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**THE PRESENT DAY GUIDANCE PROGRAM
IN THE
COUNTY SCHOOL SYSTEM
OF
JEFFERSON COUNTY, KENTUCKY**

**A professional paper
submitted in partial fulfillment
of the requirements for the Degree
Master of Education**

by

Mattye Belle Reid

August

1948

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NAME OF STUDENT Mattye B. Reid

TITLE OF PROFESSIONAL PAPER: THE PRESENT DAY GUIDANCE PROGRAM IN THE
COUNTY SCHOOL SYSTEM OF JEFFERSON COUNTY,
KENTUCKY.

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING MEMBERS:

Ruth Dunn

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NAME OF DIRECTOR: Hilda Threlkeld

DATE: Sept. 1, 1948

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WHAT IS A GUIDANCE PROGRAM?

In one sense, all good teaching is guidance. A child cannot study the biography of a great man without being influenced to some degree in his thought and perhaps in his behavior. He cannot do shop-work with his hands, or take part in a school orchestra, without gaining some insight into his fitness for further work along these lines -- or his unfitness. Thus, in one sense, the general program of supervision over the teaching of subject matter and the measuring of achievements does have some relation to guidance. But this guidance is correlative and incidental; and sometimes the stress is so much on the teaching of subject matter that there is danger of neglecting the teaching of the child as a human being. The teaching program has been to a large extent concerned with the intellectual development of the child; a guidance program is concerned primarily with his development physically, emotionally, socially, and normally. Thus the supervisory program and the guidance program are complementary and interwoven. They might be likened in their application and usefulness "as the bow unto the arrow."

The guidance program acknowledges that children go to school to get a mastery of the skills in order to gain a livelihood; but it realizes that they must also learn the art of living, or, as it has been well named, the fourth "R" of education: Relationships. The guidance program attempts to

emphasize the happenings of deeper significance in the lives of children and adolescents. It tries to make the teacher go behind the scene in the class-room, and especially behind the behavior of child who appears to be "different." The general supervisors and many teachers are concerned with the fact that a group of children are not working up to capacity or are not making the grade. The guidance program is concerned with the REASON for this. It is not fair to put on a child's record in a mental maturity test merely the notation: "Too young for his grade." It takes more than this test to determine equitably whether the child is mentally immature, and the guidance program seeks to find causes and to see the picture of the individual as a whole.

The finding of causes and the seeing of the individual as a whole involve much work, study, and planning on the part of many people.

"Good guidance procedures do not emerge as a result of chance. They come only when administration, teachers, counselors, parents, and pupils develop an understanding of the basic problems they face, and examine solutions in a cooperative atmosphere." (1)

As long ago as 1918, Isaac O. Winslow, then Superintendent of Schools in Providence, Rhode Island, came to the conviction that guidance should be an integral part of the curriculum, program, and organization of the entire public school system.

(1) Erickson, Clifford E., A Basic Text for Guidance Workers; Prentice Hall, Inc., New York, 1947; p. 37.

"It should begin with the study of individual differences and adjustments in the early grades, and follow pupils after they leave school during the time when they are blazing trails into employment and adult life." (2)

In the interim of thirty years since this wise conclusion of Isaac Winslow, guidance in schools has developed with the trends of the times as these have brought new social conditions and needs, a new psychology with reference to individual differences, and new techniques for studying individuals.

In 1946, the National Supervisors' Convention in Chicago discussed the assumptions underlying a good guidance program. Their conclusions may be summarized as follows: (3)

1. Guidance is conceived as any planned contact or experience with individuals for the purpose of helping them to develop in certain directions.
2. Guidance is concerned with every aspect of school life, and necessarily also with the home and community life of the pupils.
3. Parents and teachers are recognized as the major guides of children. The guidance specialist is a resource person available to parents and teachers to help them in the guidance of children.
4. Every sound guidance program has two major aspects:
 - a. Integrating mental hygiene principles and practices into the whole school system.
 - b. The study and adjustment of the individual child.

(2) Allen, Richard D., Organization and Supervision of Guidance in Public School Education; Inor Publishing Company; New York, 1934, Page 126.

(3) Summary given by Guidance Director as reported in minutes of joint meeting of Guidance Councils of Jefferson County, 1946.

JEFFERSON COUNTY SCHOOLS

High Schools	Elementary Feeder Schools
#16 VALLEY	#s 22 - 61 - 16 - 19 - 43 - 54 - 34
81 FAIRDALE	81 - 31 - 21 - 47
24 OHOLONA	24 - 12 - 9 - 78 - 18 - 2
2 JEFFERSONTOWN	79 - 60 - 69 - 48
3 FERN CREEK	5 - 37 - 59 - 28
X ANCHORAGE	60 - 48 - 41 - 37 - 56 - 50 - 47
NEGRO Schools	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

A good guidance program to carry out the above objectives should meet the following standards:

1. It must be made to fit the conditions found in the individual school.
2. It must be built carefully and must be planned so that it may develop over a period of time.
3. It must be sufficiently extensive in scope to include the needs of all students.
4. It must be sufficiently inclusive to involve all members of the faculty.
5. It must adopt a system of cumulative records.
6. Its testing program must be within the capabilities of the personnel.
7. It must be so set up that many community resources are utilized.
8. It must provide for student participation in planning and carrying on the program.
9. It must use the best tools and techniques available.
10. It must provide individual counseling carried on by competent counselors.

This paper deals with the origin and development of a guidance program in the elementary and secondary fields of education in Jefferson County, and describes in detail the program of selected schools in each of these fields.

THE SETTING FOR THE GUIDANCE PROGRAM
IN THE JEFFERSON COUNTY SCHOOLS

There are two systems of public school education in Jefferson County: the Louisville System, which covers the metropolitan area of Louisville, and the Jefferson County System, which comprises the remaining area of Jefferson County. The purpose of this paper is to discuss the guidance program in the public schools of Jefferson County outside of Louisville.

The Jefferson County School System is divided into five educational districts from which five Board members are elected on a non-partisan ticket for a period of four years. The Board elects the Superintendent, who is the advisor to the Board in the formation of policies and who is directly responsible to the Board of Education for all phases of the educational program.

Directly responsible to the Superintendent are eleven administrative and supervisory officers in the central offices. (See Chart I following page 5).

The Business Director is directly responsible to the Superintendent of Schools for the performance of such duties as executing contracts, making purchases of supplies, keeping financial records and supervising the operation and maintenance of the physical plants of the organization.

The Board employs two attendance officers who are co-ordinate in rank and who report directly to the Superintendent

I
PRESENT ADMINISTRATIVE ORGANIZATION

Survey Report on the Jefferson County Schools, made by the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, April, 1948; p. 84

and are responsible for census records. These officers are also busy with cases of delinquency which grow out of poor attendance and which sometimes end in the Juvenile Court.

Besides the two attendance officers, there are two primary supervisors, one home visiting teacher who works in the homes with physically handicapped children, and one guidance director, the newest addition to the personnel. There is a special teacher for a mentally retarded group in one of the elementary schools. The County Board of Education, through an arrangement with the City Board, pays tuition for hard-of-hearing and sight-defective children to attend the special classes for these groups in the Louisville schools.

In the Jefferson County System, there are five white high schools, besides Anchorage, which is a partially independent system. All of these are co-educational, and the attendance in the five schools is 1,684 pupils, ranging from 635 in the largest to 183 in the smallest. Of these five high schools, three are consolidated with the elementary units. There are no Negro high schools. For all Negro students who have completed the eighth grade and who wish to continue their academic training, the County Board of Education pays tuition to the high school department of the Louisville Municipal College (formerly Simmons University) or to Lincoln Institute. The five county high schools are all accredited with "A" standing by the Southern Association of Colleges and Secondary Schools.

There are 37 white and nine colored elementary schools in the county system, the smaller number of colored schools being due to the small Negro population in rural Jefferson County.

There are no kindergartens. Kindergartens provide wholesome pre-school social experiences, and are valuable in getting an early start on a guidance program; but the serious obstacle to their maintenance is the problem of transportation. The present locations of the elementary schools necessitate bus transportation, and this is not practicable for children of kindergarten age.

In considering the setting for the guidance program, some data should be given in regard to the physical plants and materials for instruction. If the main objective of guidance is to develop the child physically, emotionally, morally, and socially, his physical surroundings are of great importance, as are also suitable materials for developing worthwhile experiences. These two items are potent factors in developing a curriculum which will carry out the objectives of the program. In these respects, there is much to be desired in the way of improvement of such things as heating, lighting, sanitation, size of class-rooms, the annexes to the main buildings, the establishment of school libraries, auditoriums, recreation facilities, etc.

The need for adequate instructional materials is so acute in many of the elementary schools that the Parent Teachers

Associations are frequently called upon for aid. They have done a good job in buying materials which have helped to create a better nutrition program, a better visual aid program, and a better health program.

The high schools are better equipped than the elementary schools, but there are hopeful signs that the conditions in the elementary schools will be corrected in the near future.

ORIGIN AND DEVELOPMENT OF THE GUIDANCE PROGRAM IN THE JEFFERSON COUNTY SCHOOL SYSTEM

The formal origin of the Department of Guidance in the Jefferson County schools may be regarded as having taken place on July 22, 1946, when a Director of Guidance was appointed by the County Board of Education to map out a course of remedial action and to set up a functioning program to solve certain existing problems and combat certain hindrances to good teaching in the schools. Before her formal appointment, however, the new guidance director, who had previously served as principal of one high school and full-time counselor in another, had come before the Board to talk about these problems.

There were a number of these problems: individual ones that had come to her attention by way of a principal's office or through a teacher or coach; group problems such as the

cause of drop-outs, percentage of failures and irregular attendance; special problems of the physically and mentally defective, etc. As a result of study and discussion of these problems, it was decided that there was a genuine need for an organized program of guidance in the schools, to begin in the first grade and continue on through high school and beyond.

The functions of the Guidance Director are as follows: (4)

1. To emphasize the in-service training program of school faculties.
2. To provide books and other materials helpful to teachers.
3. To orient teachers in the techniques of counseling.
4. To impress the importance of mental hygiene in the program.
5. To be on call for contact service for professional assistance.
6. To make clear the duties of principals and teachers in the program.
7. To establish councils, one in the elementary and one in the high school areas, of representative teachers who will promote the program in the schools.
8. To be in the office in the afternoons and on Saturday mornings for individual conferences with teachers who need assistance with their problems.
9. To have conferences with parents and children as requested.

(4) From source material obtained in conversation with the Director of Guidance of the Jefferson County Schools.

10. To point out how guidance can be done most effectively through the curriculum if the teacher prepares her work well and is on the alert to the reactions of her pupils.
11. To ask principals to have a special time for guidance meetings and to see that each teacher has a responsibility for strengthening the weaknesses in the school.
12. To appoint a coordinator in each school whose duty it is to be ready to meet with the director of guidance with a general report of what is going on in the school.

In short, the guidance director acts as a resource person, available to parents, teachers and children to help in shaping a happy destiny for the children. Toward this end valuable contributions have been made by the General Hospital, The Mental Hygiene Clinic, the Supervisor of Safety in the Louisville Public Schools and various parent-teacher organizations.

In order to present a more graphic picture of the guidance program, the following pages give a summary of two early meetings of the Guidance Councils. The first meeting was a joint one of the elementary and high school councils. The topic was: "How May the Guidance Program Become an Integral Part of the School Program?" At this meeting, the director outlined the assumptions underlying a good guidance program as already quoted earlier in this paper. (5)

In agreement on the above assumptions, the members of the councils felt that they stood on common ground in important fundamentals and that they could proceed in discussion of methods for evolving such a guidance program as would be an integral part of the schools' living.

(5) See page of this paper.

The council members before adjournment were exhorted to go back to their schools and have faculty meetings at which they would relay the discussion and to bring back reactions and suggestions for topics for discussion at subsequent meetings.

After the first meeting, the elementary and high school councils met in separate session. The following major topics to guide future discussions were listed.

1. What are the respective functions of teachers, administrators and resource specialists in a guidance program?
2. What are some of the ways of evolving a guidance program in a school? How may it begin?
3. What tools or instruments are essential for the development of a sound guidance program?
4. What are some of the basic methods of stimulating teachers' interest in child guidance?
5. How can the individual and group guidance of children be utilized for the improvement of human relationships, both immediate and world-wide?
6. What methods have we for evaluating our guidance program?

At the meetings where Topic 1 was discussed, the Guidance Director distributed copies of Franklin E. Zaren's article in the January copy of School Life which discusses in detail the duties of the staff of a school. (6)

- (6) Franklin E. Zaren, "Professional Guidance Training as an Element in Providing Educational Opportunities" School Life, January 1947, p. 9.

For discussion and study of Topic 2, a good text (7) on how to build a guidance program was studied. Many of the schools added this book to their professional libraries.

For discussion and study of Topic 3, cumulative records and various tests were brought to the meetings.

Pre-service and in-service training in relation to stimulating teachers to do guidance work, were discussed under Topic 4.

Topic 5 is still being studied and some evaluation has been going on at each meeting but the annual report will go into this more fully.

The functioning of the guidance program can also be further illustrated by the following record of a typical day's work of the Guidance Director. (8)

Reported to the office of the County Board of Education at 8:30 a. m.

The morning mail brought in a report from The Mental Hygiene Clinic of the psychological examination of a first grade girl at _____ School. This was filed for future reference.

There was also a report from the Cerebral Palsy Clinic on a pupil, which was promptly readdressed to the Home Visiting teacher for the handicapped.

(7) Clifford E. Erickson and Marion Crosley Happ, Guidance Practices at Work New York: McGraw Hill Book Company, Inc. 1946, p. 21.

(8) Obtained through conversation with the Guidance Director of the Jefferson County Schools.

A current copy of the magazine Occupations was tucked away for future home reading hours. While reading the mail a telephone call came in from _____ School requesting that the Guidance Director come out to the school as soon as possible. As the calendar showed no special appointment for the early morning, the Guidance Director went out to the school to have a conference with the principal and teacher about a third grade boy whom the teacher had brought to the office saying that if he stayed in the school she was resigning. After obtaining the school data about the child an appointment was made for a conference with the child's parents at the director's office.

From the _____ School the Guidance Director went to the _____ School to observe recreation and lunch-room behavior of a mentally retarded group; then on to the _____ High School to keep an appointment with a counselor who was seeking help in a Juvenile Court case which had begun with truancy and was developing into a community problem.

Returned to the office to do paper work on the morning's routine.

A call from the _____ P. T. A. to speak at its next meeting had to be delayed to a future meeting as the calendar recorded that the director was to meet with the faculty of the _____ School on this particular afternoon to discuss the use of the cumulative record cards.

Home at 5 P. M.

STEPS IN DEVELOPING THE GUIDANCE PROGRAM

As the Guidance Director visited the schools and conferred with principals and teachers, she realized that there was a definite need to orient teachers in what guidance really is. It was surprising to note that many teachers in the system regarded the introduction of a guidance program as a separate area in the educational program and the teachers had rather a cold attitude toward more supervision through guidance because they thought it would only entail more work on their already over-crowded day. They disclosed this need by asking the question, "What is guidance and aren't we all doing it when we teach?" While it is a fundamental principle that all teaching is guidance, the type of guidance which is done is dependent on the type of teaching that is being done. If a teacher is teaching "subject", guidance would probably be quite fragmentary in her class-room; if she is teaching

human beings she is probably doing a good job in guidance.

Another important step was the recording of information acquired about a child on the premise that what was worth noticing and thinking about a child was worth putting down on a record card. A second grade teacher has a much better start with a child if she knows where "he is" and where "he is going"; this information comes to her through the cumulative record passed on with the child from the first grade.

The same procedure goes on in orienting the grade pupil to the secondary school; the cumulative record goes with him and on the report of the status of his growth in the grades, recommendations for his high school schedule are founded. (9) A more detailed discussion of these records ---their importance and use follows in Section IV.

During the two years of its formal existence, the guidance program has had the assistance of administrators to a limited but expanding degree by a growing appreciation of the value of guidance in the schools. Teachers are awakening to the idea that in helping the children they are helping to develop themselves as better people and to develop better relationships with parents and pupils. They are doing this by home visitation, professional reading, writing case studies,

(9) See cumulative record cards for elementary and high schools filed in the appendix to this paper.

TYPICAL ELEMENTARY SCHOOL ORGANIZATION

The above chart shows the set-up of the Guidance Program in a typical elementary school of the Jefferson County System

giving better tests and keeping better records and by attending classes relating to guidance at the University of Louisville.

THE TWELVE-YEAR GUIDANCE PROGRAM AS IT FUNCTIONS IN
A TYPICAL ELEMENTARY SCHOOL IN JEFFERSON COUNTY

If worthwhile effective guidance is to be fully developed in the secondary school, it should be firmly rooted in the elementary grades.

A program which has taken such roots is functioning in the elementary school selected for discussion in this paper.

This school is situated in a beautifully developed subdivision about four miles south-east of Louisville. There are no commercial enterprises within a quarter mile of the school.

As is the case with many of the school buildings of Jefferson County, there is much to be desired in the physical aspects of the plant but they are much better than in a number of the other elementary schools of the county.

Good lighting and heating; rooms made attractive with reading corners, library tables, and bookshelves; science corners with rocks, shells, and aquariums; supplies to be used for creative expression; and auditorium, lunch-room and a small music room, all these give evidence that the staff in this school has accomplished much.

The lawn and shrubbery surrounding the buildings are well kept and there is a large field with playground equipment of swings and seesaws and a ball diamond back of the school. The school property covers a little more than two acres.

The philosophy of this school is that "the school should be a place where happy children work and live in a democratic way of life." This had been the school's philosophy before its principal and teachers had begun to think seriously about a program of guidance; they decided that it was a good philosophy and they did not need to change it, but only to expand its application.

After a meeting with the Guidance Director, the faculty gathered round the conference table and adopted the following objectives for the school:

1. To plan school experiences with the child and not always for him.
2. To encourage individual activity and independence.
3. To develop skills for future assumption of civic responsibilities.
4. To have democratic living in the school.
5. To encourage group activities in which the children plan cooperatively, have responsibilities and develop human relationships.
6. To study each child, collect and use pertinent data regarding him.
7. To believe that reading is not the only means of learning; that children learn also by seeing, hearing, constructing, and listening.

8. To have some system of referral when a teacher feels that she has exhausted her own resources on a problem.

THE TESTING PROGRAM OF THE SCHOOL

In accordance with Objective Number 6 above, the following tests are used in this school, and the results are recorded on the individual child's cumulative record sheet:

1st Grade-----Kuhlman Anderson Intelligence Test
at end of first six weeks.

3rd Grade-----Kuhlman Anderson Intelligence Test
Stanford Achievement Reading Test
(Both at the beginning of the year)

5th Grade-----Stanford Intelligence Test (early in
year), Stanford Diagnostic Test (in
middle of year), Stanford Achievement
Test (at end of year)

6th Grade-----Same as above

7th Grade-----Same as above

8th Grade-----Same as above

These tests are used for several purposes: to determine the instructional needs of the group; to show achievements over a given period of time; and to help the teachers to discover whether their teaching is effective.

The attitude toward the value of tests in this school is a wholesome one, in that not too much reliance is placed on the tests alone in trying to gain a good summation of the pupil's progress.

"Tests are to be considered simply as one type of observational situations. They are not perfect. They are the basis of judgments more accurate than many of the biased generalizations, resulting from other observational situations." (10)

The faculty is working on the problem of broadening the testing program to emphasize the attitude of the children more than is done at present; but already even the lower grade pupils experience some sense of appraisal of their own development.

A cumulative record is on file for each child enrolled, with results of these tests as well as all other information which can be gathered about him. The cumulative record sheet will be discussed in detail in a later section of this paper.

GROUP GUIDANCE IN THE SCHOOL

Over a period of six years this school has had a first grade teacher whose class is dismissed at 1:30, to work with remedial reading groups composed of such children as need assistance.

The assembly programs are an example of group guidance. The entire school group comes together once a week and often the children dramatize, speak, and sing in a program which they themselves have planned with the help of the teacher

- (10) John G. Darley, Testing and Counseling in the High School Guidance Program, Science Research Associates, Chicago, 1945, p. 91.

if they seek it. Frequently parents who belong to the ministry or who are physicians speak in the assembly. Sometimes a film is shown, the activities of the school are discussed, and pep sessions are held.

In considering service to others, a good bit of charity in local needs goes on; drives for the Red Cross, Community Chest, Crippled Children's Society, Tuberculosis Society, and Over-seas boxes have been generously supported.

THE P. T. A. INFLUENCE IN THE SCHOOL

The P. T. A., an organization of 570 members, assists the school financially in several worthwhile projects. It sponsors the lunch-room where a grade "A" lunch is served to all the children whether or not they are able to pay for their lunches. The P. T. A. has bought the school's movie projector, library materials, supplementary readers, reference sets, and playground equipment such as swings, seesaws and bars. The P. T. A. has also financed the physical education program whereby two physical ed teachers come one day a week to work with all the grades. Their activities cover regular calisthenics, folk-dancing, corrective exercises, tumbling, hockey, and basket-ball; and they climax with a field day on the late spring.

Each room has a mother and the first meeting of the year is a social hour when tea is served in each room and thus the parents and teachers get off to a friendly start. It makes

the children feel secure and happy to see their parents and teachers being friendly with one another and makes for much better relationship than for them to have to wait until "something happens" and the parent is "sent for" and he comes to school in a defensive and sometimes belligerent mood.

Study classes for mothers of each grade level meet in their respective groups' homes and invite a consultant, usually the guidance director or some person prominent in the community whom they have faith in, to lead the discussion about their children's problems.

MORAL INSTRUCTION

There is a weekly period of moral instruction, purely voluntary, which 96 percent of the children attend while the other four percent report to study hall. Several ministers have carried on a regular program of Bible stories, illustrated with pictures, and have given inspirational talks.

ORIENTING THE EIGHT GRADE PUPILS TO THE HIGH SCHOOL

The two high schools to which the 8th graders of this school migrate are large in building and population, and it is an event looked forward to every spring when the personnel directors from these high schools come out to visit and talk with the pupils about the schedules at the high schools and to answer questions about

which the pupils have been waiting to be informed. The following week, on invitation from the high schools, the pupils with their home-room teachers visit the high school of their choice and have a program in the school auditorium. Usually a movie is shown, lunch is served them, and a reception committee composed of Student Council members conducts the grade pupils through the building, explaining its main features. All classrooms are open on this day for the visitors and they are given an opportunity to call on the counselor and talk with her.

THE MOST IMPORTANT OUTCOME OF THE PROGRAM

One of the greatest accomplishments of the guidance program has been the change of concept on the part of the teachers as to the meaning of guidance. To most of them, guidance meant a sort of nebulous procedure based on techniques practised in the so-called progressive schools - more or less of a fad-and-frill thing; or it meant discipline, or the finding of a job for a student. Slowly and hopefully they are coming to realize that it is much more than these things. They are beginning to see that it is one thing to teach a child to find the area and make a working drawing of a book-shelf but it is something else again when he puts his knowledge of space relation and skill with figures to work to make a book-shelf for his mother's Christmas present.

TYPICAL HIGH SCHOOL ORGANIZATION

This chart shows the set-up of the Guidance Program in the typical high school discussed. Source material obtained from Guidance Director of Jefferson County Schools.

THE TWELVE-YEAR GUIDANCE PROGRAM AS IT FUNCTIONS IN
A TYPICAL SECONDARY SCHOOL IN JEFFERSON COUNTY

The school selected as typical of Jefferson County high schools is located about ten miles out of Louisville, in a village with the usual number of small businesses, a post-office, a garage, and a sweet shop which serves as a social center for the pupils during bus time. The environmental influences are generally good.

In 1946, a modern high school building was added to the plant of this school. The high school population consists of 175 boys and 201 girls. In addition to the pupils from the elementary unit of this consolidated school, eight other elementary public and parochial schools transport their eight grade graduates to this high school by bus. In the high school unit there are 17 class-rooms staffed by as many teachers. A workable guidance program in this school is based upon the utilization of the efforts of its teachers and of one counselor who has three periods a day for guidance work. The counselor is sponsor for a very creditable school paper, teaches English during two periods, and sponsors a Future Teachers' of America group. It seems that this counselor would be in a strategic position for guidance if the schedules of the teachers allowed time for conference and consultation. Such is not the case; all teachers are engaged in full teaching periods so that none of them has a specified time to meet with the counselor to

discuss special problems. Until more teachers are appointed to this faculty, this deficiency in the program will continue. As the situation now exists, meetings with the counselor are sandwiched in before school and after school, at the lunch table, and in faculty meetings largely given over to administration problems. It is needless to point out that such contacts do not by any means fulfill the requirements of good guidance conferences. This situation is characteristic of all Jefferson County high schools.

Until the spring of 1945, the guidance offered in this school was not of an organized nature but was left largely to the individual initiative of the principal and teachers, who gave attention to the needs of the pupils as the occasion for help arose. Plans for the present program took definite shape when the principal asked for counselor service to be established in the school according to the above-mentioned schedule. It was made clear by the principal and the guidance director that the new program was not to replace the old one but was to strengthen and supplement it. With the appointment of the counselor, the program has gone ahead with definite progress.

The philosophy of this typical school, arrived at through general discussions on the part of the faculty, was that the pupils should be educated to understand their own abilities and interests, to develop these to the fullest degree, and ultimately to achieve mature self-guidance and to consider the

school as a community enterprise where there exists a co-ordinate approach to guidance and education for home, community, and school.

The objectives were to secure individual attention, guidance, and counsel for every pupil throughout his career in the school; to continue to follow that career with adjustments where they were needed; and to keep a record of each student for a period of at least five years after his leaving school. As only about seven percent of the graduates of this school attend college, the need for early vocational choice is apparent, and problems relating to vocational guidance are stressed along with those of personality adjustment.

It was planned to realize these objectives by:

- a. Obtaining and interpreting a considerable amount of reliable personal information about a pupil from such areas as his scholastic aptitudes and deficiencies, level of interest, special aptitude and inaptitude and personality characteristics.
- b. Interviewing, through which a student is guided to know himself with reference to:
 1. His personal and vocational implications, which grow out of the assets and liabilities which he possesses.
 2. Assistance by which he can choose intelligently what his educational program should be for the remaining years in school.
 3. Opportunity to investigate vocations in keeping with his capacities and interests.

THE TESTING PROGRAM IN THIS SCHOOL

One of the factors contributing materially to an adequate counseling program is the testing program in the schools. The faculty of this school regards tests as supporting data and as one segment of information helpful to assemble a whole picture of the individual.

"Testing is one of the more important devices to help the individual student, in solving his problems. It is quite possible that the availability of increasing numbers of tests has contributed to the guidance bandwagon's speed. The job of making tests has gone ahead faster than the job of training people to use and understand them, but it must be remembered that tests are a means to an important end and not an end in themselves." (11)

Achievement tests are given as measures of skills and of facts which a student acquires over a given period of time, and the results are considered with regard for other variables. Attitudes are ascertained by group discussions and papers in which are considered such subjects as the fairness of certain decisions; school policies; how the students feel about their homes, teachers, and friends.

This school believes it is better to have a few good tests which are used for the improvement of the school's curriculum (and by curriculum they mean every activity engaged in, which

(11) John G. Darley, Testing and Counseling in the High School Program. Science Research Associates, Chicago, 1945, p. 20.

directly or indirectly affects the student body) than to have a battery of tests just for the sake of building up a so-called excellent test program. Besides the tests mentioned above, the school used the Kuder Preference Inventory and the Occupational Inventory published by the Science Research Associates.

THE PART TAKEN BY TEACHERS AND STUDENTS IN GUIDANCE

There are always some good teachers in every faculty who are capable and who do carry on guidance activities in counseling without having had formal education in its techniques. This faculty has such members; and on such subjects as habits of study, failure to make passing grades, and minor behavior problems, good counseling results.

It is obvious that after a teacher has had a pupil in a group within a class, a home-room, or both, the teacher will come to know the important facts about the pupil---- his home background, his health record, his scholastic record, his intelligence and achievement scores, and reports of other teachers concerning his progress. Therefore, the teachers in this school are working to develop a schedule which will provide for a pupil to have the same home-room teacher throughout his high school days.

It was attempted to use the home-room period for a program of guidance but up to the present time this arrangement has had meager development owing to the short time

allotted to home-room (25 minutes) and the traditional use of that time for making announcements, selling tickets for games and school plays, and advertising other school activities.

It is considered important to have the knowledge about each student in a given group, in the hands of one person, the home-room teacher, so that as complete a picture as possible can be given the counselor before she attempts to interview a student. All records are available to all teachers to be added to, or to be read for the purpose of throwing light on some particular problem.

The Student Council of this school assists in orienting the students in the guidance service offered, by taking part in an assembly program at the beginning of the school term, followed by home-room talks throughout the semester, which help to create a friendly atmosphere in which new pupils feel at home; they are given information about the school building, the school rules and regulations, the school clubs, and the work of the Student Council so that each student may early become a cooperating part of the school organization. A committee from the Student Council meets with the faculty to air grievances or to make suggestions for improvement in any part of the school program. A typed handbook was one project of the Council, and on one occasion the Council worked out a plan through bulletin board notices which materially improved the audience behavior of the student body.

THE DUTIES OF THE COUNSELOR IN THIS SCHOOL

Having been prepared for counseling by an accredited institution where guidance through counseling is offered, the counselor in this school does good work in the discharge of the following duties:

1. Interviewing students for whatever problem they come to present. These interviews are recorded from notes made after the interviewer leaves the conference, except for some data which in the discretion of the interviewer needs to be noted at the time (statistical data).
2. Supplying students with plenty of occupational material and college catalogs.
3. Seeing that the librarian cooperates with the use of this material. In this school a corner of the library is given over for informational material on vocations.
4. Making the best effort possible under the circumstances and present schedule to contact teachers in cooperation on case studies or general conferences.

The counselor is not a disciplinarian and does not have administrative duties. These are among the pitfalls of guidance, and prevail in the four other high schools of the county.

Problems of abnormal behavior or such as spring from physical defects, require the services of professionals, and neither teacher nor counselor goes further in such cases than to make recommendations. These recommendations are made to parents if they are interested, or to the county guidance director, who follows a system of referral to what is con-

sidered the proper source of aid. The recommendations are followed up on the school's record of the pupil; if treatment is given, the results are noted.

The faculty of this school shows a willingness to cooperate and has disclosed initiative and resourcefulness in discovering ways to help the students. They have visited homes, chaperoned trips and parties, have had open house, and participated faithfully in P. T. A. programs. They are striving, with the counselor, to work out an organized program in which all the teachers in the school participate and all the students receive assistance. The aim of this program is to put each student into a personal relationship with some teacher, who is interested in the individual student's abilities, his interest, and his needs.

THE USE OF CUMULATIVE RECORDS IN JEFFERSON COUNTY SCHOOLS

The administrative department of a school is raised to a much more professional level when records for each pupil are available and when the cooperation of the entire staff is focused on developing the students as well-rounded individuals and recording the progress made in this development.

Assuming that the philosophy of the school is concerned with the total development of the child, and that individuals differ greatly in native ability, in interests, and in social,

mental and emotional maturity, it goes without saying that the school must accumulate and keep data on all aspects of a child's back-ground and development. On no other premise can a suitable program of experiences be planned to meet the needs of the child. How can a child or adolescent be guided and counseled effectively without such data? This need has been met in part only by the introduction of cumulative records in the elementary and secondary schools of the county.

The high school counselors met with the high school supervisor to analyze a record form which had been adopted in 1942 by one of the County's high schools. This record was compared with the record forms of other successful high schools over the country. Very little change was made in the form of the 1942 record.

The record for the elementary schools was designed on much the same procedure. A committee of teachers was called by the director of guidance and they also studied the records of the outstanding schools of the nation in relation to the needs of Jefferson County.

The following cards and blanks are now being used by the elementary and the high schools; they are filled in by the teachers and sent by way of the principal to the superintendent's office.

RECORDS USED IN THE ELEMENTARY SCHOOLS (12)

I. Enrollment card.

Registration Card.

II. Cumulative Records.

Kept nearest the person who uses them but available to all teachers and passed on with the child as he progresses.

III. Report Cards.

Sent home every six weeks for parents to sign and return; satisfactory and unsatisfactory grades are reported and comments made by teachers. Parents' comments are invited.

IV. Jefferson County Schools Health Education Blanks.

Permit to be signed by parents for immunization in school clinic. Special blank to parents in case of impaired vision.

V. Weekly absence report.

Includes names of absent children from each teacher's room. Sent to Superintendent's office.

VI. Report of Transfers and Withdrawals.

Reasons for same.

Sent to Superintendent's office.

The following cards and report blanks are used in the high schools: (13)

I. Kardex System of Records.

1. Used by and under the supervision of principal and counselor and kept in principal's office.

(12) See envelope No. I accompanying this paper.

(13) See envelope No. II accompanying this paper.

II. Scholastic record.

1. Available for use by any teacher and stays in principal's office.

III. Scholastic Record made by Counselor.

1. Sent to superintendent's office when pupil graduates.
2. The pupil may obtain a transcript from superintendent's office.

IV. Jefferson County Report Card.

1. Sent to home for parents' signature, consideration and comments.

V. Pupil Personnel Attention Blank

1. Sent for some problem from the teacher to the counselor.

VI. Student Interview Sheet.

1. Used as counselor sees fit.

VII. Informational Guidance Form.

1. Used for getting acquainted with pupil.

VIII. Folder for filing miscellaneous material considered significant; such as, anecdotal records, notes from home and excuses for absence.

IX. Test Results.

Use has been discussed under testing program in this paper.

X. Daily Absence Record.

Compiled by clerk in office and laid on guidance counselor's desk.

OUTSIDE CONTACTS WHICH CONTRIBUTE TO THE GUIDANCE PROGRAM
IN JEFFERSON COUNTY SCHOOLS

The educational program grows as teachers feel community support behind them. Principals have been urged to make every effort to bring teachers and parents closer together by bringing parents into the school and by home visitation on the part of the teacher, thus making life in the home and in the school a complementary process, with the result that parents and teachers will realize more about the children's problems and come to a better understanding about their behavior under particular circumstances.

The community provides opportunity for young people through agencies whose support lends reinforcement to the school program. It often offers placement to the high school graduates and sometimes provides scholarships for those who desire to go to college. An industry which permits a boy or girl to use its facilities as a laboratory, helps the student decide on his vocation.

Teachers should take part in community organizations which offer contact with business people, social workers and groups other than those engaged in the teaching profession. Too often has the criticism been made about teachers and their "ivory towers".

Some of the activities engaged in by the teachers of Jefferson County which make them more capable of giving good

guidance are teaching Sunday-school, acting as Scout leaders, working part-time in offices and department stores, keeping up with legislation for education, serving on committees in clubs devoted to welfare work, speaking before Parent-Teacher groups, visiting other schools, and taking part in workshops and travel.

The Louisville Free Public Library has made available its facilities to both teachers and pupils during the time that the schools are in the process of building up their own individual libraries.

Programs on WHAS and WGRC radio stations in reporting school news, and the "Hi Time" and "Quiz-Down" programs, are examples of cooperation on the part of this public relations group.

Career Day in the high schools, bringing in outside talent with advice to students, and the Civic Lecture Series, are especially good guidance projects.

Students have been sent to interview men and women who are outstanding in their particular fields and to report back in class and account of the interview. They have visited the University of Louisville in groups to find out what that institution has to offer them.

In the elementary and high schools, trips to Washington, D. C., and to the State Legislature have made their contributions to social development and a sense of civic responsibility.

Clubs for nature study, and visits to old inhabitants and

historic spots in order to understand the background and traditions of the community, make excellent contacts which can be correlated with much of the subject matter in the courses of study.

Lively 4H groups study soil and food conservation; they visit stock farms, study cover crops and orchards. They engage in canning, sewing and the art of home beautification. They attend conventions in other towns and have brought home quite a few blue ribbons.

All churches, irrespective of sect, the County Health Department through its nurses' services, the Mental Hygiene Clinic, the hospitals, the Juvenile Court, the University of Louisville--all have participated in developing an inter-dependent relationship between the community and the schools.

It is to be regretted that the medical examinations and the dental clinics were discontinued last year for financial reasons. Two elementary schools support their own medical service program through appropriations made by the P. T. A., and one elementary school, where a pupil is the son of a physician, has the father to come at regularly scheduled times to give examinations and aid where it is necessary.

Such intercommunication with the human and natural resources of a community, helps to bridge the gap between the school and the world outside the school and to build an ideology of what is most important in the life of an individual, a good relationship with his fellowmen.

CONCLUSIONS

It is encouraging to know that the teaching profession is becoming psychology-minded and test-conscious. But psychology courses and graduate credits are not enough to make good counselors or to enable one to do good guidance work. Neither are I. Q's and test grades enough to give one a complete picture of the pupil. This is like accepting one picture from the kaleidoscope when we know that by the slightest turn of the wrist, the picture changes. How about completing the picture with such things as the act on the playground, the referral to the physician, the treatment, the results of the treatment, the placement of the high school graduates, the follow-up of their careers in college and in industry, and getting industry to cooperate?

"Until recently there was no place in the preparatory training of teachers for the subject of guidance. Thousands of industries have yet to recognize the guidance implications in their personnel practices. They have yet to be made conscious of how guidance can stabilize their employment and improvement production." (14)

"Only relatively few of this nation's administrators are sold on guidance. That is why so few schools, even in metropolitan areas, have programs that justify the name of guidance. This same attitude prevails on the part of Boards of Education, supervisors, and superintendents. Principals need practical help and inspiration in the guidance of their teachers in understanding

- (14) Guest Editorial: "Time to Face Facts"; Occupations April, 1948; National Vocational Guidance Association, Inc., Easton, Philadelphia; p. 436.

the modern concepts of the growth and development of children according to their needs. The problems are legion and no one person can work on all of them at once, but the pooling of insights, discoveries, and enthusiasms serves to light up the separate phases until they become like the facets of a jewel, contributions to the shining whole that is to be." (15)

The schools of Jefferson County are shaping a concept of evaluation of guidance that goes far beyond the traditional processes of testing, measuring, and examining. It includes the gathering and interpreting of evidence regarding the progress and the problems of the learner in achieving desirable behavior. Testing for skills and information does not tell the whole story of the pupil's growth.

It is easy to see from this paper that the guidance program in the Jefferson County schools is just beginning to take on outline. It takes time and money to set up a good program; but beyond any doubt much good has been done by teachers working with the counselors and guidance director, to improve themselves in the guidance functions. The teachers, in turn, by becoming better acquainted have been able to help the pupils develop themselves to the optimum of their abilities.

What can be done about such limitations as time, money, and qualified teachers? For the moment, not very much can be done. The program will have to go along and progress as it may,

- (15) The Continuing Education of Teachers for Elementary School Service; 1948 Yearbook of Oakland, California Elementary Schools Principals Association, p. 161.

with the present system of testing, and the teachers doing the best research they are capable of doing under the circumstances.

In the meantime, it is possible to adopt a policy with reference to guidance, which takes into account such things as working toward a requirement of at least six hours' work in guidance for graduate degrees in education, and seeking to have more colleges and universities offer a degree in guidance.

Before certification, teachers should be prepared for their guidance responsibilities. Better than this, a degree from a teacher training institution should be followed by an internship in order to have a sound basis for certification.

The discussion of the two typical schools in Jefferson County, shows clearly that there is an attempt being made to have guidance permeate every activity of the schools. There is ample evidence that the schools' staffs are becoming aware and concerned with the total development of their pupils.

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