Louisville.

(b) Group discussion regularly sponsored by the deans on guidance articles from leading current educational bulletins and periodicals. These few might prove helpful:

- (1) Review of Educational Research
- (2) Bulletin of National Association of Secondary-School Principals
- (3) Clearing House
- (4) Teachers' College Record
- (5) American School Journal
- (6) School and Society
- (7) Educational Method
- (8) Occupations
- (9) Education for All American Youth

(c) Lectures and round table discussions for both staffs and student groups by recognized guidance experts.

3. Larger and more cooperative efforts of Parent-Teacher Associations, who might attempt to supply the schools with needed information concerning home conditions and like topics,

and endeavor to know the teachers, offerings, and objectives of the schools and thus supplement and increase the effectiveness of guidance training. Raising finances for the schools should be subordinate to guiding the students. The writer further recommends radio forums and talks between parents, teachers, and principals, on student' needs and problems. The school must not be the only agency for guidance for students. Parents could assist both home and church to re-awaken and reassume part of the responsibility that is rightfully theirs.

4. Appointment of the following personnel might help to sponsor and promote functioning guidance programs not only in Schools A and B but in Louisville as well.

(a) Trained and experienced guidance teachers and counselors for all grade levels.

(b) A dean of boys for the junior divisions of each high school.

(c) Coordinators ~~from~~ among deans, counselors, and guidance teachers, representing all secondary schools in Louisville.

(d) A trained and experienced director of guidance who will supervise the coordinators and whose chief aim will be to guide intelligently in organizing an effective course of study in guidance for secondary schools of our

city.

5. Organization of a Bureau of Placement and Follow-up of senior graduates of Louisville with headquarters at the Board of Education.

6. A more flexible curriculum in each school to meet the needs of the students.

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Appendix A

LOUISVILLE PUBLIC SCHOOLS

Administration Building

Louisville, 8, Kentucky

October 10, 1944

Mr. W. F. Coslow, Principal
Reuben Post Halleck Hall

Mr. R. B. Clem, Principal
Shawnee High School

Miss Edna Brown, a teacher at the Reuben Post Halleck Hall, is writing a thesis for her Master's degree. She is asking principals, deans, and teachers to assist by filling out a questionnaire. If the persons concerned wish to do so, they are at liberty to reply to these questionnaires.

I am sure Miss Brown will appreciate any assistance you may give her.

Very truly yours,

(signed) J. K. Long

J.K.Long
Assistant Superintendent

L:L

October 14, 1944.

Faculty Members
Halleck Hall, Shawnee

Dear Co-Workers:

Your principal received a letter from Dr. J.K. Long giving me permission to send out a questionnaire on Guidance to the principals, deans, librarians, and all teachers of Halleck Hall and Shawnee High Schools.

Information from these questionnaires will be classified to form the latter half of my Master's thesis, which has the following title, "A Descriptive Study of The Guidance Services in Operation at Two Secondary Schools of Louisville, Kentucky."

The writer has only a very limited time in which to work on the answered questionnaires; therefore, your quick response will be greatly appreciated.

Answering the questionnaire of course, is not compulsory, but if the information is to present a complete and an unbiased picture of your school, all questions should be answered by all, willingly, fully, and accurately. For this, too, the writer will be deeply grateful. No attempt will be made to evaluate or criticise the classified results.

Please return your answered questionnaire to your principal's office no later than noon, Wednesday, October 18. The writer will call for them on the afternoon of this date.

Thanking you in advance for your kind, prompt, and willing cooperation in this, I remain,

Sincerely,

(signed) Edna Brown

This project has been approved by Dr. J. K. Long.

Questionnaire for Principal

Name and Position _____

I School Personnel

A Administrative (Check those in your school and place number of each to the right)

Kind No.

1 Principals and Assistants _____

2 Dean _____

3 Guidance Counselor _____

4 Others (list and check) _____

B Teacher Personnel No. Sr. Jr.

1 Homeroom teachers _____

2 Classroom teachers _____

3 Part time or special teacher _____

4 Teachers without homerooms but with special duties _____

5 New teachers this term _____

6 Total number of teachers
(a) June 1944 _____
(b) Sept 1944 _____

7 Men on faculty _____

8 Visiting teacher _____

9 Health Counselor _____

10 Librarians _____

C Student Personnel

No.

Sr. Jr.

1 Total Enrollment _____

(a) June 1944 _____

(b) Sept 1944 _____

2 Enrollment by grades _____

Sr.Div.

Jr. Div.

B G

10B _____

7B _____

10A _____

7A _____

11B _____

8B _____

11A _____

8A _____

12B _____

9B _____

12A _____

9A _____

3 Registration of new students

(a) Check to left of the following if it is the method used to encourage 9A graduates from Junior High School to attend your school

1 Talks by principals of seniors

2 Visit to senior school

3 Others (list and check)

(b) Check to the left of the following if it is used to encourage 6A feeder schools to your Junior Division

1 Talks by Junior High Principals

2 Visits to Junior High Schools

3 Others (list)

4 Orientation (Check method used in your school)

Sr. Jr.

(a) Handbook _____

(b) Assembly program _____

(c) Tour of building _____

(d) Instruction by Student Council _____

(e) Others (list) _____

- 5 Classification to Homeroom (Check method used in your school) Sr. Jr.
- (a) I.Q. Rating _____
- (b) Alphabetical arrangement of names _____
- (c) Others (list) _____
- 6 Attendance at College (Check procedures you use to encourage senior graduates to attend college)
- (a) Granting scholarships _____
- (b) Study of catalogues _____
- (c) Visits of college deans _____
- (d) Films of college activities _____
- (e) Others (list) _____
- 7 Graduating Students Sr. Jr.
- (a) Number in class June 1944 _____
- (b) Number graduated _____
- (c) Number failing to graduate _____
- (d) Number withdrawn during term _____
- (e) Number who planned to go to college _____
- (f) Number who received scholarships _____
- (g) Number who planned to enter armed forces _____
- (h) Number who planned to go to work _____
- business _____
- trades _____
- professions _____
- 8 Guidance classes (Answer the following)
- (a) Number classes _____
- (b) Number of times each meets a week _____
- (c) Kind of guidance in each _____
- 9 School Activities and Student Participation (Check the following in which there is opportunity for student participation) Sr. Jr.
- (a) Assembly prog. _____
- (b) P.T.A. Programs _____
- (c) Class Day _____
- (d) Lunchroom duty _____
- (e) Hall duty _____
- (f) Yard Duty _____
- (g) Student Gov. _____
- (h) School elections _____
- (i) Athletic Contests _____
- (j) Homeroom operation _____
- (k) Coaching _____
- (l) Bank and orchestra Prog. _____
- (m) Civic Drives _____
- (n) Others (list) _____
- 10 Student Government (Have S.C. adviser answer No. 10)
- (a) Does your school have a student council? _____
- (b) Purpose of council _____
- (c) Members of representative body
- 1 Number from each homeroom _____
- 2 How chosen? _____
- 3 How often? _____
- 4 Qualifications _____
- (d) An executive board?
- 1 Number on board _____
- 2 How chosen? _____
- 3 Qualifications _____
- (e) Type of meetings
- 1 Kind held _____
- 2 When held _____
- (f) Committees operating (list) _____
- (g) List the important activities sponsored by the council during the term _____
- (h) Briefly state how certain phases or kinds of guidance are sponsored in this organization _____

- 11 Club Program this term
- 12 Victory Corps Program
- (a) Do you have a Victory Corps in the Senior Div.?
- (b) If yes, when was it organized? _____
- (c) Purpose?
- (d) Approximate number enrolled last term (Jan.-June, 1944)
- (e) Give brief summary of work accomplished last term in activities represented.
- (f) Is corps operating this term in your school?
- (g) If yes, what general plan is to be followed this year?
- 13 Other Extra Curricular Activities
- (a) List other extra curricular activities carried on during a school term not mentioned in (10-12) of this questionnaire
- Name of activity
- 1 _____
- 2 _____
- 3 _____
- 14 Special classes at your school? _____
- Sight-saving _____
- Number enrolled _____
- D Clinical Personnel (Head secretary could answer the following)
- 1 Number employed in your school office
- 2 School records
- (a) Kinds kept
- (b) Where kept
- (c) How and by whom kept
- (d) How used
- (Note-Please include in the large envelope you received from me a sample of each of the records listed above)
- II Questions Concerning Guidance
- A In a brief statement express the philosophy of your school
- B Your definition of guidance
- C Principles included in this definition (list)
- D Do you have a definite guidance program in your school? _____
- E Check the phases of guidance stressed most at your school (Rank by numbering 1,2,3, etc.)
	Sr.	Jr.
1 Educational	_____	_____
2 Vocational	_____	_____
3 Civic Guid.	_____	_____
4 Social Guid	_____	_____
5 Guid. in thrift	_____	_____
6 Guid. in health	_____	_____
7 Others (list)	_____	_____
- F Do you have a guidance director or counselor or committee to head or sponsor the general guidance work at your school?
- G Number of Guidance teachers in your school this term
Sr. Div.	Jr. Div.
_____	_____

H Which of the following in your estimation at the present time have the best opportunity of doing the most effective guidance in your school?

Rank by number 1,2,3, etc.

Sr. Jr.

- 1 Dean _____
- 2 Homeroom teacher _____
- 3 Classroom teacher _____
- 4 Senior class adviser _____
- 5 Visiting teacher _____
- 6 Librarian _____
- 7 Student Council _____
- 8 Principal _____
- 9 Other (list) _____

I Does your school have a Bureau which seeks to place senior graduates in suitable jobs?

(If yes, answer the following)

- 1 Approximately how many girls were aided last June?
- 2 Does your school have some follow-up plan?

J What suggestions could you offer which would help to make guidance in your school more effective and worthwhile? (list)

K List suggestions which you think would help Louisville promote effective guidance in secondary education

L Concerning scheduling of teachers

- 1 Are teachers in general assigned subjects according to their majors and minors?
- 2 Are they consulted when they are asked to teach a new subject?
- 3 Are they given the oppor-

tunity to offer suggestions and requests at close of the term which if followed might bring them more success and which might be for the good of school in general?

4 How and by whom are schedules made out?

5 What is average number of free periods per week per teacher?

M What devices or plans are used to guide the new teachers of your school?

N Concerning guidance for parents last term

- 1 Total membership of your P.T.A.
- 2 Percent of mothers belonging
- 3 Number of meetings
- 4 When held
- 5 Did you have special membership drive?

6 What was done

(a) To guide and inform parents of activities of the school

(b) To bring about closer cooperation between your school and the home?

7 List main activities sponsored by your P.T.A.

8 What part do your teachers play in general in the organization

III Miscellaneous Questions Concerning Yourself

A Number of years you have served as

1 Principal

2 Teacher

B Degrees you hold

C Majors and Minors

D Are you teaching at the present time?
If yes, where? What?

E Have you had any special training in guidance?

If yes, please answer the following:

- 1 Where
- 2 When
- 3 Name of course
- 4 Is this training useful to you in your present position?

F What techniques of guidance do you use in dealing with

- 1 Teachers
- 2 Students

G List all your duties as an administrator.

Questionnaire for Dean

Note--Please read the letter sent to your principal before you answer this form. Return this answered form to principal no later than noon, Wednesday, October 18.

- 1 Your name _____
- 2 How long have you been in your present position? _____
- 3 (a) Number of years of teaching experience _____
(b) Subject taught _____
- 4 Do you teach any classes at the present time? Yes ___ No ___
If yes, list name of subject.
- 5 (a) List degrees you hold _____
(b) If working on one, indicate here _____
(c) List majors and minors _____
- 6 All successful teachers, deans, etc. are guided by some philosophy. Please express yours in a brief statement or paragraph.
- 7 What is your definition of effective guidance with reference to your duties at your school?
- 8 Have you had any courses in Guidance? Yes ___ No ___
If yes, please list following:
Name of course Where taken When
How has it been most useful to you?
- 9 About two years ago Dr. J.K.Long, Assistant Superintendent of Louisville Public Schools, met with all Guidance Counselors. One of the two important topics discussed was, "What would you like your duties to be?" Please list answers to this question on back of this sheet. (If you have a Sr. and Jr. divisions you may care to list these duties separately)
- 10 In your estimation list the most important characteristics an efficient dean should possess.
- 11 Note--Use " - - " Very valuable " - " Valuable
" - " Not valuable
To the left of each of the following duties, mark as indi-

cated whether or not you think it is a practical and valuable function for a dean to perform?

Note--Dr. McGinnis, Superintendent of Schools in Perth Amboy, New Jersey, submitted this list of functions and commented on each in Clearing House, Vol.13, No.1, September, 1938, p.478.)

The Dean:

- (1) Checks absences and receives excuses
- (2) Receives and decides on requests for early dismissal
- (3) Handles cases of discipline
- (4) Confers with teachers on classroom problems
- (5) Approves all programs of subjects selected by pupils
- (6) Has charge of extra curriculum activities
- (7) Has charge of auditorium programs
- (8) Supervises health programs of girls
- (9) Has charge of employment placement bureau of girls
- (10) Decides questions of promotions
- (11) Makes home visits
- (12) Acts as guide, philosopher and friend of the girls.

- 12 Are you familiar with work of deans in other places where successful guidance programs are being conducted? Yes__No__
- 13 Note-- Use " - - " Very important, " - " Important, " - " Not so important.

If the following are among your duties please check or double check, as to their importance, according to your judgment.

Educational and Social Guidance

- (1) To register or assist in registering entering pupils
- (2) To evaluate or assist in evaluating credits of pupils transferring from other schools
- (3) To give or direct the giving of tests and inventories for groups and individual students
- (4) To assist in the scheduling of classes
- (5) To understand all phases of the school program and to assist in curriculum planning so far as your school is concerned.
- (6) To offer sympathetic understanding to students needing a friend and to serve where necessary in place of the classroom or homeroom teacher in aiding students to solve their problems.
- (7) To plan definite schedule for the counseling or the interviewing of students.
- (8) To arrange for group guidance of classes and the giving of definite instruction on educational information
- (9) To give information and assistance to students pre-

- paring for college. (inspiring talks etc.)
- (10) To assist English 8's to make a study of catalogues of leading colleges.
 - (11) To assist worthy students to obtain scholarships from various colleges. (Help them to write letters, secure admission blanks, etc.)
 - (12) Assist in selection and purchasing of tests, pamphlets, books, etc. which would be valuable in carrying on the guidance work of your school.
 - (13) To become familiar with reliable Reading, Achievement, Intelligence, Preference--Aptitude--Attitude, and Diagnostic Tests which would be valuable for use in your school.
 - (14) To give or direct the giving of tests for groups and individual students.
 - (15) To supervise the scoring of same and proper use of the scores by classroom teachers for benefit of student.
 - (16) To supervise the keeping of permanent records up to date, accurate, and complete.
 - (17) To assist in the making of case studies.
 - (18) To understand the community and possible social life of the pupils.
 - (19) To meet parents and assist them in the solving of problems of individual students.
 - (20) To supervise activities of the students social program
 - (21) To promote activities or experiments which will increase the efficiency of students in their school work and improve morals and citizenship.
 - (22) To visit in homes of problem students
 - (23) To assist 9A students in getting information about various senior high schools of the city.
 - (24) To assist teachers in solving their own problems.
 - (25) To supply teachers with available information and materials regarding various types of guidance.

Vocational Guidance

- (1) To acquaint yourself with the pamphlets and books, etc. available in your school library on Vocational Guidance.
- (2) To assist and encourage prospective graduates to obtain necessary vocational information from the above.
- (3) To encourage the showing of vocational films.
- (4) To provide for representatives of various vocations to speak to the girls.
- (5) To encourage girls to visit different industries.
- (6) To assist worthy students to be placed in worthwhile positions in the city.

- (7) To attempt to follow up graduates at once after graduation.
- (8) (List any other duties writer has not included here that you perform).
- 14 List under certain headings the most important student problems you were called upon to solve during past term (January-June, 1944).
- (The following, (15-32), refers to last term (January-June, 1944)
- 15 List types and names of the most valuable tests available in your school; how did you use some of them?
- 16 Approximately how many students did you counsel or interview?
- 17 Which groups did you teach or how many group discussions did you sponsor?
- 18 Approximately how many girls did you encourage to go to college?
- 19 How many college catalogues are available in your school? Did you make use of some of these with groups or with individuals?
- 20 How many scholarships for worthy girls did you secure? List types of scholarships.
- 21 How many case studies did you make? Use?
- 22 How many conferences did you hold with parents?
- 23 List the various social functions of the school in which you had a definite part or which you sponsored.
- 24 List any activities or experiments in which you assisted which increased the efficiency of the students in their school work or which improved citizenship.
- 25 In how many homes did you visit?
- 26 How many 9A students from your school planned to attend some senior high school this year?
- 27 Approximately how many teachers did you assist in the solving of their problems?

- 28 Were you able to supply any information or materials that helped them in the guidance of their students?
Yes ____ No ____
- 29 How many vocational films were shown at your school?
List names of best.
- 30 How many representatives of vocations spoke at your school?
- 31 Did any of the students or classes at your school visit any places of industry?
- 32 How many students were placed in positions before or after graduation?
- 33 Are you planning any follow-up of June's graduates?
Yes ____ No ____
- 34 List any suggestions you could offer that might help to make guidance in your field of work or in your school in general, more effective and worthwhile.
- 35 List any recommendations you think would make guidance in secondary education in Louisville more effective.

Questionnaire for Health Counselor

Note--Please read the letter sent to your principal before you answer this. Return this answered form to principal no later than noon, Wednesday, October 18.

- 1 Name _____
- 2 How long have you been a Health Counselor at this school? ____
- 3 Years of teaching experience? _____
- 4 What position did you hold before entering this work? _____
- 5 Degrees you hold? _____
- 6 List time and places where you received special training for your work as Health Counselor.
- 7 Have you had any courses in Guidance? Yes ____ No ____
If yes, when, where, and names of courses.
- 8 If the following are among your duties, check and double check according to their importance.
 - (a) Sponsoring the annual examination of new students by the school doctor.
 - (b) Arranging for
 - 1 Correction of physical defects
 - 2 Corrective gym
 - 3 Clinical appointments
 - (c) Holding conferences with parents, teachers, students.
 - (d) Providing for a dental inspection of all students once a year by School of Dentistry.
 - (e) Having a hearing survey for all, once a year.
 - (f) Visiting in homes for conferences, appointments.
 - (g) Teaching of health to all junior classes; once a week to 7th grades.
 - (h) Rendering of First Aid.
 - (i) Putting on Health Programs in assembly.
(List other duties you perform).
- 9 Last term (January-June, 1944) how many:
 - (a) Students had physical defects corrected?
 - (b) Students had benefit of corrective gym?
 - (c) Students visited the clinics?
 - (d) Conferences were held with parents, teachers and students?

- (e) Students who needed dental attention?
 - (f) Students who received dental attention?
 - (g) Visits to homes of students?
 - (h) Benefited from First Aid?
 - (i) Senior students had doctors' excuse and took Health or First Aid and Home Nursing instead of gym?
(List any other statistics you might care to give.)
- 10 Give a brief description of one of your best "Health Assembly Programs". Use back of this sheet.
- 11 What is your definition for guidance in connection with the student body at your school?
- 12 List the records you keep in connection with your Health Work. Where are these kept and to whom are they available?
- 13 List any suggestions you could offer that would help to make guidance in your field of work or in your school more effective and worthwhile.
- 14 List your recommendations for helping to make guidance in secondary education in Louisville more effective.

Questionnaire for Visiting Teacher

Note--Please read the letter sent to your principal before you answer the questionnaire. Return the answered form to your principal no later than Wednesday, October 18.

- 1 Your name _____
- 2 How long have you been a Visiting Teacher at this school?
- 3 Do you take care of this work at any other school? Yes ___
No ___ If so, where? Give name and location of school. ___
- 4 What position did you hold in the school system before entering upon this work? _____ Years of teaching experience _____.
- 5 Do you hold any degree? Yes ___ No ___ If so, list same.
- 6 What kind of special training did you take to prepare for your present work?
- 7 When and where was this training obtained?
- 8 Have you had any guidance courses? Yes ___ No ___. If so, list names of courses, and when and where they were received.
- 9 If the following are among your duties, number in the order of their importance:
Acting as contact man between home and school.
Visiting in homes.
Making case studies.
Providing clothing for needy.
Recommending students for Juvenile Court and Ormsby Village.
Having conferences with teachers, principals, parents, and students concerning student problems.
(List any other specific duties that you perform.)
- 10 List the various student problems which you try to solve.
- 11 List the different kinds of records kept by homeroom teacher, office, and yourself in connection with your work.
- 12 In carrying on your work which office records do you find most helpful? List same and tell how each helps.
- 13 How do both you and the homeroom teacher assist each other in guiding the student?

- 14 With which of the following is there mutual assistance in guiding the student successfully? (Rank in order of their importance by numbering 1, 2, 3, etc.)
Principal	Classroom teacher	Parents	Dean
	Homeroom Teacher	Others	
- 15 In approximately how many homes in each of your schools have you visited last term? (From January-June, 1944)
- 16 How many students did you consult last term?
- 17 How many conferences did you have last term?
- 18 (a) How many case studies have you completed ____ Used? ____
(b) On back of this sheet briefly describe one of your case studies.
- 19 How many were transferred to Ormsby Village? ____ Juvenile Court? ____
- 20 How many were given permits to go to work?
- 21 Your definition of guidance.
- 22 List any suggestions you could offer that would help to make guidance in your field of work or in your school, in general, more effective or more worthwhile.
- 23 List any suggestions which you think would help Louisville promote effective guidance in secondary education.

Questionnaire for Librarian

Note--Please read the letter sent to your principal before you answer questions. Return your answered form to principal no later than noon, Wednesday, October, 18.

- 1 Your name _____
- 2 Number of assistants; full time ____ part time ____.
- 3 List degrees you hold _____. If working on one indicate here _____.
- 4 Do your assistants have Master's Degrees? Yes ____ No ____.
- 5 Number of years teaching experience _____.
- 6 Number of years of teaching experience of assistants _____.
- 7 Library Training - List places where this was obtained and when:
(a) Colleges attended by self
(b) By assistants
- 8 Have you or your assistants had any courses in guidance? Yes ____ No _____. If so, when and where, and give names of courses.
- 9 What devices are used to interest students in and attract them to the library?
Contests (list kind used)
Poster displays
Assembly programs
Etc.
- 10 What type of instruction or group guidance is given
(a) To students in junior division? (Be specific for each grade.)
(b) How often is this instruction given and by whom?
- 11 What types of teaching programs are given the girls in the Senior Division?
- 12 List various duties that certain Junior students are taught to perform. When do they serve and how often each week? Approximately how many boys and girls were so trained last term from January to June, 1944?

- 13 What services are Senior girls taught to perform? (List). When? How many were so trained last term from January to June?
- 14 What methods do you use to encourage those girls who graduate and are anxious to obtain further library training?
- 15 Do you try to keep in touch with these girls after they graduate from college? If so about how many girls have been successfully placed?
- 16 Has your library or school been able to obtain scholarships to certain colleges with special library training?
- 17 What assistance does your library give to teachers to aid them in their
 - (a) Individual reading
 - (b) Classroom teaching
 - (c) Reference work for their students, etc.
- 18 What is your definition of guidance?
- 19 List the chief rules and regulations which students and teachers should try to obey in connection with your library.
- 20 What is done in the way of individual guidance or counseling, etc., among the students by you or your assistants?
- 21 What suggestions could you offer that would help to make guidance in your school more effective and worthwhile?
- 22 List (on back or on another sheet of paper attached to this questionnaire), the best
 - (a) Important books or pamphlets in your library that contain valuable information on phases of guidance. (Educational, Vocational, Social, etc.)
 - (b) Are these books being used? By whom? Please check those used most frequently.
- 23 List things you would recommend which would help guidance in Louisville to become more effective in secondary schools.
- 24 Briefly describe one of your best recent assembly programs.

Questionnaire for Homeroom and Classroom Teachers

I General Questions

- 1 Your name _____
- 2 Subject or subjects you teach in either Junior or Senior Division.
- 3 Number of years of teaching experience
Elementary _____ Secondary _____
- 4 Degrees you now hold; if doing work on a degree at present, please indicate. Majors and minors.
- 5 Have you had any special training in guidance? Yes ___ No ___
If so, where?
 when?
 Name of courses
 Useful to you in your present position?
- 6 All successful teachers, etc., are guided by some philosophy. Please express yours in a brief statement or paragraph.
- 7 What is your definition of effective guidance with reference to your duties and your students?
- 8 List the characteristics you think a successful teacher should possess.
- 9 Do you have 9th grade guidance classes this term? Yes ___ No ___
If yes,
 (a) Number of 9b Classes
 (b) Number of 9A Classes
 (c) Briefly list topics emphasized in each.

II Questions Pertaining to Homeroom Guidance

- 1 Do you have a Homeroom? Yes ___ No ___, Senior Div. ___
Junior Div. _____ (give grade)
- 2 Total members in your Homeroom
(If you have a Homeroom in Senior Division divide members members as follows by English units)
English (8)s _____ English (5)s _____
English (7)s _____ English (4)s _____
English (6)s _____ English (3)s _____

- 3 Record of new students in your homeroom
Senior Division Junior Division
(a) Number
(b) What methods do you use in orientating your new students? (List)
- 4 Check methods by which students are assigned in homerooms.
Senior Div. Junior Div.
(a) Student preference
(b) Chronological age
(c) I.Q.'s of students
(d) Alphabetically
(e) Teacher selection
(f) According to sex
(g) At random
(h) According to electives
(i) Others (List)
- 5 Length of time a teacher in your school is in charge of some homeroom group. Senior Div. Junior Div.
(a) One term
(b) Two terms
(c) Three terms
(d) Four terms
(e) Five terms
(f) Six terms
- 6 When do your homerooms meet? Daily? Yes__ No__ Check.
(a) Before first period
(b) Middle of day
(c) After last period
(d) Other times (List)
- 7 Length of homeroom periods? Check.
(a) 10 minutes
(b) 15 minutes
(c) 30 minutes
(d) 45 minutes
(e) 60 minutes
(f) Other (List)
(g) Give average minutes per week.
- 8 Selection of homeroom materials for programs depends mainly upon. Check.
Aa) Homeroom teacher
(b) Student officers of homeroom
(c) Student Council representatives
(d) Principal
(e) Dean

- 9 Which of the following furnish suggestions for your selection of homeroom materials? Check.
- (a) Needs of your students
 - (b) Needs of your school-Contests, drive, etc.
 - (c) Books on Guidance
- To the right of each of these list several you have found very helpful.
- (d) Books on Citizenship
 - (e) Books on manners and etiquette
 - (f) Books on Home room programs
 - (g) Magazine articles
 - (h) Current event papers
 - (i) Films on various subjects-List several good ones you have used
 - (j) Outside speakers
 - (k) Radio programs
 - (l) Office records
 - (m) College catalogues
 - (n) Electives
 - (o) Handbook
 - (p) Others (List)
- 10 List various records you keep during the term for each pupil. (Name and describe briefly the information on each; where each is kept and to whom available.
- Senior Div. Junior Div.
- (a) Attendance and punctuality
 - (b) Scholarship
 - (c) Permanent record
 - (d) Citizenship
 - (e) Schedule record
 - (f) Others (List)
- 11 Check types of guidance emphasized with your homeroom class. List to right of each the main subjects you needed to emphasize.
- (a) Educational guidance
 - (b) Vocational guidance
 - (c) Moral and ethical guidance
 - (d) Guidance in citizenship
 - (e) Health guidance
 - (f) Social guidance
 - (g) Guidance in personal relationships
 - (h) Guidance in thrift
 - (i) Recreational guidance
 - (j) Others (List)
- 12 Check titles of your homeroom officers and chairmen and list duties of each to right of each.

- (a) President of class
 - (b) Vice President
 - (c) Secretary and treasurer
 - (d) Red Cross representative
 - (e) Chairman of sale of student loan pencils
 - (f) Student council representative
 - (g) War stamp chairman
 - (h) Program chairman
 - (i) Others (List)
- 13 List the student problems you are helping or have helped to solve.
- 14 Approximately how many conferences did you have with parents last term?
- 15 In how many homes did you visit?
- 16 About how many individual students did you counsel or interview?
- 17 Do you assist your students in deciding on majors and minors?
Yes ____ No ____
- 18 List any group activities you sponsored last term. (This includes any social functions, etc. of school).
- 19 How many case studies did you make or use?
- 20 How many girls did you encourage to attend some college?
- 21 What methods did you use to check on poor attendance, tardiness, cutting, scholarship, etc.?
- 22 List any suggestions you could offer that might help to make homeroom guidance in your school more effective and worthwhile for student and teacher.
- 23 Select any one successful homeroom program emphasizing any phase of guidance you had last term and briefly describe it on back of this page.
- 24 List any recommendations that you think would make guidance in secondary education in Louisville more effective.
- 25 List what you consider are the main purposes of a homeroom.

III Questions Pertaining to Classroom Guidance

- 1 Have you had any special courses recently (during last five years) in the subject you are now teaching? Yes _ No _
If yes, when, where, and name of course.
- 2 Are your classes so organized that students have the opportunity to cooperate and accept responsibility? Yes _ No _
- 3 What methods or devices do you use to vary your work and make it interesting and worthwhile? List several.
- 4 What plan do you follow in aiding your students to perform successful habits of study? Check.
 - (a) Demonstrating correct study habits.
 - (b) Calling for description of their study corner at home.
 - (c) Illustrating rules for study; also discussing same.
 - (d) Others (List)
- 5 Do you acquaint your students with the vocational implications of your subject? Yes _ No _
- 6 Do you emphasize the practice of the following in your classroom relationships? (If so, check).
 - (a) Reasonable standards of speech.
 - (b) Good sportsmanship
 - (c) Constructive and helpful criticism
 - (d) Spirit of democracy
 - (e) Spirit of loyalty
 - (f) Spirit of tolerance
 - (g) Courtesy
 - (h) Respect for rights of others
 - (i) Regular attendance and punctuality
 - (j) Value of high standards of scholarship
 - (k) Good habits of study
 - (l) Accurate and careful written work
 - (m) Class pride and spirit
 - (n) Friendly competition
 - (o) Proper attitude toward work and toward each other
 - (p) Others (List)
- 7 Do you keep an accurate record of names, addresses, phone numbers, names of homeroom sponsor, tests, and class grades, attendance record of each student in each of your classes?
- 8 Which of the following do you use in becoming personally acquainted with each pupil in each class?

****Very useful * Useful - Not very useful**

- (a) Study of scholastic work up to date
 - (b) By means of a Reading Test
 - (c) Study of results of an Achievement Test
 - (d) Study of likes, dislikes, outside activities, hobbies, etc.
 - (e) Counseling
 - (f) Finding out about educational and vocational plans
 - (g) Finding out his or her strengths and weaknesses in each of his or her subjects
 - (h) Talks with Homeroom teachers
 - (i) Consideration of his or her general attitude in class
 - (j) Others (List)
- 9 List methods you use in commending students for conscientious effort and work well done.
- 10 Can you recommend any worthwhile articles you have read on Classroom Guidance?
- 11 How do you help students to become acquainted with each other? Check.
- (a) Each student introduce himself and name school she attended last year
 - (b) Each student wear name on shoulder or sleeve for the week
 - (c) Contest after several days to see which student can write names of classmates as they appear before class with number.
 - (d) Others
- 12 Do you endeavor to meet individual differences and aid the inferior students as well as the superior ones? Yes__ No__
- 13 How do you assist students who are failing in your subject? (List methods)

IV Miscellaneous

- 1 If you are also in charge of any special groups or organizations listed below, please check one you have and give in paragraph form, on back of this sheet, a brief description of the same:
- (a) Traffic Council
 - (b) School Boy Patrol-Junior, Senior.
 - (c) English 8 Class Adviser; other Senior Class Adviser.
 - (d) Others (List)

Note--The following outline might help in answering the above:

- 1 Name of organization
- 2 Number of students belonging
- 3 Purpose of organization
- 4 Officers and duties of each
- 5 Activities sponsored by organization
- 6 Summary of work done last term

Appendix B

April 17, 1945

Dear

We are hoping to have a good time at the guidance workshop in Frankfort on May 4, 5, 6, 1945. Our own Dean Threlkeld, now president of the National Association of Deans of Women and chairman of the College Workshop, will give us a great deal to think about. Then Miss Charlotte Kehm of Norwood High School, Norwood, Ohio, will be on hand as special consultant for the high school section.

In true workshop fashion, we shall gather in small groups to discuss problems and then bring our findings to the larger group for further discussion, approval and disapproval. To help make it a real workshop we are asking you to do three things.

(1) Please bring one written case study which presented a specific problem that you feel is now in the process of successful adjustment through the practice of guidance techniques.

(2) Please bring two or more books of interest to personnel workers or vocational pamphlets that you have found helpful.

(3) PLEASE COME even if you have found neither case study nor book available. It is your presence and your thinking through problems with us that we desire most at our guidance workshop.

As chairman of the high school section, I am sending you some questions that have been suggested for discussion in our groups. You will want to suggest others, I am sure. For our first meeting I am inviting you to join the group in which your name appears unless you prefer to join another group. All others whose names do not appear on the enclosed sheet may join any group for the first meeting. Of course, we shall probably change our grouping for successive meetings, but we will all get in on the findings. We hope the meeting can get off to a good start Friday, May 4, at 4 o'clock.

Looking forward to seeing you in Frankfort, May 4,5,6, I am

Cordially yours,

Dean - School A

P. S. In order that we may plan better for our program, please check the enclosed post card and return as early as possible. We shall have to depend on the members of our group for the books we may wish to consult in our spontaneous workshop.

Thank you,

Dean - School A

Questions Suggested for Discussion at High School Session
Kentucky Association of Deans of Women Meeting
Frankfort, Kentucky - May 4-6

1. Work of the Counselor

What is the work of the high school counselor and dean of girls today? What are the emphases suggested for the next few years?

LeFever, D. Welty, Turrell, Archie, M., and Weitzel, Henry I., Principles and Techniques of Guidance, the Ronald Press Company, New York, 1942.

Dunsmoor, Clarence C. and Miller, Leonard M., Guidance Methods for Teachers, International Text Book Company, Scranton, Pennsylvania, 1942.

Hamrin, Shirley A., and Erickson, Clifford E., Guidance in the Secondary School, Appleton Century Company, Inc. New York, 1939.

Germane, Charles E., and Germane, Edith G., Personnel Work in High Schools, Silver Burdett Company, New York, 1941.

National Association of Deans of Women, "Journal", VI, I, Human Relations, October, 1942.

National Association of Deans of Women, "Journal", V, I, Foundations of Personnel Work, October, 1941.

National Association of Deans of Women, "Journal", VI, 2, Counseling Techniques, January, 1943.

2. Articulation

What are the shortcomings in articulation between

- (a) the grade school and junior high;
- (b) the junior high and the senior high school;
- (c) the senior high school and college;
- (d) college and professional school?

Can we remedy the shortcomings through fostering a more flexible program and continuity of interests?

Cooperative Study of Secondary School Standards, Evaluative Criteria, Washington, D.C., 1940 Edition.

3. Educational Programs Today

Under what circumstances does the counselor like to

approve

- (a) a work experience program?
- (b) a high school program planned for acceleration?
- (c) a high school program planned for enrichment?
- (d) a highly individualized or special program?

Are there four distinctive kinds of programs, or do they overlap?

National Association of Secondary School Principals, Education for All American Youth, Washington, D.C., 1944.

National Association of Deans of Women, "Journal", VIII, 2, Group Tensions, January, 1945.

National Association of Deans of Women, "Journal", VIII, 1, Work Experience Programs, October, 1944.

4 Vocational Guidance

What is vocational guidance? Who is responsible for it? Who should collect and assemble vocational information? What part should the subject teacher take in vocational guidance?

Should the homeroom teacher have any responsibility in helping the pupil to get a better understanding of himself? Is placement part of vocational guidance? What organizations in the community should be called upon for assistance? What different techniques can be used in vocational guidance?

Fern, George H., What is Vocational Education? American Technical Society, Chicago, 1944.

Forrester, Gertrude, Methods of Vocational Guidance, D.C. Keath and Company, Boston, 1944.

Super, Donald E., The Dynamics of Vocational Adjustment, Harper and Brothers, Publishers, New York, 1942.

5 Recent Literature

What recent literature have you found helpful?

National Society for the Study of Education, Forty-fourth Year Book, American Education in the Post War Period Part I, Curriculum Reconstruction, The University of Chicago Press, Chicago, Illinois, 1945

Reed, Anna Y., Guidance and Personnel Services in Education, Cornell University Press, Ithaca, New York, 1944

Fosdick, Harry Emerson, On Being a Real Person, Harper and Brothers, Publishers, New York and London, 1943

Greene, Edward B., Measurements of Human Behavior, The Odyssey Press, New York, 1941

6 Case Studies

Suggested Grouping for First Meeting, Friday, May 4, at 4:00.

1. Work of the counselor

Anna B. Peck, Leader, University High School, University of Kentucky
Mrs. Brunette Coslow, Valley High School, Jefferson County
Alice Y. Dorsey, Barret Junior High, Henderson
Mrs. Ona Netherton Gritton, Harrodsburg High School
Catherine Hendricks, Belfrey, Kentucky
Mrs. Harry Tanner, Winchester High School
Marguerite Reasor, Highland Junior High, Louisville

2. Articulation

Linda Boyd, Leader, Southern Junior High, Louisville
Mrs. Ben Black, Henry Clay High School, Lexington
Hattie Boyd, Halleck Hall, Louisville
Georgia M. Rouse, Dixie Heights High School, Covington
Fan Dalzell, Morton Junior High, Lexington

3. Educational Programs

4. Vocational Guidance

Ruth Riley, Leader, Holmes High School, Covington
Marguerite Arnold, Ahrens Trade School, Louisville
Frances Winstandley, Western Junior High, Louisville
Catherine Morat, Atherton High School, Louisville
Elma Taylor, Simon Kenton High School, Independence
Estelle M. Wedekind, Southern Junior High, Louisville

(Pages 225-227 give examples of important topics discussed by Kentucky deans of girls in their workshop.)

Dear Graduate:

In a recent survey of the Louisville Public Schools, as a part of an improved guidance program in the senior high schools, it was suggested that placement and follow-up services be provided. School B has always been interested in you--in your whereabouts, in your work. But we cannot send a slip to your home room asking you to come to the office for a conference, much as we wish to know.

Your experiences can assist us in a number of ways so that girls who graduate later on can be more adequately prepared to cope with out-of-school life vocationally and otherwise, and thus shorten the adjustment period for them. Won't you fill out the enclosed questionnaire, mail it before June 10, and thus get in touch with the school again? You can rely on our understanding and friendship to keep the replies strictly confidential.

If you have not found congenial work, this is a chance to make your wants known, since we have calls every day for girls for different types of work.

Teachers all give directions twice: Won't you fill out the questionnaire at once and do your part towards making the response one hundred per cent?

Sincerely yours,

Dean B

A QUESTIONNAIRE TO GRADUATES OF SCHOOL B

The following questionnaire is for the purpose of gathering some statistics about your class in high school. Your answer will be treated as strictly confidential. The more items you answer, the more helpful you can be. A report will be written for the class as a whole and will not show individual returns.

NAME _____ DATE _____
ADDRESS _____ TELEPHONE NUMBER _____
CLASS OF _____

1. Are you: (check one)

1. single _____
2. married _____
3. Widowed _____

4. divorced _____
5. separated _____
6. number of children _____

2. Are you employed? Yes ____ No ____

3. Jobs held past and present:

(1) Types of work
(2) Firm or Employer
(3) Date started
(4) Weeks held
(5) Pay

4. Is the type of work you are now doing the type you planned to do while in high school? Yes ____ No ____

5. If you changed types of employment, check reasons for the change:

CHANGES

1 2 3 4

- (a) to take a position which was then open and for which I had more training.
(b) to increase my income.
(c) to have more favorable working conditions.

- (d) left because I did not have the proper training which the employer could not furnish while I was working for him.
 - (e) stopped work for a time to take more training.
 - (f) number of employees reduced.
 - (g) to take a position for which I had been trained while doing other work.
 - (h) to take a position that offered more chance for advancement.
 - (i) firm did not employ married women.
 - (j) firm went out of business.
 - (k) other.
6. What subjects did you have in high school which you consider most helpful in your work?
1.	3.
2.	4.
7. What subjects offered in high school which you did not have do you think would have been helpful to you in your work?
1.	3.
2.	4.
8. What subjects that are not offered in high school would have been helpful to you in your work?
1.	3.
2.	4.
9. What subjects did you have in high school which you consider least helpful in your work?
1.	3.
2.	4.
10. Were your choices of subjects taken in high school influenced most by
- (a) advice of parents
 - (b) advice of guidance counselor in junior high school
 - (c) advice of dean in senior high school
 - (d) advice of principal or assistant principal in senior high school
 - (e) advice of homeroom teacher in senior high school
 - (f) choices of friends
 - (g) vocation you expected to follow after graduation
 - (h) requirements of other institutions you expected to enter after graduation

- (i) difficulty of some subjects
- (j) your interest

11. Did you continue your education in a school or college?

- ☐ 1. No
- ☐ 2. College or University Graduate ☐ No.of years ☐
- ☐ 3. Business school
- ☐ 4. Evening school
- ☐ 5. Post graduate in high school
- ☐ 6. Trade school
- ☐ 7. Nurse training school Graduate ☐ No.of years ☐
- ☐ 8. Correspondence school
- ☐ 9. Other

12. Do you feel that the general education you got in high school, even though it did not prepare you for a vocation, has been valuable in your vocation?

Yes ☐ No ☐

In making adjustments out-of-school life?

Yes ☐ No ☐

New Guidance Books For Pupils in Library - Dean B's List

<u>Name</u>	<u>Author</u>	<u>Publisher</u>
Choice of an Occupation	Williamson, C.E.	University of Minnesota
Choosing a College	Tunis, J.R.	Harcourt
Clerical Occupations	Schloerb, L.J. and Medsker, L.L.	Science Research Associ., 1941
Cues For You	Ryan, Mildred	Appleton, 1940
Cultivating Personality	Walsh, William	Dutton, 1930
Do you want to get into radio?	Arnold, F.A.	Stokes, 1940
How To Get a Job	Gore, Challis	Winston
How To Land a Job and Get Ahead	Morris, R.H.	Harrison and Company, 1939
How To Land a Job and Keep It	Morris R.H.	World Syndicate
It's a Woman's Business	Hamburger, Estelle	Vanguard Press, 1939
Lady Lore	Witan, K.U.	New Method Bindery
Living Your Life	Crawford, C.C. and others	Heath, 1939
Manners	Hathaway, Helen	Dutton, 1938
Manners Make Men	Witan, K.U.	New Method Bindery 1939
Manners Now and Then	Van Arsdale, M.B. Lingenfelter, M.B.	Harcourt, 1940
Nursing Through the Years	Kern, C.G.	Dutton
Personality	Greenbie, M.B.	Macmillan, 1932
Planning for College	McConn, C.M.	Stokes, 1937
So You're Going to College	Lovejoy, C.E.	Simon and Schuster
This Way Please	Boykin, Eleanor	Mcmillan, 1940
When We Meet Socially	Moffett, Mildred	Prentice Hall, 1939
Your Best Foot Forward	Stratton, D.C. and Schlerman, H.B.	McGraw-Hill, 1940

For Teachers

Vocational and Occupational Edwards, Reese Chemical Publishing Company

Note-The books above are probably duplicated on the list submitted by the Librarian

School A's LibraryVOCATIONAL BIBLIOGRAPHY for ENGLISH 5 and 6

Bell, Howard A.
Matching Youths and Jobs
American Council on Education 1940

Brooke, Esther Ebenstadt
The Right Job for You and How to Get It
Noble and Noble 1941

Cades, Hazel Rawson
Jobs for Girls
Harcourt 1936

Dennis, Lemo T.
Living Together in the Family
American Home Economics Association 1934

Dilts, Marion May
Army Guide for Women
Longman, Green 1942

Fedder, Ruth
A Girl Grows Up
McGraw-Hill 1939

Fleischman, Davis E.
An Outline of Careers for Women
Doubleday, Doran 1937

Kitson, Harry Dexter
How to Find the Correct Vocation
Harper 1938

Lasher, Willard K.
How You Can Get a Better Job
American Technical Society 1942

Lyons, George J.
The Strategy of Job Finding
Prentice-Hall 1939

MacGibbin, Elizabeth Gregg
Fitting Yourself for Business
McGraw-Hill 1941

McLean, Donald
Knowing Yourself
 Holt 1936

Maule, Frances
She Strives To Conquer
 Funk and Wagnall 1934

Maule, Frances
Girl with a Bent Pay Check-How She Lands It-Holds It-Makes It Grow
 Harper 1941

Pierce, Beatrice
It's More Fun When You Know the Rules
 Farrar and Rinehart 1935

Prosser, C.W. and Palmer, R.H.
Information Book on Selecting an Occupation
 McKnight and McKnight 1936

Rasely, Hiram
Finding Yourself
 Gregg Publishing Company, 1938

Richmond, Winifred V.
Making the Most of Your Personality
 Farrar and Rinehart 1942

Toland, Edward D.
Choosing the Right Career
 D. Appleton-Century 1939

Waltz, George H. Jr.
What Do You Want to Be?
 Holt 1939

BOOKS ON SPECIFIC VOCATIONS

Advertising

Clair, Blanche and Digman, Dorothy
Advertising Careers for Women
 Harper 1939

Pryor, William Clayton
Let's Look at Advertising
 Harcourt 1940

Accounting and Auditing

Pergande
Accounting Clerk
 Pergande Publishing Company 1939

Pergande
Preparatory Tests for Civil Service Examinations
 Pergande Publishing Company 1942

Art

Wallace, C.E.
Commercial Art
 McGraw-Hill 1939

Aviation

Chapelle, Dickey
Needed--Women in Aviation
 Robert McBride 1942

Planck, Charles E.
Women with Wings
 Harper 1942

Civil Service

Carlisle, Norman V.
Civil Service Careers for Girls
 Dutton and Company 1941

Pergande
Junior Bank Examiner--Junior Administrative Technician--
Junior Economist
 Pergande Publishing Company 1939

100 Civil Service Examinations--Civil Service
 Pergande Company 1933

Dental Assistant

Covington, Ethel
The Efficient Dental Assistant
 C.V. Mosley Company 1940

Fashion Careers

Marshall, Francis
Fashion Drawing
 Studio Publishing Company 1941

Schmuck, Christine
Fashion Illustrations
 Whittlesey 1941

Oglesby, Catherine
Fashion Careers
 Funk and Wagnall 1935

Stevenson, Margaretta (Editor)
How the Fashion World Works
 Harper 1938

Farming

Keliher, Alice V.
Farm Workers
 Harper 1940

File Clerk

Pergande
Preparatory Tests for Civil Service Examinations
 Pergande Publishing Company

Home Economist

Harris, Florence LaGarke
Careers in Home Economics 1942

Woodhouse, Chase Gaing
Business Opportunities for the Home Economist
 McGraw-Hill 1937

Journalism

Bugbee
Peggy Covers Washington
Peggy Covers the Clipper

Howe, Quincy
The News and How to Understand It
 Rumon and Schuste 1940

Kelihe, Alice S.
News Worker
 Harper 1939

Shuler, Marjorie and Others
Lady Editor
 E.P. Dutton and Company, 1941

Librarian

Keliher, Alice V.
Library Workers
 Harper 1940

Sawyer, Harriet (Price)
Library as a Vocation
 H.W. Wilson Company, 1933

Movie Workers

Keliher, Alice V.
Movie Workers
 Harper 1939

Nursing

Baylestone, Helen D.
Sue Barton, Student Nurses
Sue Barton, Senior Nurse
Sue Barton, Superintendent of Nurses
Sue Barton, Rural Nurses

Deming, Dorothy
Penny Marsh, Public Health Nurse
 Dodd, Mead, 1938

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Penny Marsh and Ginger Lee, War Time Nurses
 Dodd, Mead, 1943

Keliher, Dorothy
Nurses at Work
 Harper 1939

Klinefelter, Lee M.
Medical Occupations for Girls
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Sutterland, Dorothy
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Wheeler, Mary Wright
Vocational Book of Home Nursing
 New Home Library 1942

Office Worker

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 Harper 1940

Radio

Floherly, John J.
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Hornung, J.L.
Radio as a Career
 Funk and Wagnall 1940

Retail Selling

DeSchweinitz, Dorothea
Occupations in Retail Stores
 International Textbook Company 1937

Hardy, Ray Morton
How to Succeed in Retail Selling
 Harper 1938

McCord, Jack
Selling is a Game
 Prentice-Hall Incorporated 1939

Secretarial Work

Haynes, Benjamin R. and Others
Collegiate Secretarial Training
 Gregg Publishing Company 1937

Hutchinson, Lois Irene
Standard Handbook for Secretaries
 Whittlesly House 1941

Scots, Louise Hallister
How to Be a Successful Secretary
 Harper 1937

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How to Get a Secretarial Job
 Harper 1942

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The Training of a Secretary
 American Book Company 1938

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VOCATIONAL GUIDANCE MAGAZINE ARTICLES

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Kirch, Norma, "Banking as a Field for Women", Louisville
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Schubnell, Margie and Harrison, Alleen, "The Business of
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Murphy, Mary E., "Figuring Out a Career", Independent Woman,
 (September, 1940)

"Your Future in Bookkeeping", Your Future, (January, 1941)

Advertising

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Presby, Charles, "Advertising as a Profession", Occupations, (February, 1938)

Arts and Allied Occupations

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Chemistry and Allied Occupations

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Bernay, Edward L. "Shortage of Pharmacists", Occupations, (January, 1944) pp.242-244

Nelson, Lucille, "Success from Test Tubes", Independent Woman

Noall, Irvin S., "Pharmacy as an Occupation", Occupations, (March, 1937)

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Relyea, Gladys M., "The Clinical Laboratory Technician", Occupations, (December, 1936)

Fashions

"Dressmaking and Alterations", The Commonwealth Vocational--Guidance Monographs Series A

Water, Dorothy Mines, "Are You Designing Your Career?" Independent Woman, (October, 1940)

"Work in Fashion Advertising", "Advertising Careers", Vocational Trends, (October, 1939)

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Davidson, Dora, "Friend to Farm Women", Independent Woman

Humeston, Caroline, "Housework Can be Fun", Occupations, (February, 1940)

"Occupation:Housewife", Vocational Trends, (October, 1939)

Huddleson, Mary P., "Mobilization a Nation's Kitchens", Independent Woman

Kirk, Alice J., "Opportunities in Food", Occupations, (June, 1937)

Woodhouse, Chase Going, "The Home Economist in Business", Occupations, (November, 1938)

"Restaurant Management as a Career", Careers

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Wykoff, Marguerite, "Careers in Housing Management", Occupations, (May, 1935)

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Bowen, Lewis H., "She's in the Army Now!", Hygeia, (March, 1941)

"Careers in Wartime Nursing and the Cadet Nurse Corps",
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Independent Woman

Stewart, Isabel, "United States Cadet Nurse Corps",
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Harper, Edith, "Office Management is a Woman's Job",
Independent Woman, (March, 1940)

Husman, Elsie, and Cowherd, Virginia, "The Woman Secretary",
Maule, Frances, "I Want to be a Secretary", Independent Woman, (March, 1941)

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"Office Machine Opportunities", Clipping

Stone, Irwin R., "What It Takes to Become a Court Reporter",
Occupations, (February, 1940)

Occupational Therapy

Rice, Betty, "Opportunities for the Physical Therapist",
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Steiglitz, Etta, "Therapy--New and Uncrowded Profession"
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"Careers in the United States Employment Service", Careers,
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Lies, B. Eugenia, "Personnel Practices in Department Stores",
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Dickson, Virgil E., "The Occupation of the Police Officer",
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Bell, Marjorie, "They Straighten Bent Twigs", Independent Woman, (April, 1940)

Van Waters, Miram, "Women as Penologists", Independent Woman, (May, 1940)

Greenbie, Marjorie Barstow, "Women Work for Victory",
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Corcoran, Morah Meade, "Careers in Girl Scouting", Occupations, (January, 1937)

Moore, Lucile M., "A Commercial Translator", Louisville Altrusa Club

Fleischman, Doris E., "Keys to a Public Relations Career",

Neely, Ann Elizabeth, "Professional Opportunities in the U.S.A.", Occupations, (October, 1942) pp.128-132

Salesperson

Baringer, Catherine, "Advertising--An Open Field"
Waller, Marjorie, "Women's Place in a Department Store"
Dahl, Crete, "Women's Big Business"
Independent Woman, (April, 1941)

Stead, William H., "The Department Store Salesperson",
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Mathewson, Robert H., "Careers in Brief", Scholastic, (March 6, 1941)

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"Teaching", Federal Security Agency - U.S. Office of Education

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Hannan, Elizabeth, "Women as Teachers", Louisville Altrusa Club

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"Career as an X-Ray Technician", Careers, (December, 1943)

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Mathewson, Robert H., "Interests That Point Toward Jobs", Scholastic, (December 2, 1940)

"Vocational Digest of Various Occupations", (Advertising, Journalism, Cosmetology, Telephone, Telegraph Operators, Civil Service, etc.)

Baker, Gretta, "Your English and Your Job", Practical English, (February, 1940) Scholastic

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"Streamline Your Reading", Vocational Trends, (April, 1940)

"Selling Insurance", Vocational Trends, (April, 1940)

"Fashion Plate", Vocational Trends, (April, 1940)

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Coyne, Joan, "Your Voice and the Telephone", Scholastic, (October, 1938)

Lawton, G., "I Haven't Any Idea What I Want to be", Scholastic, (January 27, 1941)

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"Stage Struck?", Your Future, (February 24-28, 1941)

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Marshall, Thomas O., (Jr.), "Gyp Training Schools", Occupations, (December, 1938)

Nelson, Josephine, "Farming for Defense", New Approaches to Agriculture

"Write for a Living?", Your Future, (May, 1940)

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Arthur, Julietta K. "Airways to Earning", Vocations for Women

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Shade, Chloris, "Life Insurance", Success Vocational Information Series, (1940)

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Behave Yourself	Allen and Briggs
Building a Girl's Personality	Cavan, Ruth and Cavan, J.T.
Careers for Women	Filene
Co-Etiquette	Eldridge
Correct Thing, The	Stevens
Cues for You	Ryan
Cultivating Personality	Walsh
Designs for Personality	Bennett and Hand
Do You Want to Get Into Radio	Arnold
Fashion for a Living	Warbuton
Gentlewomen Aim to Please	Tickell
Girl and Her Future, The	Hoerle
Girl Grows Up, A	Fedder
Have You an Educated Heart?	Burgess
How to be a Fashion Designer	Schwartz
How to Land a Job and Keep It	Morris
How to Win Friends and Influence People	Carnegie
It's More Fun When You Know the Rules	Pierce
Letters to Susan	Banning
Living With Others	Goodrich
Making the Most of Your Looks	Stote
Manner for Millions	Hadida
Manners for Moderns	Black
Manners Now and Then	VanArsdale
Mary Bray, Fashion Designer	Gallagher
Message to Garcia, A	Hubbard
Modern Etiquette for Young People	Landers
Nursing Through the Years	Kern
Personality	Greenbie
Personality Pointers	Edwards
Personality Preferred	Woodward
Photographic Occupations	Leyson
Powers Girls	Powers
Safe Conduct	Fishback
She Strives to Conquer	Maule
So You're Going to College	Lovejoy
This Happened to be	Ferris
This Way Please	Boylsin
Wake Up and Live	Brande

Way to Beauty	Joslen
What do You Want to be?	Walty
What is She Like?	Brockman
When We Meet Socially	Moffett
Wholesome Personality	Barnham
Young Hostess, The	Pierce
Your Best Foot Forward	Stratton and Schleman
Your Career in Nursing	Schultz
Your Carriage Madam	Lane
Your Clothes and Personality	Ryan
You're on the Air	Heyliger