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A PROGRAM OF PUPIL GUIDANCE
IN THE
SMALL RURAL HIGH SCHOOL

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BOWLING GREEN, OHIO

Submitted in partial fulfillment
of the requirements for the degree
of Master of Arts

BOWLING GREEN STATE UNIVERSITY

BOWLING GREEN, OHIO

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ACKNOWLEDGEMENTS

The preparation of this guidance program comes after a number of years thinking on, and studying this vital subject. The trend of thought has created a desire to propose a guidance program that may be established in the small rural high school where the faculty is small and the facilities are limited.

In conducting this study I am gratefully indebted to Dr. Walter A. Zaugg, Department of Education, Bowling Green State University, Bowling Green, Ohio. Dr. Zaugg, who acted as sponsor, kindly and unselfishly offered his counsel throughout the entire preparation of this work. I also wish to thank the committee who read the thesis and offered various suggestions for its final form.

I wish to thank the county superintendents who submitted names and addresses of schools for survey purposes, and the principals of these schools who responded to questionnaires sent out to collect data for the present study.

I am grateful to those who helped type the manuscript, and those who in any way contributed to the completion of this work.

Dale O. Sander

Ney, Ohio

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CHAPTER I
INTRODUCTION

The changes in the secondary school program from its early beginning to the present day obviously necessitates new methods of procedure in the function of educational practices. The early secondary school with its limited courses, teaching personnel and equipment, was primarily interested in preparing the youth for college. Having only a few courses to choose from, the pupil was restricted to a limited academic schedule, and the development of the "whole child", such as social training, vocational training, his ability, aptitudes and talents, was on the whole disregarded. He was required to fit himself into a curriculum of classical subjects, which did very little to discover the latent possibilities of the child or to prepare him for life in a society saturated with many complex problems. Therefore the secondary student did not receive guidance aid beyond the purely academic courses he was engaged in, and the many other sides of his life were left untouched.

The secondary school has undergone a change, and there is every indication that it will continue to change. Changes in home life from that of the domestic loving group of former days to the hurry and bustle of our present day home, are having no

effect upon the type of training needed in the secondary school. The changing demands of industry, and the demands of our social, political, economic, and religious institutions have obviously had their part to play in the changing status of the fundamentals of secondary education. Our secondary schools and colleges are asked by these institutions to produce a product that will meet the needs of the present day existence of all its phases. It is not without reason to believe that greater requests will be imposed upon the secondary school in the future.

It is quite clearly in evidence that the individual does not have marked success in modern society unless he has experienced the development of the "whole self", so he may be prepared to meet and solve the problems facing him. In realizing the development of the "whole self" in the boy or girl of the secondary school age, the guidance program must play an ever increasingly important role. It is through the processes of these guidance programs that the secondary pupil of today is orientated and directed into the right channels. Programs of this nature are functioning quite successful in the larger urban school communities. In these larger units, adequate equipment, counselor service, and outside industrial personnel facilities are available. This is a condition that is not true of the small rural high school. The smaller rural units, located as they are, do not have the teaching personnel, the access to in-

dustrial personnel departments, nor the financial means to carry on a guidance program as elaborate as the large city unit. Therefore if the rural youth is to have an even chance with his city cousin, an attempt must be made to set up a workable guidance program adaptable to the rural school community, which may in part at least, offer guidance facilities which are now found in the larger urban school units.

Myers states the following:

It must be granted that rural youth are as much in need of vocational guidance and adjustment as are those in cities and towns. It does not follow that the boy who happens to live in the country is best fitted for dairy farming because his father is a dairy farmer, any more than that a boy who lives in the city should become a bricklayer because his father is a bricklayer. The farmer's boy is more likely to follow his father's occupation because the family capital is tied up in land and barns and cows. But the chances are just as great that he is better fitted for some other type of farming or for some industrial, business, or professional occupation as that the bricklayer's son is better suited for some other occupation than bricklaying. 1

Due to variable conditions it would be difficult to define accurately what would constitute the small rural school. Therefore, for the purpose here the statement made by Langfitt, Cyr, Newsom will be used as the basis for determining what constitutes

1.

Myers, George E., Principles and Techniques of Vocational Guidance, (New York: McGraw-Hill Book Company, Inc. 1941) pp. 354-355.

the small rural school. "The dividing point between the large and small high school is somewhere between 150 and 300 pupils." ¹

In the United States Office of Education Bulletin No. 203 dealing with guidance programs for rural high schools, the following reference is made concerning the small rural school:

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

There are more than 23,000 high schools in the United States. More than 50 percent of these schools have an enrollment of 125 or fewer pupils; 75 percent have an enrollment of 250 or fewer pupils. We may say therefore that three-fourths, or approximately 17,000 of our high schools may be classified as small schools with from 3 to 10 teachers devoting their time to work at the high-school level. These are the schools which, for the most part, serve the rural youth of America. ²

Purpose Of The Study

The motive or purpose behind this study of formulating a guidance program for the small rural high school, is a felt need for such a program. In reviewing present rural school programs

1.

Langfitt, R. Emerson, Cyr, Frank W., and Newsom, N. William, The Small School at Work, (New York: American Book Company, 1941) p. 36.

2.

Chapman, Paul W., Guidance Programs for Rural High Schools Occupational Information and Guidance series No. 3, United States Office of Education, Vocational Division Bulletin No. 203, 1939. pp. 1-2.

both locally and through surveys by competent school men, it is apparent that guidance practices in the rural school with the small teaching staff have not experienced much development. It is with this thought in mind that the guidance program set up in the following pages will be formulated.

It is not the intention to pose this guidance program as a "cure-all" for all the guidance deficiencies now in evidence in the rural school. It is realized that no set, cut-and-dried program of guidance would work in all localities alike, with their individual problems. However, it is felt that the solution of the problems which are fundamentally a part of the rural school as a whole, will in some way or other, lend some light in the solution of individual situations.

Problem

There are many economic and social problems peculiar to the rural areas. These problems have become increasingly evident with the vast changes in economic and social institutions. Farming operations have become mechanized, and thereby the need for human labor is greatly reduced. In the pamphlet, "Rural Youth", the following references indicate some of the conditions in the rural areas today:

In 1920, for example, 160,000 farmers died or reached the age of 65; and in that same year 337,000 farm boys reached the age of 20. Thus, there were more than twice as many boys coming along as there were farms

for them to inherit or take over. The boy surplus was 177,000. And in 1930 the situation was worse--the surplus of boys with no prospects of farm occupancy was 201,000. . . . In the Middle West much unemployment has resulted from farm mechanization. In producing wheat the labor required per bushel has been cut in two since 1919; in one county in Western Kansas it has been cut down to only 25 percent of the 1919 figure. In the fall of 1937, in Iowa alone, corn-husking machines deprived more than 15,000 farm workers of their accustomed jobs. 1

The training of the rural youth then must take on new prospects. We can no longer expect to train these rural boys and girls in the one rural occupation, mainly agriculture. All types of mechanical devices have reached the farming community and the rural youth finds that his native birthplace can only absorb a certain percent of his number and that many must migrate elsewhere for their existence. This migration naturally leads to the urban centers, as new agriculture frontiers have become a part of the past. Referring again to "Rural Youth";

Inevitably, as times improve, much of rural youth is destined to become city youth. The present experiences, feelings, and thoughts of rural youth are therefore important to our cities. The attitudes and the character they develop out in the country will subsequently color many aspects of city life. Our cities should take an interest now in these future citizens of theirs. They will find it well worth-while to spend time, money, and effort in helping to give rural youth a fair chance in life. 2

1.

Coyle, David Cushman, Rural Youth, National Youth Administration, Social Problems Pamphlet No. 2, United States Government Printing Office Washington, 1939, pp. 8, 12.

2.

Ibid., p. 7.

The serious problem that faces a rural school today, especially the guidance service organization is to properly guide the boys and girls, many of them who will find their way to the urban centers. It is this problem that will demand the primary interest in this study. In setting up the rural school guidance program the school is to assume the responsibility of adjusting the high school pupil into a well balanced adult life. In organizing to solve this problem, there is the question of the detailed plan of the guidance program itself. In the first place this study will be interested in ways and means by which guidance programs may be organized and operated in the small rural school. The cost of operation is another matter that cannot be overlooked. Then there is this question to be considered, namely: What is a complete guidance program? There is also the problem of the personnel and the desirable qualifications of persons fitted to assume guidance responsibilities.

The above factors are to be incorporated into the problem of organizing and putting into practice, an all inclusive guidance program for the small rural high school. The guidance that will be dealt with here does not confine itself to any one phase of guidance, such as, vocational, getting jobs, or leisure training, but an attempt will be made to set up a program whereby the "whole self" may be developed into a well balanced individual. It shall be the problem in this thesis to develop a workable

guidance program for the small rural high school, which is coordinate with every phase and activity of the school program, curricula and extra-curricula.

The type of guidance program proposed in this study is quite clearly stated by Erickson and Hamrin in their booklet, "Guidance Manual for Teachers", in the following words:

Guidance refers to that part of the school program which is most concerned with assisting the individual to become more effectively orientated to his present situation, and to more carefully plan his future in terms of his needs, interests, abilities, opportunities, and social responsibilities. Guidance might also be considered as a continuous process by which assistance is regularly afforded to individuals in situations where adjustment, planning, interpretation, and choice of procedures are called for, and by which individual differences and needs are effectively related to the requirements and opportunities of social and individual situations. 1

Procedure

In the preparation and planning for this study, literature in the field of guidance was collected and read and a bibliographical background was set up. The research work in going through the sources of information on guidance first took the form of studying the implications of guidance and trends in this field

1.

Erickson, Clifford E., and Hamrin, Shirley A., Guidance Manual for Teachers (Bloomington, Illinois: McKnight and McKnight 1939) pp. 5-6.

from a general perspective; finally, according to plan, the study narrowed itself to the specific phase, guidance in the small rural school. The research furnished information on various guidance programs of both rural and urban schools, and on the basis of this above information, the procedure or plan is to organize the different phases of guidance into a co-ordinated rural school program.

In this study charts, tables, and results of various surveys in the field of guidance will be used to show the present trends in guidance practices. Having thus surveyed the field, the next step is to look over the present small rural high school employing from 3 to 10 teachers, to find out to what extent the teaching personnel could be depended upon, and what other facilities are available to work with. It is also assumed in mapping out this program that first, the idea must be sold to the teaching staff, and of course some means arranged for training those who are to aid in administering the program.

The procedure to be followed in organizing and putting into practice the guidance program suggested here will be built around the different phases of guidance functions. To do this the present plan was set up as a working basis, around which this study is being made. The plan is set up as follows: First, the Introduction; second, Survey of Implications and Trends in Secondary School Guidance Programs; third, Survey of Guidance

Practices in Rural Schools of Northwest Ohio; fourth, Organization and Administration of the Small Rural High School Guidance Program; fifth, The Functions of the Guidance Program in Pupil Orientation; sixth, Vocational Guidance; seventh, Avocational Guidance; eighth, Conclusions and Recommendations.

Sources Of Data

Information derived for the preparation of this study was gathered from various sources, indicated as follows: 1. Books dealing entirely with the field of guidance, and others that deal with educational problems as a whole and of which guidance forms a part; 2. Bulletins from the Office of Education, Department of Interior, on Rural Guidance Programs now in Practice, and another on Occupational Information and Guidance; 3. National Youth Administration, on Rural Youth, Social Programs; 4. The Institute of Research Career Monographs; 5. Leisure Time Monograph, Department of Education State of Ohio; 6. Various magazine articles from prominent professional educational publications; 7. National Guidance Association (Guidance Notes); 8. Other sources proving valuable in lending information on current trends in guidance are the daily newspapers, current magazines, and the radio.

Restatement Of Problem

In summarizing the task or problem which the study attempts to deal with, the primary interest is preparing rural youth to properly fit themselves into the world of which they are a part. This presupposes a guidance program that will prepare the individual to live anywhere under all conditions in which he may find himself. It is assumed in the theory set up here, that if the pupil is guided properly, and trained properly, he should be able to feel poised and at home in the agricultural middle west, or in metropolitan society of the large city, or in the wilds of Africa.

The guidance program must be organized through the perspective of world-wide activities. Rapid transportation and communication have, figuratively speaking, made the world one community, and migration from one part to another is easily attained. Therefore, the problem of guidance has to do with the training the individual how to live everywhere under all situations.

Although the present study is interested in a guidance program for the rural school, it will be assumed that there is no rural youth problem, or urban youth problem as such, but that there is a youth problem incorporating all youth. The fluid intermixing and intermigration today, of people of different areas indicate the need for basic guidance training

for all youth alike. This situation is revealed in "Rural Youth" as follows:

The automobile has altered the economic situation of the smaller country towns and villages. Those along the paved highways usually get some motorist trade, chiefly at filling stations and restaurants, which also provides a few jobs opportunity to local young people. But in most places the automobile destroys village vitality. In nearly every county there are half a dozen small villages in decay because the farmers no longer come there to trade--going instead to a larger town, often the county seat, where there are movies and better stores. 1

To aid the rural boy or girl to share in the guidance training suggested above, is the primary interest of this study. The various phases of this problem may be summarized as follows: 1. To set up a workable guidance program for the small rural high school. employing from 3 to 10 teachers. 2. Through the "teacher counselor", approach all pupils, individually and in groups for the purpose of getting information on pupil problems and giving guidance advice. 3. To co-ordinate this program with the entire activity of the school curricula and extracurricula program. 4. To exercise a positive development of all students in all situations, and to promote a wholesome growth of the "whole child", socially, vocationally, economically, as well as a proper attitude toward religion, citizenship, health and recreation.

1. Coyle, op. cit., p. 15.

CHAPTER II

SURVEY OF IMPLICATIONS AND TRENDS IN SECONDARY
SCHOOL GUIDANCE PROGRAMS

In order to facilitate the organization and operation of a rural school guidance program, the study of surveys showing present implications and trends of guidance in secondary schools will prove of inestimable value. It is through the study of these surveys that the success or failure of guidance in the secondary school is determined. This information will prove of great value in forming a background and a basis for the "why" of organizing the program with which this study is concerned.

No doubt the prime difficulty is deriving definite conclusions on the basis of these survey studies is the misconception of the term guidance. There are many individual ideas as to what guidance is, what its real functions are and who shall be responsible for its administration. To some the term is synonymous with education, to others it means advisement only. Then there are those who imply that vocations is the prime objective of guidance, still others emphasize only the social aspect of guidance, and there are many other concept prevalent among secondary schools. In speaking of the varieties of guidance concepts Reavis says:

In some schools guidance problems mean whatever principal or teachers do for pupils in the way of personal counsel or

advice. In other schools guidance activities are roughly differentiated into types, such as educational, personal, vocational, social, moral, and the like. Still other schools analyze guidance into specific activities, such as providing assistance to pupils in choosing curriculums, overcoming deficiencies, developing special talents, and cultivating intellectual interests, or imparting occupational information, advising regarding the choice of an occupation, assisting in securing employment, helping in the choice of a college, and giving supervisory oversight to an individual after employment. 1

Although these various concepts of guidance may seem confusing, it is not the purpose of this study to attempt to criticize, or to prove any type unworkable or a failure. But the surveys which are here being looked into, shall serve the purpose of providing information on various guidance plans and formulating on this basis, a well rounded guidance program that can be used in the rural school. The study of these plans through the use of charts and tables indicate the trends in guidance, and they also show a need for greater emphasis on guidance practice in the average secondary school today.

**Survey Indicates Need For Greater Guidance Effort
In The Average Secondary School**

The need for greater guidance activity in the secondary

1.

Reavis, William C., Programs of Guidance, Bulletin, 1932, No. 17, National Survey of Education, Monograph No. 14, U. S. Office of Education, p. 5.

school is apparent, particularly in the small rural school. This need is clearly brought home in the light of the many changes in all human activity in the past thirty years. Many new courses have come into the high-school curriculum during this period, a fact which in itself presents a guidance problem in aiding pupils to make proper curricula choices. In "The Beginning Superintendent", reference is made as follows:

In the period of 1906-1911, a survey of 35 schools disclosed an average of 23 courses, which in the period of 1929-30 the same schools offered an average of 48, over twice as many. 1

The authors of the book referred to above also have this to say about the effects of the changing social and economic order upon the youth today:

The general changes in the social and economic order of recent years have complicated the problems of choice of occupation for most young people, both because of the many new types of work that have appeared and because other lines of work have ceased to exist..... There has also developed within recent years a change in the attitude of educators toward the importance of certain phases of education on the secondary level. In the earlier times subject matter was all-important. Now other aims challenge its precedence. 3

Various surveys show that this phase of the school set-up

1.

Bolton, Frederick E., Cole, Thomas R., Jessup, John H., The Beginning Superintendent, (New York: The Macmillan Company 1937) pp. 487-488.

2.

Ibid., pp. 486-487.

is not properly supplying the training facilities of the boys and girls of the secondary school age today.

High mortality rate in the public schools. Unless the pupil can in some measure be directed in the proper adjustment of his many sided life, it is quite apparent that he will become bewildered and discouraged and sooner or later drop out of school before completing his course. Since the secondary school today enrolls in the average community constituency a very high percent of the youth of high-school age, it is inevitable that many individual problems will arise. In their book, "Duties of School Principals", Jacobson and Reavis say that; "Since the secondary schools enroll 70 percent of the youth of high school age, it is inevitable that the needs and interests of these students are diverse."¹ Youth of all classes of social, economic and religious life, when thrown together in one centralized group present guidance problems never before dreamed of forty years ago, when only a select few of similar likes and dislikes attended the secondary school.

In this vast concentration of youth in the large urban school unit, and today in the rural areas where centralization is becoming a common practice, it is reasonable to suppose that there

1.

Jacobson, Paul B., and Reavis, William C., Duties of School Principals (New York: Prentice-Hall, Inc. 1941), p. 112.

are many who are inclined to work with their hands and not especially adapted to the professional, executive, political or clerical type of work. If those who fall in this class are to have a fair chance to prepare for a decent livelihood, they should have the opportunity of vocational training and guidance. Furthermore, it is not likely that many of those high school pupils falling in this class will ever attend college, and consequently if they are prepared for life at all, they must receive this preparation in the first twelve grades of the public school.

The problem of proper guidance for the pre-college boy or girl is no less acute than that of the non-college pupil. This fact is sometimes over-looked, that is, it is often assumed that the pupils in the higher intelligence level need less guidance than the pupils of the lower intelligence level. Referring to the above statements regarding the multiplicity of courses, and the activities confronting all high-school pupils today, it is reasonable to assume that all pupils need direction and guidance to adjust themselves in their proper places.

The failure of this proper guidance function in the public school is startlingly revealed in Table I, a compilation by the authors of, "The Beginning Superintendent", the book referred to above. The authors of this book contends that the high mortality rate is largely due to the lack of proper vocational and educational guidance. "The necessity for vocational and

educational guidance is made evident when statistics are presented showing the rapidity with which pupils drop out of school in the successive grades.¹ Thus it would seem that in all fairness to the youth of America, they have a right to expect a better chance in life through better guidance facilities in the public schools.

Survey of guidance practices. On the basis of the following table and the conclusion arrived at from its study, it would appear that the public school, on the whole, has made very little effort in guidance practices. Moehlman has the following to say regarding existing guidance practices:

What guidance exists in marginal and better small school districts is still confined chiefly to the experimental aspects. There is little provision for social guidance on either an institutional basis or in co-operation with the home. Although there is increasing evidence that the majority of rural and small community children will move to the larger urban centers to live out their life-span, there is practically no provision for vocational guidance in the small community. Occasionally an exceptional teacher will distinguish himself by some good guidance work, but general provisions are completely absent. This omission has been due to narrow interpretations placed upon vocational education by the federal vocational (Smith-Hughes) authorities up to 1938, the financial limitations of the small district and the lack of educational vision and leadership. It is doubtful whether much advance will be made until basic structural reorganization produces a more satisfactory community structure builded around a natural grouping of interests. 2.

1. Bolton, Cole, Jessup, op. cit., p. 485.

2. Moehlman, Arthur B., School Administration, Its Development and Future in the United States. (New York: Houghton Mifflin Company, 1940) p. 348.

TABLE I
SURVIVAL OF PUPILS IN GRADES OF THE PUBLIC SCHOOLS
IN THE UNITED STATES FROM 1919-1930*

Grade	Year	Number in Grade
First.	1919	4,321,996
Second.	1920	2,637,822
Third.	1921	2,606,922
Fourth.	1922	2,559,677
Fifth.	1923	2,365,065
Sixth.	1924	2,120,817
Seventh.	1925	1,930,732
Eighth.	1926	1,488,104
Ninth.	1927	1,450,564
Tenth.	1928	1,045,558
Eleventh.	1929	823,616
Twelfth.	1930	700,889

* Ibid., p. 485.

Yet in the results of surveys in which questionnaires have been sent out to representative schools over the United States, it is noted that a fairly high percent report guidance programs and practices of one type or another. Therefore, the conditions which exist on the basis of these conflicting implications appear somewhat confusing. However, the answer may be that even though guidance programs were reported, there is a lack of actual functional activity in these programs, making them ineffectual and consequently the persistence in the high mortality rate stated above.

Whether these guidance programs work with a high degree of desired results or not, it is encouraging to note through these surveys that such a high percentage of school administrators are seriously thinking and planning for the guidance of youth. To further substantiate this assumption the following study by Reavis indicates the extent of guidance activities reported from a cross section of a large number of secondary schools.

According to the recent National Survey of Secondary Education data collected from 522 secondary schools in 41 states show that in 1927 educational guidance was provided in 87 percent of the schools studied; personnel guidance in 83 percent; and vocational guidance in 74 percent. This is doubtless presumptive evidence that similar guidance programs are carried on in the great majority of secondary schools. 1

1. Reavis, W. C., op. cit., p. 4.

These figures are represented in tabular form in Table 2. In this table the different phases of guidance are listed, and also the extent that each size of school participates in the different phases. One assumption gained from this table is that the lower per cent of activity in all guidance is found in the small school. This implication is important in this study, because the ultimate purpose here is the construction of a guidance program that must be thought of in terms of the small rural high school.

In the guidance program of the secondary school, whether it be large or small, the question of who shall conduct its activities is one of prime importance. In surveying this phase of guidance, it is found that data from the 522 schools already mentioned show in the following Table 3, the various persons and agencies of the school who take part in the functioning of the guidance programs. In this table it may be noted that the schools falling in the bracket of the lower numbers, depend to a large extent upon the principal or other head of the school for the guidance administration. The table shows 64.9 per cent guidance administration by the principal in the smaller schools under 200, and 29.0 per cent for the schools representing 1000 pupils or more. In representing other members making up the personnel of the school, such as dean of boys, dean of girls, home room advisers, counselors, and guidance committees, who

TABLE 2

PERCENTAGE OF DIFFERENT SIZE SCHOOLS GIVING VARIOUS
PHASES OF GUIDANCE *

**

School Enrollment	Educational Guidance	Personal Guidance	Vocational Guidance
100 and less	55.6%	77.8%	55.6%
101-300	83.2	84.0	69.1
301-750	90.4	83.7	75.7
751-2,000	88.0	85.6	76.0
Over 2,000	86.0	83.7	74.4

* Ibid., p. 4.

TABLE 3

PER CENT OF PERSONS PERFORMING GUIDANCE DUTIES IN
SCHOOLS (a) UNDER 200 AND (b) OVER 1,000 *

Officers	Schools Under 200	Schools Over 1,000
Principal	64.9%	29.0%
Dean of Girls	29.7	73.1
Dean of Boys	13.5	46.2
Home room adviser	21.6	88.2
Teachers	21.6	7.5
Counselors	2.7	28.0
Guidance committee	2.7	20.4
Visiting teacher	5.4	19.4

* Ibid., pp. 7, 8.

take part in the guidance of pupils, the table shows that in the larger schools these persons and committees play a much larger part than in the small school.

Thus it is quite evident that when small rural school guidance programs are organized and administered, the task must be done, knowing that the personnel will be limited. To add to the difficulty presented by the limited numbers available to aid in the guidance program, it is not probable that 100 per cent of all small school faculties will be capable or willing to accept guidance responsibilities other than that which they may administer in a small way in the particular courses they teach. Therefore, it seems apparent that the guidance functions of the small school must fall heavily upon the principal or other head of the school.

The functions of various phases of the guidance program performed by the principal are shown in the accompanying Table 4. It will be noted in this table that he is chiefly responsible for guidance functions in the smaller school, but in the larger school he more often acts as an advisory head of the various functionaries.

The above survey was made by Reavis in 1927, but he also completed another survey in 1938. Thus in order to show, by way of comparison, the possible trends in guidance, the tabular results

TABLE 4

PERCENTAGE OF GUIDANCE FUNCTIONS PERFORMED BY
PRINCIPALS IN SCHOOLS UNDER 200 AND OVER 1,000 *

Relation of Principal to Guidance Program	Schools under 200	Schools over 1,000
1. Heads work in a general way.	8.1%	68.8%
2. Personally does guid- ance work.	64.9	29.0
3. Serves as adviser of boys.	29.7	17.2
4. Serves as one of a group of advisers.	8.1	12.9
5. Is chairman of guid- ance committee.	5.4	6.5
6. Is a member of guid- ance committee.	.0	7.5
7. Is responsible for developing home room program.	10.8	17.2
8. Makes studies to im- prove basis of guid- ance.	10.8	8.6
9. Recommends pupils to college.	46.0	43.0

* Ibid., p. 9.

of this later survey will be studied. In making this latter survey a questionnaire was sent out to administrative officers and counselors and teachers of secondary schools. The survey covered 68 schools and 22 out of the 48 states were represented.

The first phase of this survey deals with the personnel around whom guidance activities are centered. In Table 5 the results show that the bulk of guidance activities in 1938 were in the hands of the principal of the small school, as was the case in Table 3 which lists a survey in 1927.

Another comparison of the two surveys of Reavis is observed in Table 6. Here the guidance responsibilities of principals are listed. It is found here as in the case of Table 5, that the general trend has not changed much between the 1927 and 1938 surveys, particularly in the guidance functions performed by the principal in the small school. This trend would indicate that the small school with its limited teaching personnel, will of necessity have to continue to depend upon the principal for guidance supervision unless a system of county-wide service employing a general director of guidance for a group of several schools is organized. This trend also indicates the need, in the small schools, for principals who are thoroughly trained in the field of guidance in all its functions.

TABLE 5

PERSONS AROUND WHOM THE MAJOR PORTION OF THE GUIDANCE
ACTIVITIES IS CENTERED *

	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Home room adviser	39	57	5	45	11	69	13	54	10	59
Principal	36	53	7	64	9	56	13	54	7	51
Assistant Principal	17	25	4	36	3	19	6	25	4	24
Dean of girls	15	22	-	--	5	31	4	17	6	35
Director of guidance	15	22	2	18	3	19	5	21	5	29
Teachers' committee	12	18	-	--	4	25	5	21	3	18
Special counselor	11	16	-	--	1	6	4	17	6	35
Classroom teachers	10	15	2	18	2	13	4	17	2	12
Dean of boys	8	12	1	9	1	6	1	4	5	29
Other persons	7	10	1	9	1	6	4	17	1	6

* Reavis, W.C., Occupational Information and Guidance Organization and Administration, United States Office of Education, Vocational division Bulletin Number 204, 1939. P. 155.

1. Teachers who have had or who are given special training for guidance work.

TABLE 6
GUIDANCE FUNCTIONS PERFORMED BY THE PRINCIPALS

	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Functions performed:										
Counsels with pupils about choice of college	46	68	9	82	13	81	16	67	8	47
Visits contributing elementary or junior high schools to give pupils or their parents pre-entrance counsel	41	60	5	45	12	75	15	63	9	53
Studies success of graduates in the next educational unit	39	57	5	45	13	81	9	38	12	71
Assumes responsibility for disciplinary and social guidance	38	56	8	73	11	69	11	46	8	47
Counsels with pupils about choice of subjects	36	53	8	73	10	63	11	46	7	41
Counsels with pupils regarding matters of personal conduct	36	53	7	64	13	81	8	33	8	47
Heads the guidance program but does little counseling personally	36	53	4	36	5	31	16	67	11	65
Counsels with pupils about choice of vocation	32	47	8	73	6	38	12	50	6	35
Counsels with pupils about participation in extra-curriculum activities	24	35	4	36	7	43	7	29	6	35

TABLE 6 (continued)

GUIDANCE FUNCTIONS PERFORMED BY THE PRINCIPALS

	Number and percent of schools reporting guidance activities									
	Enrollment									
	Total		1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Counsels with pupils about using special abilities	23	34	7	64	3	19	8	33	5	29
Counsels with pupils about overcoming specific handicaps or disabilities	22	32	4	36	3	19	8	33	7	41
Carries on placement of pupils on the job	18	26	4	36	3	19	7	29	4	24
Does follow-up work on vocational placement	10	15	2	18	1	6	6	25	1	6
Does most of the individual counseling	8	12	3	27	4	25	1	4	--	--
Other duties	13	19	2	18	3	19	4	17	4	24

* Ibid., P. 156.

That the function of guidance directors is much more established in the large school than the small school is well represented in Table 7. Here again it may be noted that a very small percent of the smaller schools have special guidance directors other than the principal. In some phases listed in this table there is no activity at all reported by the small schools.

In representing the co-ordination of guidance functions with the curriculum set-up, Table 8 indicates the range from the inflexible programs of the smaller school to the more flexible policies of the larger school.

In observing the survey concerning the method of providing guidance, the outstanding trend here shows that group courses in guidance are in the minority. Table 9 shows that when a guidance course is given, it usually falls into the field of the social studies, and sometimes is taken up in connection with the English classes. There is also some indication of separate courses for guidance in the table.

In regard to the methods of disseminating occupational information, it is found in the study of Table 10 that there is not as wide a variation between the smaller and the larger schools in the methods used as was observed in the preceeding tables on other functions of guidance activities. In the previous tables, listing the functional personnel, a wider varience of activities might be assumed due to the wide variation in the size of faculties in

TABLE 7.
GUIDANCE FUNCTIONS PERFORMED BY DIRECTORS
OF GUIDANCE *

	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,001-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Functions of director of guidance:										
Counsels with pupils about choice of vocation	16	24	2	18	3	19	6	25	5	29
Counsels with pupils about choice of subjects	14	21	1	9	2	13	7	29	4	24
Carries on placement of pupils on the job	14	21	1	9	3	19	3	13	7	41
Counsels with pupils about participation in extra-curriculum activities	14	21	1	9	2	13	5	21	6	35
Does most of his work in preparing teachers to do the counseling	13	19	1	9	2	13	4	17	6	35
Counsels with pupils about choice of college	12	18	2	18	2	13	4	17	4	24
Does follow-up work on vocational placement	11	16	1	9	3	19	3	13	4	24
Counsels with pupils about using special abilities	10	15	1	9	2	13	4	17	3	18
Counsels with pupils regarding matters of personal conduct	9	13	--	--	1	6	4	17	4	24

TABLE 7 (continued)
 GUIDANCE FUNCTIONS PERFORMED BY DIRECTORS
 OF GUIDANCE

Functions	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Counsels with pupils regarding the overcoming of specific handicaps or disabilities	7	10	2	18	1	6	3	13	1	6
Does most of the individual counseling	5	7	1	9	--	--	3	13	1	6
Visits contributing elementary or junior high schools to give pupils or their parents pre-entrance counsel	5	7	--	--	1	6	3	13	1	6
Heads the guidance program but does little counseling personally	4	6	--	--	1	6	2	8	1	6
Studies success of graduates in the next educational unit	4	6	--	--	1	6	1	4	2	12
Assumes responsibility for disciplinary and social guidance	1	1	--	--	--	--	1	4	--	--
Other functions	17	25	--	--	4	25	11	2	8	65

*Ibid., P. 158.

TABLE 8

MEANS BY WHICH GUIDANCE IS PROVIDED THROUGH
THE CURRICULUM *

Means	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500-		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities: The program is intentionally flexible so that the pupils may transfer from one curriculum to another without loss of credit	68	100	11	100	16	100	24	100	17	100
The program is intentionally flexible so allowing a large percentage of electives, especially in the upper years	54	79	7	64	14	88	19	79	14	32
The program is one of variables and constants	53	78	11	100	9	56	17	71	16	24
Two or more curriculums are provided	53	78	7	64	14	88	17	71	15	88
Part-time curriculums are provided for pupils who are engaged in out-of-school work	52	86	7	64	13	81	19	79	13	76
	41	60	4	36	9	56	14	58	13	76

TABLE 8 (continued)

MEANS BY WHICH GUIDANCE IS PROVIDED THROUGH
THE CURRICULUM

Means	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
If constant-variables make up the program, two or more suggested curriculums are shown in the guidance pamphlet which is duplicated and furnished to all pupils	35	53	4	45	9	56	12	50	10	59
Evening courses are provided for specific vocational purposes	18	26	3	27	5	31	4	17	6	35
Other means	3	4	--	--	1	6	--	--	2	12

*Ibid., P. 162.

TABLE 9
METHODS OF PROVIDING GUIDANCE *

Methods	Number and percent of schools reporting guidance activities									
	Total		Enrollement							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Provisions for guidance:										
As part of social studies	28	41	5	45	9	56	9	39	5	29
As separate courses	16	21	--	--	5	31	6	25	5	29
Other arrangements	23	34	2	18	4	25	10	43	7	41
Through courses taught by:										
Social science teacher	15	22	--	--	3	19	4	17	8	47
Counselors	8	12	1	9	--	--	3	13	4	24
Principal	1	1	--	--	--	--	1	8	--	--
Vocational counselor	1	1	--	--	1	6	--	--	--	--
Other persons	11	16	2	16	2	13	4	17	3	18

* Ibid., P. 163.

TABLE 10

METHODS OF DISSEMINATING OCCUPATIONAL INFORMATION *

Methods	Numbers and percents of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Methods of disseminating occupational information:										
Library is utilized in furnishing information	62	91	9	82	14	88	23	96	16	94
Pupil participation in the extra-curriculum is fostered and directed	62	91	9	82	16	100	23	96	14	82
Talks on occupations by prominent representatives of occupational and professional groups	53	78	8	73	12	75	19	79	14	82
Visitation to industrial, commercial, or business institutions	52	76	8	73	11	69	19	79	14	82
Visual aids (movies, slides, or still pictures) on occupations are shown at assembly programs	45	66	9	82	8	50	16	67	12	71
Talks on occupations given to groups of pupils by teachers	39	57	6	55	9	56	13	54	11	65

TABLE 10 (continued)

METHODS OF DISSEMINATING OCCUPATIONAL INFORMATION

Methods	Number and percents of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Talks on occupations given to groups of pupils by teachers	39	57	6	55	9	56	13	54	11	65
Talks on value of extracurriculum are made by faculty members to pupils	38	56	5	45	7	43	15	63	11	65
Group conferences are held with parents of entering pupils to acquaint them with the school offerings and opportunities	28	41	4	36	6	38	11	46	7	41
Older pupils help orient new pupils as "big brothers" and "big sisters"	25	37	3	27	5	31	10	42	7	41
Visitation to educational institutions, planned in connection with courses in the school	18	26	2	18	4	25	9	38	3	18
Slogans and posters are posted in the halls to furnish incidental vocational information	17	25	3	27	3	19	4	17	7	41
Radio programs are used in furnishing vocational information to pupils	16	24	1	9	1	6	8	33	6	35
Other methods	4	6	--	--	1	6	2	8	1	6

* Ibid., P. 164.



the small and large schools. On the other hand, in respect to offering occupational information, the rural youth has in some measure attained equal opportunity with the urban youth, due to the vastly improved methods of communication.

In the Reavis survey of Pupil Information, secured by the school it is recorded in Table 11 that 66 out of the 68 or 97 per cent kept cumulative school records, which are available to the counselors or guidance officers. The table also shows that home visitation appears in a majority of cases, especially in the larger school units. The information here is particularly significant in that it shows a tendency in both the large and the small schools, to realize the importance of the use of cumulative records.

Upon looking through the figures in Table 12, it may be observed that the pupil in the small school is as fortunate and in some cases more fortunate in the matter of individual guidance than the pupil in the larger school. The exception which is significant to note, is that the larger unit is better equipped in a wider range of subjects and better library facilities. Vocational choice also shows a weaker position in the small school, but on the whole the results indicate that the small school rates quite well in individual educational guidance.

The following three Tables 13, 14, and 15 all deal with placement services and follow-up practices and consequently

TABLE 11

INFORMATION SECURED ABOUT THE PUPIL *

Information	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,001-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Information about pupil:										
Cumulative scholarship record is kept and is available to guidance functionaries	66	97	11	100	15	94	24	100	16	94
Cumulative (and perhaps graphic) records of mental tests are available and are used for guidance purposes	55	81	10	91	12	75	19	79	14	82
Cumulative record of extracurriculum activities is kept and is available to guidance functionaries	52	76	9	82	13	81	17	71	13	76
Cumulative records of reading tests are kept and are used for guidance purposes	46	68	7	64	9	56	17	71	13	76
Cumulative health records of all pupils are available to all guidance functionaries	45	66	7	64	9	56	16	67	13	76

TABLE 11 (continued)

INFORMATION SECURED ABOUT THE PUPIL *

Information	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Cumulative (and perhaps graphic) records of achievement tests are available and are used for guidance purposes	44	65	8	73	11	69	18	75	7	41
Tests used	43	63	6	55	10	63	17	71	10	59
Cumulative record of aptitudes (as shown by tests and exploratory courses) are kept and are available to guidance functionaries	31	46	4	36	5	31	14	58	8	47
Regular visits are made to the homes to secure information about pupils	14	21	4	36	2	13	7	29	1	6
Other information	2	3	--	--	--	--	1	4	1	6

* Ibid., P. 165.

TABLE 12

NATURE OF INDIVIDUAL SERVICE ATTEMPTED *

Service	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Nature of service:										
Pupils plan their course of study, subject to the revision, for the entire school career, with help of adviser	53	78	9	82	10	63	18	75	16	94
Counsel given regularly in choice of curriculum or elective	50	76	6	55	9	56	19	79	16	94
Advice given in choice of vocation	48	72	9	82	10	63	18	75	11	65
Interviews held at request of teacher or parents	42	62	7	64	10	63	16	67	9	53
Advice given on choice of extra-curriculum activities	41	60	7	64	9	56	13	54	12	71
Adviser counsels all pupils once a semester about educational plans and progress	34	50	6	56	5	31	15	63	8	47
Interviews held only when need of pupil making counseling necessary	28	41	5	45	10	63	8	33	2	29

TABLE 12 (continued)

NATURE OF INDIVIDUAL SERVICE ATTEMPTED *

Service	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Adviser counsels all pupils once a year about vocational plans	19	28	4	36	1	6	11	46	4	24
Counsel is given on the length of school attendance advisable for pupil	19	28	3	27	2	13	9	38	5	29
Other service	6	9	1	9	--	--	3	13	2	12

* Ibid., P. 166.

TABLE 13

WAYS OF SECURING POSITIONS FOR PUPILS *

Ways	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities: Each school has its own placement agency entirely separate from other public agencies	68	100	11	100	16	100	24	100	17	100
School maintains cooperative arrangement with local, State, and Federal junior employment agencies	28	41	4	36	1	6	13	54	10	59
The city school system maintains a placement service (entirely separate from other agencies) Placement service is under direction and control of State and Federal employment bureaus, entirely independent of the school system	13	19	--	--	4	25	4	17	5	29
Other arrangements	5	7	--	--	1	6	3	13	1	6
	2	3	--	--	--	--	1	4	1	6
	5	7	1	9	2	13	--	--	2	12

*Ibid., P. 167.

TABLE 14
ACTIVITIES OF PLACEMENT SERVICE *

Activities	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Activities of placement service:										
Keeps accurate and comprehensive record of pupils	28	41	4	36	5	31	11	46	8	47
Locate vacancies	27	40	3	27	3	19	10	42	11	65
Engages in publicity to keep its name and activities before the public	17	25	2	18	1	8	2	8	12	71
Keeps constant and accurate data relative to employment conditions in the city	14	21	2	18	1	8	4	17	7	41
Makes follow-up studies of graduates of each class:										
(a) At regular intervals	13	19	--	--	5	31	2	8	6	35
(b) At one or more regular intervals following graduation	9	13	2	18	2	13	2	8	3	18
Makes no provision for follow-up studies	3	4	1	9	--	--	1	4	1	6
Makes similar follow-up studies of pupils who did not graduate	5	7	3	27	--	--	1	4	1	6
Performs other services	5	7	1	9	1	6	1	4	2	12

* Ibid., P. 168.

TABLE 15

PERSONS WHO ADMINISTER PLACEMENT *

Administrator	Number and percent of schools reporting guidance activities									
	Total		Enrollment							
			1-500		501-1,000		1,000-2,000		Over 2,000	
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%
Schools reporting guidance activities:	68	100	11	100	16	100	24	100	17	100
Placement:										
School principal	33	49	4	36	9	56	11	46	9	53
Central-office director of guidance placement, or occupational information	10	15	1	9	--	--	5	21	4	24
Superintendent or assistant superintendent in charge of high schools	1	1	1	9	--	--	--	--	--	--
Employment officials representing the community or State	1	1	--	--	--	--	--	--	1	6
Other persons	9	13	--	--	1	6	5	21	3	18

* Ibid., P. 168

will be grouped together for this study. Table 13 shows that 41 per cent of the schools have placement service, and that there is very little co-operation with outside agencies when the school makes no provision for placing its own pupils. The table follows the trend throughout the Reavis study in showing that the larger schools place more emphasis upon placement and follow-up than do the smaller schools.

Table 14 indicates that the larger schools make the most of providing information on the number and breadth of placement activities. The results of this table also show that only one-fifth of the 68 schools reporting, keep up-to-date data on employment conditions in their communities.

Table 15 represents the principal as the most common placement officer. Special placement officers are practically non-existent except in a few of the larger schools.

Need Of Greater Emphasis On Guidance Activities

The above survey indicates that all is not perfect in the field of guidance in the secondary schools. This is especially true of the trend throughout the survey, regarding the guidance practices of the smaller schools whose enrollment is less than 500 pupils. The indications are that much is being written and said about guidance, but comparatively little is actually being done about it. The survey shows a weakness in many phases of

guidance in the school reporting. One of the outstanding weaknesses as reported in this survey, is the lack of placement and follow-up programs in the secondary schools. In this respect the survey shows that even the larger schools are neglecting their interest in the pupil once he leaves school. Other results of the survey lead to the same conclusions in the social, religious, recreational, and health phases of the pupil's life.

Although there were many fine guidance practices reported in the above survey, the very confusing and disheartening report of pupil mortality still faces those who are interested in promoting a well rounded secondary educational program with a pupil holding power. It would seem that if these reported practices are functioning that there would be a lower rate of pupils dropping out of school. In general, it appears that there is a pupil need of guidance that the secondary school is not providing.

A survey similar to the one studied about was made by Hamrin, Erickson and O'Brien in 1939 covering 24 states. On the basis of this study they came to the following conclusions regarding trends and implications in guidance practices:

There is a very wide discrepancy between theory and practice in the field of guidance. This is true even when you compare the writings intended for practical application and the practices in schools that are believed to be superior in their work.

Although few schools were found which observed

even a majority of the good practices advocated by recent writings in the field, there were some schools that were exemplifying each of the suggestions made by workers in this area. This fact suggests the feasibility of the suggestions for practical school situations. Yet why weren't more schools using more of the practices advocated?There is need for greater agreement among leaders in guidance as to what constitutes desirable activities and procedures in dealing with functions of guidance, whether in studying pupils, aiding them in the solution of their many problems, or assisting them in bridging the gaps in our present educational organization.....In the teacher education program, both for those who are preparing for teaching and the in-service program for those already engaged in teaching and pursuing further work, a greater emphasis should be placed upon the demonstration and learning through practice of specific techniques to be used in the guidance process.....There is need for more usable, helpful materials in the field of group guidance..... Materials of the proper type will serve to speed the induction of group guidance activities into the regular work of the school. 1

Trends and needs in the smaller school. It is important to note and significant to this study that, although many guidance practices were listed in the above survey, the small school did not claim the use of a large number of them. The trend very definitely showed that the smaller school is employing fewer guidance functions, and limiting their administration guidance activity to the principal or other head of the school. There seems to be a dearth of entire faculty participation in the guidance system as a whole. The need seems apparent for an

1.

Hamrin, Shirley A., Erickson, Clifford E., and O'Brien, Margaret W., Guidance Practices in Public High Schools (Bloomington, Illinois: McKnight and McKnight 1940) p. 67.

educational program promoting the ideal or philosophy of a sound guidance system for both teachers preparing to teach, and those who are already in service. On the basis of the results of the surveys studied above, it would appear within reason that to have a functioning guidance program in the small rural high-school, all the teachers, in so far as conditions will permit, must be inducted into the general activity of guidance and become guidance conscious.

Summary

In the study of the above surveys, several implications were brought to light. On the whole it was apparent that among the schools reporting the larger units enjoyed much greater activity in all phases of guidance than was true of the smaller schools. It was also clearly indicated that through necessity the small school must use the entire teaching staff for guidance functioning. This would imply for the sake of pupils who attend the small school that this teaching staff should be trained to assume guidance responsibilities. The larger schools, on the other hand, have available means whereby special guidance counselors, deans of boys, deans of girls and vocational guidance directors may be employed to conduct guidance activities in addition to the functions of the regular classroom teacher.

The surveys in general show reports of considerable guidance

activity. Yet the reports on mortality rate do not present a very encouraging picture. Thus it would appear that, even though the schools surveyed indicated guidance activities in their programs, there must be in many cases a wide gap between mere existence and practicable functioning. This condition may be the result of improperly trained personnel who have failed to see the full import of their guidance responsibilities.

The larger schools, it was indicated, have a greater flexibility of courses which may be used to the advantage of individual differences. Pre-college, or occupational courses, may be arranged according to the desires and interests of the pupils. The small school is of necessity limited here as is clearly indicated in the study.

The use of the cumulative record appears to be quite generally practiced in both the larger and smaller units. It is apparent that schools in general are emphasizing and placing a great deal of importance upon the cumulative record system. That these records are invaluable in the use of guidance functions was demonstrated in the survey results.

In respect to the functions of placement and follow-up, the larger school units represented the greatest activity. However, these phases of guidance showed a comparatively weak response in both classes of schools. Possibly the difficulty here

lies in the failure to effect a complete coordination between the outside industrial agency and the school program.

Through these surveys an attempt is being made to throw some light upon actual guidance conditions in some of the representative schools both large and small. On the basis of the results found here a plan of guidance will be attempted. In proposing this plan, the results of small school situations as revealed in the surveys will be considered, with the primary purpose of meeting guidance needs in these schools insofar as possible with the equipment and personnel available.

CHAPTER III

SURVEY OF GUIDANCE PRACTICES IN RURAL SCHOOLS
OF NORTHWEST OHIO

In seeking to gain further information in addition to the surveys studied in Chapter II, a local survey of guidance activities in some of the small rural schools of 25 counties of Northwest Ohio was made. In contrast, this local survey included the study of only the small rural school, while the surveys referred to in the above chapter included the study of schools of all sizes, both rural and urban. This local survey included only the study of guidance activities of schools falling in this classification, because it was felt that a proposed guidance program might have a better adaptability if its organization is based upon information of existing needs in the type of school for which it is designed.

This does not infer, however, that the surveys in the above chapter, which include all sizes of schools, do not fit into this study. On the contrary, the study of these more inclusive surveys may prove of great value in forming a comparative background which might aid in setting up a guidance program. Thus it is proposed that both types of surveys be studied, to gain a general perspective of guidance programs of all sizes of schools, both urban and rural. This information may be valuable, both as

a comparative analysis and a recognition of the direct needs of guidance as discovered in the surveys.

Procedure

The first step in conducting the present survey was to formulate a questionnaire in which information was sought concerning guidance activities in the various schools. This questionnaire contained 10 sections dealing with the functions of the teacher personnel, and methods of administration of guidance activities. Other information sought was the name of the community reporting, school enrollment, population of the community served by the school, principal occupation of the community, and a space for a personal comment if the individual desired to avail himself of this opportunity.

The questionnaire was sent to 100 principals in 25 counties of Northwest Ohio. The prospective list of principals was derived as follows: A letter was sent to each superintendent of schools, in the 25 counties, asking that he send the names and addresses of 4 heads of schools in his county which he considered typical small rural schools. All but 4 of the superintendents responded with 4 names each. To complete the list of 100 principals, 16 names were selected at random. ¹ with this list complete

1.
See Appendix, p. 166.

100 questionnaires were sent and of this number 71 responded. The results of these 71 responses were then checked and arranged in tabular form.

Results Of The Survey

The findings on the sizes of schools surveyed showed a range of enrollment from 42 to 207 pupils in the upper four grades. The populations of the districts these schools served ranged from 1,000 to 2,400 persons. Of the schools surveyed 69 reported agriculture as the dominant occupation of the community, 7 reported both agricultural and industrial, 1 reported industrial, and 3 reported occupations such as commercial and others not named. Of the 71 principals reporting, 18 submitted their personal opinion regarding guidance activities. 14 reported highly in favor of a guidance plan, with various opinions of what this plan should be, 3 were very lukewarm about guidance, and 1 denounced it as having no value at all. Although 71 questionnaires were returned there were some who did not answer questions in some of the individual tables. This explains why there are 71 schools reporting in some instances and fewer than this number in others. The number reporting in each table was represented as 100% even if less than 71 reported, and the percentage tabulations of each reported activity in the table was based on the number actually reporting the various activities. The percentage tabulation was calculated

to the nearest percent.

The actual results of the survey are represented in the following tables: In Table 16, information was sought regarding who in the teaching personnel of the small school performed guidance activities. The table indicated 54% of the schools depend upon home-room advisers, 7% depend upon the principal, and 63% depend upon the classroom teacher for guidance functions.

Special guidance counselors were only represented in one or two cases, indicating the necessity in the small school of depending upon the limited personnel of the actual teaching staff for guidance activities, if any are to be carried out at all.

The methods of providing guidance as shown in Table 17 indicate that 66% are conducted as a part of the social studies, 48% as a special course in occupations, 37% reported courses taught by the principal. Those reporting courses by special counselors represented only about 4%. The table indicates a strong tendency of great emphasis upon the occupational phase of guidance.

In seeking information about orientation activities in Table 18, only 58 of the 71 responding principals attempted to make a report. This would indicate a lack of interest in this phase of guidance, possibly because many do not feel the need of this function in the small school. Of the 58 who did report activities in orientation, 57% conducted pre-enrollment spring meetings, 81% conducted special aids to acquaint pupils with

intelligent use of cafeterias, libraries, and other phases of high school life. Only 2% reported the offering of a special orientation course to all freshmen.

That occupational information appears, in the opinion of many of the principals reporting, to be the major function of guidance is clearly indicated in Table 19. The results show 80% conducting individual conferences by the principal, 70% using teachers in the same capacity. In this table the response was quite heavy in all methods listed.

Although 8 out of the 71 reporting schools did not respond in Table 20, the results show that a very high per cent of those who did report, make use of cumulative records in directing guidance activities. On the whole, a fairly high per cent reported making use of the various methods of using cumulative records for guidance functioning. The one exception was in the use of records of home visitation for guidance planning. Only 6% reported the use of home visitation records for guidance purposes.

In Table 21 the response of the various means of offering avocational training was quite evenly distributed. There were 71 responses indicating that there must be some recognition on the part of the principals of the importance of non-vocational pursuits. However, special courses taught in avocations were reported by only 6% of the principals.

TABLE 16
 PERSONS ADMINISTERING GUIDANCE

Functionaries	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities	71	100
Home-room adviser	38	54
Principal	56	79
Director of guidance	2	3
Teacher committees	1	1
Special councilors	1	1
Class-room teachers	45	63
Others	2	3

TABLE 17
METHODS OF PROVIDING GUIDANCE

	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities	71	100
Through study of occupations	34	48
As part of the social studies	47	66
As a separate course	9	13
Courses taught by:		
Social science teacher	17	24
Counselors	2	3
Principal	26	37
Vocational counselor	3	4
English teachers	6	8
Other persons	5	7

TABLE 18
 EMPHASIS ON ORIENTATION OF HIGH SCHOOL PUPILS

Methods	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	58	100
Pre-enrollment spring meeting of incoming pupils	33	57
Freshman day	4	7
Pupils assisted to become acquainted with the school building, where grades and high schools are in different buildings	11	19
Pupils assisted to make intelligent use of library, cafeteria, etc.	47	81
Special orientation course offered to all freshmen	1	2

TABLE 19
METHODS OF DISSEMINATING OCCUPATIONAL INFORMATION

	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	71	100
Principals conferring with individual pupils	57	80
Teachers conferring with individual pupils	50	70
As a course in occupations taught separately	13	18
Taught with social science courses	37	52
Taught with the English courses	12	17
Taught in other courses	17	24
Outside speakers on various occupations	39	55
Library	32	45
Radio programs	15	21
Moving pictures and slides	38	54
Study of local occupations	15	21

It is quite evident, as shown in Table 22, that school heads are placing considerable emphasis upon pre-college guidance. The methods represented in the table all received a fairly high percentage of response. The giving of permission to college representatives to aid pupils in their choice ranked the lowest with a 34% response.

The activity of placement service revealed a rather weak showing as demonstrated in Table 23. Some strength was shown in the activity of giving information on how to secure and hold a job, which was represented by 63% of the principals.

According to the responses in Table 24, there is very little follow-up activity among the schools surveyed. Of those reporting, 54% indicated no system of follow-up.

In determining the value of guidance in general as represented in Table 25, the opinion that guidance should be divided among the teachers in the small school was represented by 54%. Another aspect of guidance indicating that it should be an integral part of the curricula and extra-curricula school program was represented by a 61% favorable response.

Summary

This survey bears out the general assumption that the limited number of faculty members in the small school are intrusted with a multiplicity of activities. The principals who were surveyed

TABLE 20
 INFORMATION SECURED ABOUT THE PUPIL

Methods	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	63	100
Cumulative records of mental tests for guidance purposes	58	92
Cumulative records of extra-curricular activities for guidance purpose	33	52
Cumulative records of health for guidance purposes	25	40
Cumulative records of achievements for guidance purposes	22	35
Cumulative records of home visitation for guidance purposes	4	6

TABLE 21

MEANS OF DISSEMINATING AVOCATIONAL INFORMATION

Means	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	71	100
Encouragement of hobbies	48	68
Teaching the right use of leisure time, good manners, etiquette, moral training, ethical training, citizenship, etc. in:		
Social Sciences	33	46
English	18	25
Other courses	16	23
Special courses taught in avocations	4	6
Periodical health examinations	30	42
Physical education classes for both boys and girls	56	79
Physical education offered for following reasons:		
Daily routine to care for those not in competitive athletics	23	32
Individual health development, corrective measures, and teaching of team work	35	49

TABLE 22
COLLEGE PREPARATION GUIDANCE

Methods	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	71	100
Flexible curriculum for pre-college requirements	52	73
Pupils advised on pre-college courses pursued	54	76
Allowing college representatives to aid pupils in choices	24	34
Principal and teachers confer individually with all pupils who plan on a college career	56	79

TABLE 23

WAYS OF SECURING POSITIONS FOR PUPILS

Methods	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	71	100
Placement service as part of school set-up	4	6
Co-operate with local enterprises; learning of availability of positions	25	35
No placement activity at all	24	34
Information given on how to secure and hold a job	45	63

TABLE 24
THE FOLLOW-UP

Method	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting guidance activities:	71	100
Schools keeps a close check on the progress of all who dropped out before finishing school and all graduates	6	8
School keeps close check on the progress of the pupils who are pursuing college work	28	39
No system of follow-up	38	54

TABLE 25
GUIDANCE EVALUATION

Evaluation	Number and percent of schools reporting guidance activities	
	Number	Percent
Schools reporting:	71	100
Guidance functions should rest entirely with the principal in the small school	2	3
Guidance functions should be divided among the teachers in the small school	38	54
Guidance should be an integral part of the curricula and extra-curricula school program	43	61
Guidance should be a separate program in the school but should have a close co-operation with all other departments	8	11
Guidance is a passing fad, and results of existing guidance practices do not warrant its continued existence	1	1
Guidance should definitely be administered by one individual only	2	3

indicates that their guidance activities were carried on in connection with the regular curricula classes such as English and Social Science. The principal, it was also indicated, assumed the leading role as director of guidance in a majority of the cases reported. The reporting of special counselors was practically negligible in the size of school surveyed.

The orientation practices reported by the schools surveyed were confined largely to the general mechanics of Spring pre-enrollment, and acquaintance with the use of cafeterias, libraries, lockers and classrooms. The offering of an orientation course to be conducted throughout the year was reported by only one school.

In the survey, occupational guidance was quite evenly divided among the various classroom subjects. Only in a small number of cases were there special courses offered in occupations. This again bears out the limitations of personnel and equipment in the small school, and the necessity of versatility on the part of the teacher.

There appears to be quite an extensive use of cumulative records for guidance purposes. The noticeable exception here is the failure to use home visitation records in guidance. The results showing the lack of making use of home visitation information in guidance deserves much consideration in formulating the guidance plan which shall be proposed in this study.

The guidance is the non-vocational activity of the child's

life is generally dealt with in the schools reporting, through their regular curricular courses. In only a few instances are special courses in avocations being taught.

That college preparation guidance is receiving considerable attention was clearly demonstrated by the reporting principals. Undoubtedly this interest in aiding in college choices has grown out of the recognition of so many misfits and failures in freshman college classes.

Placement service and the follow-up service have not as yet, according to this report, received much emphasis in the small rural school.

As already indicated, the survey reveals some of the many difficulties the small school must face in conducting a well-balanced curricula and extra-curricular program. This is borne out in the failure of some of the principals to report activities vital to pupil guidance. On the other hand it is encouraging to note that guidance was considered by those who answered the questionnaire a vital factor in the development of the adolescent child. Throughout the whole survey the dominant realization was that there is so much to be done by so few, and with such limited facilities.

On the basis of the study of these surveys and the information they have conveyed, the formulation of the following pupil guidance program for the small rural high school will be attempted.

CHAPTER IV

ORGANIZATION AND ADMINISTRATION OF THE SMALL
RURAL HIGH SCHOOL GUIDANCE PROGRAM

The results of the above surveys in the field of pupil guidance, show a wide variation in the types of programs carried on in various secondary schools. This variation is particularly pronounced between the larger urban units and the smaller rural schools. Therefore the situation in existing systems seems to point to the realization that urban and rural youth are receiving two widely divergent philosophies of secondary educational training. The purpose then, of the following proposed plan is to provide the means in the small school, whereby a philosophy of pupil guidance may be incorporated into the school life that will offer to the pupil every possible means to develop the "whole self". An attempt will be made in this proposed program to institute the general characteristics of guidance as suggested by Erickson and Hamrin:

Guidance services have been developed in order that education might be more realistically individualized; in order that fundamental principles of democracy might be functionally evident in schools; and in order that the services rendered by the school might be continuously reorganized in terms of the real life needs, interests, abilities, opportunities, and social responsibilities of each pupil. 1

1.

Ibid., p. 11.

Functions of Guidance

In organizing a guidance program for the small rural school, one of the first requisites is to decide on a plan that will fit into the situation of the local community.

Another important phase is the question: what shall be the objective of the guidance program? However, before setting up a plan of objectives for a guidance program, some of the various functions of guidance will be discussed. Jacobson and Reavis state that: "Guidance in the secondary schools came into use first in a few city systems where pupils desiring to leave school to secure work presented serious problems of employment." ¹ Thus it would seem that the early purpose of guidance was mainly vocational, so that those dropping out before graduation might receive some occupational information. This method was developed largely as the result of complaints from employers of the inadequacy of young laborers who came to them from the secondary schools. The authors mentioned above state in regard to these complaints:

Here, employers complained of the poor qualification and the lack of understanding of occupational opportunities and responsibilities of young people of high school age. Principals were urged to aid these young people by providing instruction designed to acquaint them with the requirements of business and industry and to counsel them regarding occupational placement and the selection of careers. The earliest

1.

Jacobson and Reavis, op. cit., p. 141.

efforts of the educators were directed very largely toward assisting pupils who expressed a desire to leave school to secure gainful employment. 1

Although early guidance was confined mainly to occupational information, it has now grown to include a much wider field of activity. Its objectives have been broadened to cover a large number of functions in the development of the "whole child". It shall be the plan then, of the following proposed program to incorporate, not merely a vocational guidance function, but to set up a system of "total child" development. Jones in his "Principles of Guidance" indicates how the field has broadened as follows:

The areas in which organized guidance functions are, for the most part, closely related to the following: (1) the school, involving problems of choice of school, course, and curriculum and of adjustment to school life, teachers and fellow pupils; (2) the occupation, including problems of choice of occupation, securing the job, and adjustment to it; (3) leisure time, involving choice of leisure-time activities and adjustment to that part of life not taken up by the occupation; (4) leadership, involving choice of leaders and adjustment to leadership activities. Other phases of guidance such as social, civic, moral, and religious are of great importance but are either closely connected with other phases of guidance or seem to be advantageously included in the regular work of the school.....Education is not concerned merely with training necessary for an occupation; it is concerned with the development of individuals from the all-round point of view: and guidance, as a definite part of the educational process, is also concerned and must be concerned with the entire individual. We might

1.
Ibid., p. 141.

as well say that all education should be considered as a part of vocational education as to say that all guidance should be considered as a part of vocational guidance. 1

Along with Jones there seem to be quite a wide agreement as to the functions of guidance today, although in some instances certain functions are left out while others are included. It is also noted that the titles of various functions may vary among different experts, yet it is significant that there is general agreement on the validity of guidance functions pointing to the development of the "whole child". Various functions are listed by the following:

1. Course, curriculum, and school guidance--"Educational guidance". 2. Vocational guidance. 3. Leisure-time guidance. 4. Leadership guidance. 2

1. Educational guidance. 2. Vocational guidance. 3. Recreational guidance. 4. Health guidance. 5. Civic-social guidance. 3

1. Educational guidance. 2. Vocational guidance. 3. Religious guidance. 4. Guidance "for home relationships". 5. Guidance "for citizenship". 6. Guidance "for leisure and recreation". 7. Guidance "in personal well being". 8. Guidance "in right-doing". 9. Guidance "in thoughtfulness and cooperation". 10. Guidance "in wholesome and cultural action". 4

It is obvious after searching the above references, that

1.

Jones, Arthur J., Principles of Guidance, (New York: McGraw-Hill Book Company, Inc. 1934) pp. 47, 48.

2.

Jones, Arthur J., op. cit., p. 47.

3.

Koos, Leonard V., and Kefauver, Grayson N., Guidance in Secondary Schools, (The Macmillan Company, 1932) p. 15.

4.

Brewer, John M., Education as Guidance, (The Macmillan Company, 1932) as quoted in Myers, George E., Principles and Techniques of Vocational Guidance, (New York: McGraw-Hill Book Company, Inc. 1941) pp. 13, 14, 15.

guidance programs have come a long way from the purely vocational function to the many functions incorporated in the guidance programs of today. It becomes quite clear also, that many of these functions, although listed under different names by different experts, in reality serve the same purpose. The various titles may seem confusing, yet this is not of great importance as long as the guidance function serves its purpose. In setting up the following plan of a guidance program, an effort will be made to effect an organization that will incorporate the ideas of various experts in the field of guidance, pointing toward the development of the "whole child".

Organization Of The Guidance Program

Limited personnel in the small school. In making plans for the organization of a guidance program, the working personnel must be taken into consideration. As pointed out above, the small rural school by its very nature has a small faculty, delegated principally to the academic classroom work of the school. It shall not be the purpose in suggesting the following program to add to the already heavy burden of the teacher in the small school, but to transfer some of her activity into more productive channels. The idea being that the classroom teacher herself is to begin to get a broader perspective on life, and in some measure

remove the hardened shell of purely academic routine. At the outset it is assumed that this program, if to operate successfully, must enlist the services of all teachers in the secondary school. The force is small and there is no opportunity to engage special counselors, or guidance directors, consequently the classroom teacher becomes a functionary part of the guidance program. The part that should be played by the classroom teacher in this respect is indicated by Jacobson and Reavis when they say:

In very recent years the classroom teacher has been recognized as playing an important role in guidance. It is in the classroom that the needs of pupils for guidance are first revealed. The school functionary usually first to become aware of these needs is the teacher. Since instruction requires the understanding of pupils and a diagnosis of their needs, it is evident that the teacher as such must become an important functionary in the guidance program. 1

If this statement is true of secondary schools in general, then the need of teacher participation in the small school becomes even more apparent, because here there is no one else to turn to but the classroom teacher.

Pre-service and in-service training of teachers. Before proceeding further it might be well to note a difficulty that is likely to arise. The difficulty lies in the assumption that there may be those of the classroom teachers who have no inclination to foster any activity other than classroom routine.

1.

Jacobson and Reavis, op. cit., pp. 150-151.

However, should the administration have to face this situation, and it probably will, it must also be borne in mind that no guidance program, especially in the small school, will be successful without the services of all the teachers. Hamrin, Erickson and O'Brien say regarding teacher participation:

A successful program for guidance in any school depends to a large extent upon the interest that the teachers and staff members of the school have in that program. Some teachers seem to possess that interest while others have to develop it. 1

The assumption of the above quotation points to the idea that if teachers do not possess an interest in guidance, it is quite essential that they develop along these lines. Therefore, in the plan of organization of the proposed guidance program, it will be assumed that if teachers are not prepared to take part in the guidance functions, they must exercise that preparation as soon as possible. If the teacher is still in the pre-training stage and intends to enter the small school with a guidance program such as proposed in this study, she will be expected to take some courses in preparation for guidance activity. For those teachers already in the service of the school when the guidance plan goes into effect, the principal or other administrator in charge is to provide a course to prepare these teachers for guidance activities. It shall be understood that the individual

1.

Hamrin, Erickson, and O'Brien, op. cit., p. 62.

heading up the organization of the guidance program, will be properly qualified to offer special training courses in guidance practices.

To those teachers who insist that they have no part in the guidance program, the following words from Erickson and Hamrin may have an enlightening effect:

One of the most important services of the guidance program is that of enlisting teacher interest in a "know the child" campaign. It is quite generally conceded that a more effective education is determined by the ability and interest of teachers to know and to help children. This knowledge is necessary in order that every teacher may make a real contribution to the guidance program; furthermore, this knowledge is equally important to the classroom teacher. Only as the subject teacher is interested in understanding children can she be a really good teacher. The re-organization of the curriculum is dependent upon the guidance ability and knowledge of every teacher. 1

Guidance leadership in the small school. On the basis of the above study of guidance surveys the results conclusively show that the smaller the school, the greater the burden of guidance leadership falls upon the principal. (For the sake of clarification the term, "principal", will be referred to in this study as the head of the school. This is referred to because some school heads assume the title of superintendent or other title, and thereby confusion may be avoided when the term, "principal", is used in this study.) That leadership should fall upon the

1.

Erickson and Hamrin, op. cit., pp. 19-20.

principal in the small school seems quite natural. From the data collected in the above survey Jacobson and Reavis have this to say about principal participation:

It is reasonable to assume that in most of the sixty-eight schools the principal gave the program whatever direction was furnished. It is repeated that unless the principal believes in the guidance program and gives it his active support, it will not be maximally successful. 1

Again from Jacobson and Reavis, a reference to the responsibility of the principal in the guidance program as follows:

In the development of the guidance program in a local school, the principal must first establish his own locus of responsibility for the services attempted. As the head of the school he may choose to direct the guidance program and to supervise the activities of guidance officers who accept responsibilities. In the small and middle-sized schools the principal will likely undertake to direct as well as to organize the guidance program. 2

Thus the principal having proclaimed his intention and interest in a guidance program, and having surveyed his working staff and informed them of the proposed program, the matter of organizing now becomes the next step.

The guidance program. For convenience the present plan of a guidance program will be built around a faculty composing the principal and five classroom teachers. The plan however does not confine itself to this set number, it may be successfully

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1. Jacobson and Reavis, op. cit., p. 148.
 2. Ibid., pp. 142-143.

administered through a smaller group or a larger number. It will be assumed that the principal shall be at the head of the guidance functioning group. As its head he shall direct the teaching staff as a whole group and as individuals. He shall also counsel and assume a part in the direct contact with the pupils, the same as the other members of his staff.

In setting up this play, it shall be done, not with the idea of a rigid organization, but a program will be attempted that is flexible and able to fit into any local situation. Jacobson and Reavis point out the danger of a rigidly imposed plan when they say that: "Unless each school is made the unit in the organization of the guidance program, the guidance service attempted will be regarded as imposed rather than developed to meet the needs of a local constituency"¹. One local situation may present many problems peculiar to itself, other localities may likewise present other problems, the treatment of which, must vary from community to community.

When observing the six faculty members in the small school as indicated above, cognizance must be taken of the various teaching combinations that might be found in the small rural high school. By the very nature of the small school situation it is often necessary for the faculty members to teach various and sundry

1.

Ibid., p. 142.

courses. For the purpose here the faculty of six members mentioned shall have courses allotted as follows: (1) Mathematics and Commercial, school publications. (2) English and Latin, school plays. (3) Social Studies, Biological Science, Coach. (4) Physical Science, Social Studies, clubs, literary societies, etc. (5) Home Economics and Music, musical functions. (6) Agriculture and Industrial Arts, school clubs, Hi-Y, etc.

The plan now calls for a division of the pupils of the high school into six separate classes. These groups are to be selected according to classes, and materials and guidance information will be selected to fit into each class, that is the Freshmen will receive one phase of guidance training, the Sophomores another, and likewise for the Juniors and Seniors.

In allotting the six teachers to the four classes it is suggested that the following arrangements be made: the Freshmen and Sophomore classes are to receive two counselors each, the Junior and Senior classes are each to have one counselor. The reason for allotting the two extra counselors to the Freshmen and Sophomore classes is that many problems of pupil adjustment arise here due to the transition from the grade school to the high school. In the present plan which includes the six teacher counselors, the suggested set-up is such, that guidance materials and information will not be duplicated from year to year. The

phases of guidance will vary on a progressive scale from one class to another.

The appointment of the teachers to the various pupil groups shall be directed by the principal, thus many individual complications might be averted. It is assumed that the principal in the small school is sufficiently acquainted with both teacher and pupil to know where placements might be made to avoid possible personality clashes.

There shall be one period a week set aside during which time each teacher will meet her group. This period may be arranged to fit the local situation in the school set-up. It may be suggested that one "class period" be used each week, beginning with the first period class the first week, the second period class the second week, and so on through the number of periods during the day. In this way only one class period in eight weeks will be used out of the curricular schedule. No doubt the guidance service would more than compensate for the loss of one curricular class, once every eight weeks, as would be the case in an eight period schedule.

In this proposed plan, as it goes into effect, it is assumed that each teacher will be fully aware of what is expected of her in conducting the guidance services in the group allotted to her. It is to be borne in mind also that this group counseling activity shall point to the development of the "whole child".

The activity shall have to do with, pupil orientation, vocational guidance, recreational guidance, leisure time guidance, social and civic guidance, health guidance, religious and moral guidance, and other problems of guidance which might arise in individual cases.

The mere routine of these periodical guidance meetings will not be sufficient to cover all pupil problems. Thus, according to the plan of this program, each teacher is to confer with each member of her group at least once every six weeks. In addition to this the principal is to look over his faculty in an effort to discover those who are especially apt in some particular phase of guidance. For example, if the Mathematics teacher is particularly apt in vocational guidance, then by all means he should be used. His special guidance task then outside his own group would be occupational advisement to each pupil sometime during the year. If another member of the faculty is well qualified to offer social training, she could meet the pupils during the year and offer advisement on this phase of guidance. This process of special guidance advisement may be carried out through the whole staff, according to their various abilities to function in each phase.

The following figures represent graphically how the allotment of teachers may be exercised.

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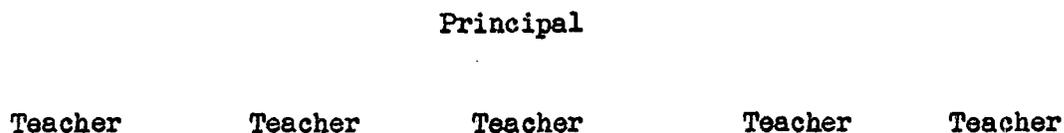
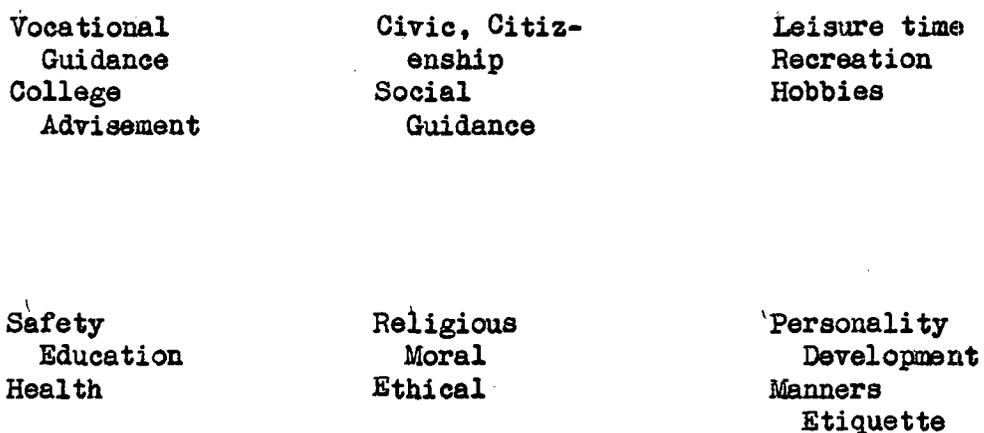


Figure 1. Plans of integrated guidance program, incorporating principal and classroom teacher.

Figure 2 represents possible assignments of special guidance functions to the various teachers.



Secondary school student body

Figure 2. Plan for the utilization of aptitudes and interests in special phases of guidance advisement.

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It is granted that the plan herein proposed may be a radical departure from the conventional idea of the functions of the classroom teacher. Thus, to support this plan the following statement may be of value, Jacobson and Reavis, in speaking of classroom teachers and guidance, say:

The classroom teacher as a guidance functionary has been largely overlooked in the past in the organization of guidance programs. Classroom teachers as homeroom advisers or as members of guidance committees have been drawn into the guidance program in many schools. 1

It is apparent that the role of the classroom teacher is becoming broader in the light of a philosophy of education which recognizes the "many side" life of the developing child.

Alva R. Dittrick, Assistant Principal, Lincoln High School, Cleveland, Ohio, writes:

The primary consideration of any plan of guidance is the personnel at hand to administer the work. Most of the responsibility of individual guidance and counseling work will fall upon the teaching staff. Whatever the ambitions or plans of an administrator may be, necessary budget limitations make this an obvious fact. Many an individual may be superior as a teacher of art or algebra yet lack the vision, patience, or technique to confer with a pupil and uncover facts which may forecast success or failure for that child in school. Many teachers through no conscious fault of their own have lost sight of the school's major consideration---the pupil.

To provide more desirable products of the high school and to better sell the services of the school system the problem at hand seems to be transforming

1.

Ibid., p. 150.

the teaching personnel in our schools and not adding persons to do a job that should be done by those already at hand. The viewpoint of a great portion of the teachers must be broadened. Their attention should be directed toward the needs of the pupils rather than to standard requirements of a subject matter.

To build and maintain an alert and interesting teacher corps, constructive provisions should be made to train and retrain continually the teachers in service. Formal university courses are not necessary to accomplish this purpose. 1

Fred E. Tipton, Principal, Newcomerstown Senior High School, Newcomerstown, Ohio, writes:

In the opinion of the writer, the classroom teacher is the agency around which an effective guidance program must operate. The very position that the teacher assumes in the school, and the inter-relationship between guidance and education, give weight to this conclusion.....It means that the classroom teacher must reorganize his own thinking, and in most cases set up in his own mind a new and entirely different list of objectives for which he must strive to attain in his teaching. This theory does in no way add to the duties or responsibilities of the already overburdened teacher. It merely means a complete change of emphasis in our schools. 2

To further substantiate the theory of the important role played by the teacher in the guidance program Hamrin and Erickson have the following to say:

A guidance program should be planned to make a distinct contribution to the stimulation and the development of teachers as well as of pupils.....The principal should look to his guidance program for

1.

Dittrick, Alva R., "The Teacher and Guidance", Ohio Schools, Volume XVIII --- Number 3 (March 1940) p. 138.

2.

Tipton, Fred E., "Guidance Through the Classroom Teacher", Ohio Schools, Volume XVII --- Number 8, (October 1939) pp. 368-369

the stimulation of well rounded teacher growth... The teacher in a guidance program is encouraged and aided to study pupils and thus gain new insights into and new information about the psychology of behavior and learning. He becomes interested in acquiring new and more effective techniques for learning about pupils....New guidance responsibilities challenge the teacher. When he becomes responsible for the whole development of his students, their vocational, recreational, social, education, moral, physical, and emotional needs becomes more apparent. As he attempts to care for these needs, he gains new insight into the whole educational process. He sees the place and value of subject-matter, the need for change, the methods by which needed changes can be introduced, and the importance of effective guidance.The success of the guidance program, like that of the extra-curricular and the curricular offering of the school, depends upon the personality and ability of the teacher. 1

In the chapters that are to follow, an attempt will be made to demonstrate how this guidance program may be utilized in rendering the various guidance functions in the small rural high school.

The Cumulative Record

It will be impossible to exercise the above proposed guidance program with any degree of efficiency without some form of cumulative record system. Those responsible for the functioning of the guidance program will have little to build on if they do not know in what direction they are going. In the cumulative record

1.

Hamrin, Shirley E., and Erickson, Clifford E., Guidance In The Secondary School (New York: D. Appleton-Century Company, 1939) pp. 412, 413, 414, 415.

this direction is pointed out, the peculiarities of each individual may be carefully studied, and the guidance function may be directed accordingly. Hamrin and Erickson state that: "The value of adequate records in counseling and advising with students is almost inestimable".¹ There is little that can be done in the planning of child development without a comprehensive knowledge of the pupil's past life. Referring again to the authors immediately above, they assert that:

One of the most important functions of guidance is to study the individual pupil in order to discover his abilities, interests, and needs and thereby to help him make an effective adjustment to school life and to give shape to his future plans..... The Guidance program is concerned with those records which are most serviceable to the individual teacher or adviser in working with a particular student....Thus the record should not start with the pupil's life on entering the secondary school but should contain much pertinent information about what has transpired before the pupil's entrance. 2

Jones also affirms the importance of proper records to the guidance program as follows:

Complete adequate guidance can be given only when we have the most important facts about the individual. These include information not only concerning the various phases of his work at school but his family history, home conditions and general outside associations, his health, and his whole outlook upon life. 3

It is not the primary concern of this discussion to argue the

-
1. Ibid., p. 74.
 2. Ibid., pp. 74. 75. 76.
 3. Jones, op. cit., p. 98.

pro and con of different types of cumulative records. It becomes obvious when looking over methods used by different schools, that there are many forms of cumulative record systems used, some being very elaborate while others function with the barest details. Russell J. Fornwalt, Instructor of Guidance, Wilson High School, Easton, Pennsylvania, says about the use of record forms:

Many a counselor is doing a mighty good job without an elaborate set-up. Others are doing excellent work with the best equipment that money can buy. Some are failing in the midst of bales of forms, records, tests, and other paper. Some are failing and rationalize their failures by lamenting the fact that they do not have an expensive layout to display. These people should not be counseling. Initiative, interest, and industry on the part of the counselor may make up for a lot that may be lacking in the line of equipment.

Uppermost in the minds of those who construct and maintain pupil personnel cards must be the notion that they are simply aids, not ends. 1

As to forms used, it may vary considerably depending upon the local school situation. Yet there are a few fundamental factors or details that may prove of great importance in the functioning of the guidance program. A summary of some of these details of information is as follows: (1) Name, date of birth, place of birth, name of father and mother, nationality of father and mother, occupation of father and mother, number of brothers and sisters their ages and occupation. (2) Scholastic record, first grade

1.

Fornwalt, Russell J., "Pupil Personnel Records", The School Executive, Volume 60, Number 9, (May 1941) p. 29.

on up, grades earned, rank in class, promotion record. (3) Record of all special tests, reading tests, achievement tests, aptitude tests, psychology and any other test that might be given. (4) Complete health record, indicating diseases had, physical weaknesses such as weak eyes, etc., with recommendations in each case. (5) Extra-curricular, attitude in play, talents in music, athletics, drama, etc., honors and achievements. (6) Home environment, economic status of parents, parent's attitude toward education, what parents read, parent's favorite form of recreation, type of radio programs listened to in the family home, family relationship in the home compatible or otherwise. (7) Social adjustment record, does pupil mix well, shun groups, bully, weak-willed, etc. (8) Vocational interests, abilities, aptitudes, record of part time jobs previously held by pupil, parents attitude toward helping pupil in further training for occupation. (9) Leisure time record, type of recreation, hobbies. (10) Moral, ethical, and religious inclinations. (11) Personality record, listed observations of various teachers under whom pupil has studied. (12) Teacher evaluation and recommendation for use of the next teacher who receives the pupil.

This does not, of course, cover all the information that could be inserted into the cumulative record. Yet, as Fornwalt implied in the above quotation, the record system need not be elaborate

if the proper personnel is on hand to administer it. Thus, it will be assumed that for the purpose of administering the guidance program herein suggested, the record of pupil information listed above will suffice, providing the guidance personnel accept their responsibility in attempting to make the guidance program a success. The method by which these various phases of information are administered, may vary greatly from one school to another, but, as suggested in the reference above the important thing is not a definite rigid form of cumulative records, but a system whereby as much information as possible may be collected about the many phases of the individual's life. Some administrators may want to add to, and some may omit different phases of the above suggestions, but as long as the record forms serve the purpose in the guidance service for which they are intended, it seems reasonable to assume that the guidance objectives will be realized whether the form is elaborate or simple.

Summary

In reviewing the works of several experts in the field of guidance, one of the implications observed, is that there is quite a general agreement regarding the functions of guidance. It is true that in listing the number of guidance functions, they vary from a few to a great number, yet fundamentally the general consensus of opinion appears to be that guidance should be con-

ducted for the development of the "whole child". Guidance practices in general have come a long way from the purely vocational idea to the concern about the development of all other phases of the child's life, including social, leisure, health, recreational, vocational, moral, religious and civic development.

In the organizational set-up attempted here, the plan points toward a program in the small school, presumably in the rural area. The theory is to bring to the rural area, in-so-far as limited means will allow, a guidance program that will aid the teaching personnel to exercise an educational philosophy of "whole child" development.

The subjects and extra-curricular activities assigned to the various teachers in the above plan are not in any way intended to be rigidly imposed. The program as planned is to adjust itself to various teaching combinations, which are likely to be found in the small rural school. The special extra-curricular guidance functions of the principal and teachers, may also vary from school to school. Presupposing opposition on the basis that the already overburdened will be even more overburdened, the plan suggests using a regular curricular class period for meeting and giving guidance instruction to the pupils. The plan calls for using a different period each week until the entire daily schedule has been gone through. Thus, in an eight period schedule one class in eight would be substituted. Thus, there would not

be the necessity of making the extra class preparation, however, the individual counseling would call for some extra time on the part of the teacher.

In the functioning of this program it is assumed that the principal will take the lead, and that insistance be made for guidance training of the teachers on the staff. The importance of having a personnel who are willing to train themselves and accept the responsibilities of guidance is obvious if the plan is to work in any measure of success.

Finally, the importance of having proper tools to work with must not be overlooked. Materials such as text books, booklets, pamphlets, magazines, maps and charts, displays and other sources dealing with guidance information in all its phases must be made a part of the equipment if the guidance program is to be a success. The cumulative record must not be overlooked as an important aid to the couselector-teacher. Through this agency the teacher may become familiar with the pupil background, on the basis of which, intelligent planning may be accomplished to aid the pupil in the development of the many phases of his life.

CHAPTER V

THE FUNCTIONS OF THE GUIDANCE PROGRAM IN PUPIL

ORIENTATION

A new adventure awaits the eighth grade pupil as he steps across the gap between the junior high school and the senior high school. Many things will be new to him, new courses will be presented for him to choose from, new teachers will face him in the classroom, the class schedule will be different from that to which he is accustomed, he will meet new classmates, he will be allowed to take part in various extra-curricular activities that are new to him---all in all he will find himself in a new world of associations and activities. In the very existence of this new world of activity, there may be many pitfalls which may prove disastrous to the pupil when he is attempting to bridge the gap. The high mortality rate of the school population listed in Chapter II, bears out the result of dangers encountered by pupils as they move from the lower to the higher grades. The pupil often becomes discouraged, he is unacquainted with the new situations and associates, which may greatly confuse him, and if not properly guided, will in many cases give up and drop out of school or present a problem to the teaching personnel throughout his high school course.

That the above conditions are apparent is borne out by Erickson and Hamrin in their Guidance Manual for Teachers:

The extremely serious enrollment mortality indicates a lack of interest and satisfaction. There is considerable evidence to indicate that many academic failures could have been prevented through a program of orientation. There are many capable students not planning further educational work, while there are large numbers of pupils planning to go to school when other types of activity might be more profitable. The lack of interest and the evidences of dissatisfaction both point out the need for better pupil orientation. 1

In light of the above statement, it becomes reasonable clear that an important phase of a guidance program should be to promote a system of pupil orientation. Thus it is the purpose in this chapter to propose means whereby the orientation of pupils may be carried out through the guidance program suggested in Chapter III. As pointed out in the suggested guidance program above, the plan calls for total participation of all secondary school teachers. The value of entire teacher cooperation becomes increasingly evident as each function of this guidance program is dealt with. In discussing the orientation function of this guidance program, each teacher stands out as a necessary link in aiding pupils to become adjusted in all phases of their lives. Observing Erickson and Hamrin again, reference is made to the teaching staff as follows:

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1. Erickson and Hamrin, op. cit., p. 54.

The entire staff of the school needs to assist the new pupils to become successfully oriented to the school. No single teacher or department can carry this burden alone. This "getting acquainted" period is of the greatest importance to students as many student failures can be avoided if the attitude of the school staff is one of understanding helpfulness. ¶

This statement bears out quite clearly the idea of total teacher participation suggested in the above proposed program for small rural high schools, particularly is this applicable to the orientation functions of the teaching staff. It is with this thought in mind that the orientation phase of the guidance program is here suggested.

Pre-High School Contacts

In the plan of procedure of the orientation phase of the guidance program proposed above, it shall be assumed that the process of adjustment must begin before the entry of the pupil into the secondary school. The pupil under this plan is to have some idea what is in store for him long before he actually enrolls as a high school student. Thus, when the day comes for him to take his place in the secondary school, he will not have that lost or bewildered feeling which often comes to the non-adjusted child. When he comes for that first day in high school

1.

Ibid., p. 54

he already has been in contact with the high school counselor who has been appointed to function in the pre-high school guidance. He has at least a tentative schedule made out, and he knows through counseling advice, received in the spring, something about what courses are best for the future plans he may have. He has been advised in other phases which will be discussed below. The theory in this orientation plan is the recognition of the value of the pre-admission functions, realizing the importance to the pupil of getting a good start in high school. The assumption is, if the pupil gets started right, in all probability he will complete high high school course and future adjustments will be more easily made. Erickson and Hamrin have the following to say on pre-admission counseling:

The high school program of orientation and assistance should begin before the pupil is enrolled. The final success of this guidance activity will depend somewhat on the ability of the school to reach down into the grades and lend a helping hand to the prospective pupils. 1

Early visitation and administration of intelligence and reading tests by the high school counselor. The term counselor as applied here refers to any member of the guidance program which is composed of the entire teaching staff of the small high school. The counselor or counselors must necessarily come from

1.

Ibid., p. 54.

the teaching staff, because of the limited personnel in the small high school. Thus, any one of the high school faculty may find himself a pre-admission counselor, provided he can qualify.

The question of the overburdened teacher may arise here again, that is, it might be felt that this extra duty is the straw that broke the camel's back. However, in answer to this objection, the program could be so arranged that during the periods, when the teacher who has been chosen pre-admission counselor is functioning in the grades, he will be excused from his regular class room. In the small school where the incoming freshmen group is small, the number of periods missed by the counselor would not be excessive.

The plan as proposed does not attempt to delegate any one person as counselor of the eighth grade pupils. It may be the Mathematics teacher or the English teacher or both. The plan is purposely made flexible in order to make adjustments for local conditions. Another situation considered in this respect is the possible clash of personalities. It is obvious that some individuals may successfully counsel where others utterly fail. This point is to be taken into consideration when the principal in charge appoints the counselor to the pre-admission guidance activity.

The plan is set up in such a way that any member of the

faculty might be called upon to perform pre-admission counseling, depending upon the situation in the local school. However, it is quite likely that the principal, who is considered a regular member of the teaching staff in addition to his administrative duties in the small school, will bear the burden of pre-admission counseling in the majority of cases. By the very nature of his position the principal is probably better fitted than any other member of his faculty to perform these services. He has from the beginning a more or less "whole school" point of view, he sees the school from the standpoint of an integrated organization from the first grade through the twelfth grade. In this position and through his supervisory activities he gains a perspective of pupil growth from grade to grade and can no doubt realize pupils needs better than his fellow faculty members. When the principal does assume this counseling responsibility, the idea according to plan, is that he may solicit the aid of any one of his teachers when he feels the situation warrants it. The point for consideration is not so much who does the counseling as it is to have it properly done.

Williamson, while he does not approve of a teacher-counselor combination as a sole basis for counseling activities unless absolutely necessary, does admit that there is a place for the teacher trained in counseling. He states:

Although there is need for more professionally trained (and different types of) counselors, yet

it is equally necessary that all teachers be encouraged and trained to work with individual students. In many cases the results will be ineffective counseling but the effect upon the teacher will be very beneficial in that she may begin to consider the needs of her pupils as well as the subject matter she teaches. She may become pupil-minded rather than subject-matter-minded. Moreover, such counseling teachers will be able to contribute valuable anecdotal data to the diagnoses of students by trained workers. 1

That there is a need for more pre-admission counseling in the schools today is evidenced by surveys covering this phase of the guidance activity. Such a survey was made by Hamrin, Erickson and O'Brien in which they sent out a questionnaire, asking information on three techniques used in pre-admission guidance activities. The three techniques are as follows: 1. Pre-enrollment spring meeting with incoming pupils, 2. Transfer of elementary records to secondary school, 3. Provision for visitation of elementary pupils to school previous to enrollment. In regard to this survey, the authors state that:

Fifty per cent of the high schools considered in this study provided for a meeting with elementary pupils in the spring previous to their enrollment in high school; nine per cent of the schools did nothing about this problem; forty-one per cent did not answer the question.

Educational literature has stressed another important guidance technique, that of transferring the records from the elementary school to the high school, or from the elementary school to the junior high school. An analysis, however, of the practices

1.

Williamson, E.G., How To Counsel Students, (New York: McGraw-Hill Book Company, Inc., 1939) p. 38.

of the schools represented in this study revealed the fact that only forty-five per cent of these schools reported that they did make this transfer, ten per cent admitted that they did not make such a transfer.

According to the results of this study, only thirty-two per cent made any arrangement for a visitation to the high school by elementary school pupils previous to their admission; twenty-one per cent gave this technique no consideration, while forty-seven per cent left the question unanswered.

It appears, then, that only one-half, or less, of the schools included in this study are making any use of these three techniques to aid pupils in bridging the gap to high school. 1

According to the plan as set up in this study, the counselor who is appointed to the pre-admission activity in the eighth grade, is to make arrangements for visitations early in the spring. The purpose of these visits is to address the group as a whole, explaining the problems and opportunities in the secondary school. In general these first assembly meetings serve as "get-acquainted" sessions. These introductory meetings are designed to prepare the pupil to visualize what is ahead and help him bridge the gap from the junior high school to the senior high school. Speaking of pre-admission aid, Hamrin and Erickson reveal that:

Whether or not a pupil has had the benefit of an adequate guidance program in the elementary school, it is the responsibility of the secondary school to contact him before he is admitted and to assist in his satisfactory transfer to the secondary school. Similarly, if the pupil is com-

1.

Hamrin, Erickson, and O'Brien, op. cit., pp. 14, 15.

pleting the work in a junior high school, it is the duty of the senior high school to aid in this shift to the next unit. 1

Following the series of general meetings, which have been designed to cause the pupil to think seriously about high school, the next step is the administration of reading and intelligence tests. This function is to be conducted by the counselor from the high school with the aid and cooperation of the eighth grade teacher. These tests are for the purpose of analyzing the pupil and lending aid to future counseling functions. That this function is already being practiced, is revealed by Ruth O. Walker, of Michigan State Normal, as she explains a plan used in the Zion-Benton High School:

Each student is given an intelligence test and a reading test in his eighth grade room. Each eighth grade teacher is asked to make out a fairly detailed report of the personality, attitudes, interests, and scholastic attainments of the incoming students. 2

Freshmen day in the spring. Following the administration of the tests, a day must be set aside for all prospective freshmen to visit the high school. Each visiting pupil can be cared for by one of the high school pupils. Through this guidance service the incoming pupil may learn about the library and its use, the

1.

Hamrin and Erickson, op. cit., p. 111.

2.

Walker, Ruth O., "The Guidance Program in the Small School", Guidance Notes, National Guidance Association, Volume 1, Number 2, (May 1941) p. 7.

cafeteria and other points of interest about the building, as well as becoming informed on the extra-curricular activities of the school. By having an older pupil inform him about the school activities, the freshman begins to feel that he is a part of the high school associations even before he enters. The prospective pupil may be invited as a guest at luncheon, and later meet his future teachers, who may discuss plans for academic course and extra-curricular activities for the next year. Referring again to the Zion-Benton High School, their "freshman day" plan is revealed as follows:

A schedule of freshmen classes, each running thirty minutes, is arranged. The students attend the classes in which he expects to enroll the following semester. The student may either bring their lunches or buy it at the school cafeteria. In the afternoon there is a program, during which, representatives from the various organizations present information of the various extra-curricular activities of the school. The freshmen are given school hand books at this meeting. The physical education department offers an hour of directed group activity. Each student is served ice cream at the end of the day. We hope that this program gives the students information regarding the building, the teachers, the classes, and other incoming students. 1

Cooperation with parents. Sometime in the spring, before school is out, it is suggested that a meeting of the pupils of the eighth grade be called, over which the high school counselor shall preside. The parents of all the pupils are to be given a

1. Ibid., p. 7.

special invitation, and are urged to be present at this meeting. The purpose is to acquaint the parent, as well as the child, with the general school objectives. With parent understanding, and parent cooperation, many problems of maladjustment will no doubt, be alleviated. In this meeting, which will be conducted informally, children and parents will be encouraged to ask questions pertaining to the future high school activity. Following these informal meetings, it is proposed that more intimate meetings be arranged where the counselors may meet at the homes of the children. Erickson and Hamrin suggest that:

It is desirable for the counselor to have an evening meeting with the parents to deal with those problems of concern to them. This meeting can be of unusual service to both parents and students. Materials to be read by the parents can be distributed, the need for parent co-operation can be stressed, and the parents can be invited to join the parental organization of the high school. 1

Environmental Adjustment In The Secondary School

After the pupil has made his transition from the eighth grade to the high school, the function of the guidance program now becomes one of adjustment. The pupil has been advised in regard to various activities, opportunities, and responsibilities attendant to high school life, and if adjustment is not exercised

1. Erickson and Hamrin, op. cit., p. 55.

from this point on, all previous efforts of pupil orientation may prove fruitless.

After the student has taken this step ahead to high school, he must be aided in becoming successfully oriented to his new environment. The high school must help him make necessary adjustments to the high school situation, which is a new one to the entering student. This aid can be given to him through the various aspects of an orientation program. ¹

The freshmen guidance group. On the basis of the plan proposed above, the freshmen class will be divided between two teacher counselors. In these groups the incoming freshmen will receive training in the use of the library, will be given instruction in the right use of the corridors, and will be generally informed about extra-curricular activities. In these groups, it will be assumed many maladjustment problems will arise. It shall be the function of each counselor, both in the weekly group meetings and in the individual conferences to iron out these pupil problems. It shall be the objective of these freshmen counselors to make the pupil feel at home and an integral part of the new environment in which he finds himself.

Possibly one of the greatest handicaps to pupil adjustment is the lack of proper study habits. Improper study habits may be the result of poor environmental conditions, and improper

1.

Hamrin, Erickson and O'Brien, op. cit., p. 18.

methods or no method at all. Thus the guidance teacher may greatly aid the incoming freshmen by pointing out the following suggestions: (1) Place of study should be pleasant, well lighted and well ventilated, and materials conveniently arranged, (2) The method should point toward accurately getting all assignments, read rapidly the first time over the assignment for overview perspective, then re-read carefully to digest contents, develop an interest in what you are studying, note books up to date, think thoroughly on assignment, review for specific purpose, strive to excell not only classmates but your own record, be confident in your own ability, (3) Yourself, good food is essential to health, plenty of sleep in well ventilated room is essential for doing all things well, do not overlook needs of recreation and lastly the development of a proper mental attitude.

It is proposed that the freshmen counselors spend quite a large portion of their time allotment, especially the first semester, in the dissemination of information on how to study. By adopting this method it is assumed that the foundation will be laid for the solution of many maladjusted conditions which might arise in the other phases of the pupil's high school activities.

The importance of proper study habits is borne out in the statement that follows:

Many of the problems confronting teachers and advisors are concerned with the students' educational requirements. In almost every case, where such a problem exists, the student is handicapped by his lack of good study habit tools. Because most students need help in learning how to study effectively, one of the guidance responsibilities of the school is to aid pupils in this endeavor. 1

Required orientation course for all freshmen. In the academic schedule which is to be closely integrated with the guidance program, there shall be a required course for freshmen, which will deal primarily with problems of pupil orientation, as well as an introductory phase of the study of occupations and other guidance practices. The course may be called Introductory Social Studies or some other relative title and is to be offered throughout the freshmen year. In this course such problems as economic and social life, the relationship of community and home, and the acquaintance with "self" and fellow beings, will be dealt with, besides other phases of human relationship which are pertinent to the development of the "whole child". In this course which is a part of the regular academic schedule, it is expected that the various functions of guidance will be more thoroughly covered than in the regular guidance group which meets once a week. ² In the Zion-Benton High School, a freshmen orient-

1.

Hamrin and Erickson, op.cit., p. 254.

2.

Note: This is a regular academic course and will be a part of the curricula schedule and will require no more preparation than any other course such as algebra or English.

ation course similar to the one suggested above, is a part of the integrated guidance plan. The course and contents are as follows:

All freshmen are required to take an orientation course, Social Science I. This course meets one hour every day, for the entirety of the freshmen year. The course contains five units: The Student and the School; The Student as an Individual; The Student and His Home; The Student and His Community; and The Student and His Future. The titles of the units are self-explanatory. The fourth unit emphasizes the economic approach rather than the political. 1

The use of the cumulative record in orientation. The plan of guidance set up in this study, presupposes the wide use of the cumulative record in conducting the orientation practices in the secondary school. These records are to be available to all teacher-counselors at all times, and it shall be expected that these records be used readily. These records will contain, as suggested above, a complete biographical background of all activities, and all environmental associations of the pupil from the primary grade to the high school level. The following quotation bears out the importance of a complete record of the pupil's life, in the function of guidance:

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, which detailed records of the individual's past growth and a history of the

1.

Walker, op. cit., p. 7.

changes which have been taking 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. Physical and mental health, social relationship, emotional adjustment, family associations--all of these and more must be studied if one is to have a complete picture of the "whole person". Thus for an understanding of an individual and his problems, both a record of his past and a complete picture of the varied aspects of his present life are necessary. 1

It is hoped that in these records, the counselor may receive a complete picture of the different phases of the pupil's life history, and thereby make an analysis of each individual, on the basis of which future guidance practices may be determined.

McKown says regarding the background of pupil analysis:

In order to fit, properly, the school to the student, there must be an appraisal of his capacities and abilities when he enters. This appraisal will include a consideration of such factors as his family history and background, scholastic record, records in general and specialized intelligence tests, mental, physical, social, and emotional health, and general ideals and ambitions. The more such a study is made of individual students, the more widely will be proclaimed the school's policy of attempting to make the school fit the student instead of the opposite policy of attempting to make the student fit the school--as is usually done. Naturally the importance of a most intelligent and continuous self-analysis cannot be over-emphasized. 2

Orientation A Continuous Function Of Guidance

To assume that the functions of orientation cease when the

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

2. McKown, Harry C., Home Room Guidance, (New York: McGraw-Hill Book Company, Inc., 1934) pp. 207-208.

freshmen are snugly adjusted to their new environment would be a serious mistake. The function of orientation must be a continuous activity, throughout, and even beyond the high school course. In assuming this stand the following statement may add some light:

A complete orientation program, moreover, does more than orient new students to the high school; it is a continuing process throughout the school life of a pupil. It also seeks to aid the seniors in bridging the gap from high school to college, to life, and to employment. 1

Orientation of upper classmen. The high school sophomore is but little removed from the traits he possessed as a freshmen. However, if the freshmen orientation program functioned properly, it is quite likely the sophomore will begin to realize his position as an individual among other individuals. He will have come to know the school of which he is a part, he will have some concept of his own abilities and aptitudes, and he should begin to visualize something of the nature of his future in life. His social and emotional life will have undergone a change, with the foundation having been laid for future development along these lines.

As the pupil moves into his sophomore year, the teachers assigned to counsel the sophomore class take over. The plan of

1. Hamrin, Erickson, and O'Brien, op. cit., p. 22.

procedure here will be much the same as in the freshmen year, except that new material will now be introduced in the weekly guidance group meetings. The material in the sophomore year will introduce and discuss such questions as; ethics, moral obligations, group participation, good manners at all occasions, and placing somewhat more emphasis on occupations than in the freshmen year.

The junior group in this continued process is to receive training in personality adjustment, how to dress well, and in general, how to act in all situations. Here also, a still greater emphasis will be placed on occupational information, and the individuals of the class will now begin to think about future educational planning. Personality, and pupil self analysis tests, may prove of value to the guidance teacher in charge of this group.

Planning for college or work. The senior class adviser or counselor is faced with the problem of advising prospective college students in the choice of a college. He also must not overlook the student who does not plan for a college career, but, who expects to go to work after his high school graduation. In dealing with either problem, the counselor has important functions to perform, as the success or failure of either college student or non-college student may depend, to a large extent upon high school guidance.

It is assumed, of course, that pupils anticipating college, would have from the beginning of their high school course, received advice in their choice of subjects to conform with college entrance requirements, yet the pupil may not until his senior year, decide upon a definite college he wishes to attend. In this guidance program plan it is to be understood that the senior class counselor, is to be well informed in the general set-up of the leading colleges, especially those that are near by, in order to be of as much aid as possible to the prospective college student who comes to him seeking advice.

It is equally important that the senior counselor be well informed on the employment conditions, both in the local community and in distant centers, in order that the students not planning college, may have an equal advantage in becoming adjusted successfully in some future employment.

McKown says:

Making the student successful and happy in his own school is the first big task of any program of guidance, but an equally important second big step is having him plan for the next stage of his career. While this is important and should be emphasized all along the way, yet it is particularly important just before he leaves school. 1

In the schedule of senior courses, the plan calls for a course to be offered in occupations. This course will be supple-

1.

McKown, op. cit., pp. 209-210.

mented in the senior guidance group, in which, a considerable amount of the time in the weekly meetings will be devoted to occupational advisement. The content of the course in occupations, and the information given in the senior guidance group, will be given in more detail in the chapter on Vocational Guidance.

It is assumed that the occupational offerings in the senior curriculum, as well as in the guidance group composing the senior class, will prove valuable, both to the student who will seek immediate employment, and to the student who plans to prepare himself for an occupation through college study.

Summary

In summing up the process of orientation in the secondary school according to the plan proposed herein, the philosophy underlying the method of procedure, is that of shaping the school to conform with the vital needs of the pupil. It is proposed that the orientation plan be of such flexible nature that, if the situation arises, the school program may be altered to make adjustments in particular needs that might arise. Through the pre-admission activities and the acquisition of cumulative records, it is the objective of this plan to accumulate information about the pupil, by which complete analysis may be made,

and thereby shaping a background on the basis of which, proper orientation may be realized.

To exercise the realization of the above objective, the plan calls for every means of pupil adjustment possible with the limited faculty of the small rural high school. Every effort is to be made through the pre-admission counseling service, and the orientation through the guidance program, to make the life of the pupil worthwhile, happy, and contented in his surroundings, regardless of where he may find himself.

In the plan also, an effort is made to prepare the student for the future. The orientation service is to be a continuous process, it does not stop when the student is comfortably adjusted to the high school, but also seeks to prepare the student to make a good start, after high school, whether he attends college or goes to work.

Not only is the pupil advised in the proper adjustment of occupational and college careers, but, according to this plan of guidance, in his four years of high school, he receives advisement and training in, social conduct, etiquette, moral and ethical conduct, the right use of leisure time, proper health habits, and the proper attitude toward school, home, and community.

CHAPTER VI

VOCATIONAL GUIDANCE

The plan of vocational guidance proposed in this program is not designed to serve as a magic barometer by which future occupational plans are determined, by certain bumps on the head, color of the eyes or other characteristic markings. The theory here shall be that there is no "cut-and-dried" plan by which future occupations are determined. As in the case of previous phases of this study, an attempt will be made to design the vocational guidance plan to be readily adjustable to the local school situation and to the individual needs of the pupil. It shall not be, as some might think of vocational guidance, the policy to attempt to have pupils select an occupation early in their high school years and stick with this one occupation regardless of what happens, but the idea is to offer to the high school pupil as broad a view of occupations as possible. The pupil is to look over the field of occupations and by the process of elimination will center his attention upon a few which interest him most, dismissing all but two or three by the time he reaches the senior year. To support this theory, reference is made to the following statement by Kitson:

Many persons are looking for some magic sign or portent which would indicate the vocation they should

enter. Some visit phrenologists who claim that by reading the bumps on the head they can tell what vocation one should enter. Some seek "character analysts" who base their diagnosis on the contour of the face and the color of the eyes and hair.....Anyone who looks to such mechanical devices for signs as to the vocation he should enter is bound to be disappointed.....An individual is not "cut out" for any particular vocation, practically every person could succeed and be happy in several kinds of work.... instead of waiting for a lucky chance, one must use reason, based on a thorough assembling of facts about vocations and facts about one's self. 1

The Vocational Problem

The functioning of vocational guidance in the public school is of quite recent origin. Vocational service did not, however, originate in the school system, but in a civic service house as indicated in the following quotation:

The combination of words "vocational guidance" first appeared in print, according to the best evidence available, in a brief report dated May 1, 1908, by Frank Parsons, director of the Vocational Bureau of Boston, Mass. The bureau was organized in January, 1908, as an endowed enterprise connected with the Civic Service of North Boston. 2

That the general scope of the meaning of guidance has undergone a radical change during the years of its existence in the school program, is evidenced by the various phases reported on in the above surveys. The indications are that, as guidance

1.

Kitson, Harry Dexter, Selecting a Career, The Institute of Research, Chicago, Illinois, Careers Monograph 1, (1936) p. 1.

2.

Myers, op. cit., p. 1.

programs expanded and developed through the years, they began to assume many guidance responsibilities, besides the purely vocational phase. However, the vocational factor in the guidance program, although now taking its place with many other factors, is not to be minimized. But rather the guidance programs of today indicate a close inter-relationship between vocational and other forms of guidance for life development. The trend today seems to be, that to be successful vocationally, one must also be well-guided in his avocational aspects of life, including emotional, moral, ethical, health, recreational, social, and home and community relationships, as well as personality development.

Hamrin and Erickson say:

Like many other movements, guidance has passed through various stages of emphasis in its development. In the earliest stage it was looked upon as a cure for much of the maladjustment evident in the school life of the pupil and in his later vocational life.....The highest stage, and one which is being accepted increasingly, is that the goal of guidance should not only be to cure and to prevent maladjustment but also to make it more nearly possible for every pupil to achieve the most complete, satisfying life possible, both in school and in post-school days. 1

The changing emphasis in guidance practices is revealed as follows:

The entire school program today is complex; personnel work attempts to simplify it for the individ-

1.

Hamrin and Erickson, op. cit., p. 2.

ual pupil. It acts as the unifying agency for the individual in his school work. Guidance or personnel work represents an organized effort on the part of the school, equipped with both a knowledge of the pupil and information as to the opportunities of an educational, a social and vocational character, to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future. 1

Thus in suggesting the present plan of vocational guidance, an attempt will be made to treat this phase as an integral part of the entire guidance program.

What is vocational guidance. To avoid confusion in the usage of the term "vocational guidance", it might be well to clarify the position which will be taken in this study on this phase of guidance. This position is explained in the following:

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter up and progress in it. It is concerned primarily with helping the individuals make decisions and choices involved in planning a future and building a career...decisions and choices necessarily made in affecting satisfactory vocational adjustment. 2

It is worth noting that this is not the definition of a single writer on the subject....It is a concept that has been accepted by a national organization in the field concerned after careful study and discussion by committees covering a period of more than fifteen years. 3

1.

Ibid., p. 2.

2.

"The Principles and Practices of Educational and Vocational Guidance", Report of the Committee of the National Vocational Guidance Association, Occupations: The Vocational Guidance Magazine, XV (May, 1937) 772-778, as quoted in Myers, op. cit., p. 3.

3.

Ibid., p. 4.

Upon studying the above definition, it becomes quite apparent that vocational guidance is a process whereby the pupil is aided in choosing an occupation, and at the same time developing within the pupil an attitude of self-reliance. The vocational plan is to train the pupil to think for himself, to be able to make his own decisions wisely, and to become an individual who can stand on his own feet.

Myers remarks:

It is not a single act or a brief series of acts involved in telling one what vocations he should follow, as some seem to think. It includes the acquainting the individual with a wide range of information concerning himself and concerning occupations....It includes helping the individual to work out for himself an adaptable vocational plan and to proceed in accordance with that plan. It includes aiding the individual to acquire a method of procedure in dealing with his vocational problem that will enable him to make a change in his vocational plan at any time in his life when changes become necessary or desirable. 1

Vocational guidance and vocational education. Before proceeding further in this study it might be well to make a distinction between the terms vocational guidance and vocational education. These two functions are closely related, yet they do have two distinct purposes. In vocational guidance, the assumption is that the individual shall receive aid in the choice of an occupational course to be followed in future life. Voca-

1. Ib
Ibid., p. 6.

tional education differs, in that it is the function where the pupil receives the formal training in the occupation he chooses. Myers explains that vocational education, "means preparation for a vocation after it has been chosen in some wisely or unwisely.... vocational guidance....involves, among other things, assistance in choosing both the vocation and plan of preparation for it before the preparation begins."¹

The present plan in working out the vocational functions of guidance, will be based on the theory, as revealed in the above quotation, that both vocational guidance and vocational education are necessary to insure a successful transit from school to life's employment.

The need for vocational guidance. In the light of the complexity of all avenues of life today, the need for vocational guidance is evident. This is not only apparent in the urban areas today, but has reached out into the rural areas as well. As indicated in the introductory chapter of this study, the rural area is no longer a community unto itself, isolated from the world, but is a very integral part of industrial, economic and social life today. Whether the pupil intends to prepare for life in the rural or urban community, the need for vocational guidance in either case is apparent. McKown justifies vocational guidance

1. Ibid., p. 8.

as follows:

The reasons for the demand for vocational counseling are evident when one considers the rapid changes that have come in the last few years, in family life, labor and industry, population, standards of living, etc....Formally, labor was more or less static and general; now it is not only highly specialized but continually changing as old occupations disappear and new ones appear. Rural communities have become urban; and standards of living have increased in types, numbers, and complexity of elements. These and similar data show very conclusively the paralleling demand for careful choice from among the many opportunities available.

Another important reason for this demand for vocational counseling is the appalling number of dropouts from our schools. Relatively few of our boys and girls who enter the first grade will graduate from the high school; as a matter of fact, only about one-half of the number who enter the high school will graduate. 1

Not only is the need of vocational guidance apparent in the various activities of human existence, but the extent of this need has grown in great proportions. Today instead of working along with their parents or other older person, youth finds themselves in school. Consequently, if the millions who are in school do not receive aid in the choice of an occupation, they find themselves woefully lacking in vocational knowledge when they drop out or graduate from high school in their later teens.

According to the United States Census, nearly 2½ million youths annually reach a given age, say eight-

1.

McKown, *op. cit.*, p. 247.

een years, in the United States. It follows that approximately this number each year, at ages mostly between sixteen and twenty-five and with different amounts of schooling, discontinue their full-time attendance at educational institutions and enter or seek to enter some kind of occupation.Here, then, is a new army each year of more than 2 million youth, each of whom faces the necessity of finding his way into one of the thousands of occupations which surround him. 1

Method And Materials

To aid the pupils in the small rural high school, in the choice of occupations, is to be one of the major functions of the guidance program suggested in this study. On the basis of the above statements by authoritative sources, the justification for this stand needs no further explanation.

As to the method of procedure in promoting the vocational guidance function, the plan heretofore suggested will be followed. Here, as in the function of "pupil orientation", the plan suggests the enlistment of the entire high school faculty. It is proposed that the responsibilities of vocational guidance be divided among the following agencies, set up within the faculty personnel: (1) the guidance group, as described above, (2) the vocational guidance counselor, also referred to above, and (3) the regular curricular classes.

1.
Myers, op. cit., p. 61.

As pointed out in the chapter on orientation, it is not the plan of this program to place a great emphasis on occupational guidance in the lower high school classes. But rather, the idea is to start out slowly in this field, offering some information on occupations, but not so much that the pupil might become confused. In his early high school days the pupil already has many problems of environmental adjustment to solve. In the years following, as the pupil becomes oriented to high school environment, the plan suggests increasing occupational information, and as the senior year is reached, the major function of the guidance program will be occupational guidance.

However, it is not the intention that the plan stay rigidly to this program, regardless of conditions. Allowance is to be made for individual differences. Many pupils mature earlier than others, some decide on an occupation in the grades and stick with this choice throughout life, some decide in the junior high school, or early in senior high school. It would seem, then, an injustice to the pupils of these various individual differences, to have to be led through a rigidly prescribed program during their high school attendance. In dealing with the individual differences which are sure to exist, the particular task of the vocational counselor is to discover these latent possibilities and give them special attention in his conferences with the pupils.

As suggested, the time of choice may vary, and no set rule may be laid down to designate a certain age at which time an occupation must be chosen. It is assumed that this matter must depend largely upon the status of the pupil himself, his rate of maturity development, environmental background, parental attitude, physical and mental health, and emotional characteristics.

Jones, in speaking about the time of choice, says as follows:

The problem of when the choice of occupation should be made is a perplexing one. Some maintain that all children should decide before they enter high school; others think the decision should be made before they enter college; and most people agree that it should come before they finish college. A moment's consideration will clearly show that no absolute rule can be made....At least two-thirds never complete high school, and probably not more than 10 out of 100 of those who complete high school ever finish college. The time of choice then, in the sense of choice of a specific occupation, must vary....The best advice to give is not to rush the choice; go slow, consider carefully, watch and wait. As a matter of fact, in most cases the choice is made in a progressive way by progressive elimination. 1

In proceeding with the task of promoting vocational guidance, the agencies allocated to share this responsibility are to take into consideration individual differences and the possible variance in the time of occupational choice.

The guidance group. This agency has already been described in Chapter III of this study. The purpose here, then, is to

1.

Jones, op. cit., pp. 344, 345.

show how this group will fit into the vocational guidance scheme of the guidance program.

Before proceeding further, it might be well to note that the teacher-director of the guidance group has many guidance functions to perform other than vocational guidance. Thus, it is not expected that the teacher-director perform miracles, but it is hoped that this agency, cooperating with the vocational guidance counselor and the regular curricular class, will make possible a successful aid to the pupils in their occupational choices....."it is well to keep in mind that the main purpose of the home room is not vocational guidance but complete guidance, of which vocational is but one of the elements".¹

As the proposed plan is designed, the occupational information to be offered in the freshmen groups shall be more or less of a general nature. It will include mainly the general preview of the vast number of occupations today. The idea here will be to acquaint the child with as many occupational pursuits as possible. The plan is designed, not so much to effect a choice of occupations outside the more mature exceptional cases, but to show the pupil what the world of occupations includes, and at the same time lay a foundation which may aid in future choices.

1.

McKown, op. cit., p. 251.

"It is desirable for students to secure an overview of all occupations before a definite vocational choice is made. It is also desirable that they relate themselves to these more general fields prior to a definite decision"¹.

As the pupil moves from the freshmen class to the sophomore class, he will receive a new and advanced emphasis in the field of occupations. With the background built up in the freshmen year, the pupil can now begin to analyze himself and the occupations he has studied. At this point in his high school career, the sophomore should begin to realize the importance of proper adjustments in any occupational pursuit that might be chosen. Through the analysis it is hoped that the pupil will be able, in some measure at least, to begin to foresee a likely choice of occupation.

Also in the sophomore year, it is suggested that occupations be considered in light of opportunities for success, chance for advancement, required amount and time of training necessary, opportunities to secure work in the occupation, worthiness of the occupation, and the likelihood of being contented and happy in the chosen field.

On the basis of the foundational training in the freshmen year, Erickson and Hamrin remark: "Out of all of this study they

1.

Erickson and Hamrin, op. cit., pp. 87-88.

are becoming more adequately prepared to make tentative vocational choices. They are preparing to choose training programs¹ for occupations".

As the pupil enters the junior year, it is suggested that the discussions in vocational guidance, center around such issues as; "worth-whileness" of possible occupational choice, both to self and to society, the possibilities of making a decent living, the question of service to the world or mainly for self gain. These and many other characteristics of occupational pursuits may now come to light as the pupil begins to think seriously about what he shall do after graduation.

It is assumed that when the junior year is reached, the pupil has had, in his two previous years of high school, an analysis of himself and of many occupations. Now he seeks to evaluate the possibilities of certain occupational pursuits, and he can begin to realize....."the importance of relationships existing² between the vocational and the other phases of life".

When the pupil reaches the junior year, it is quite likely that he will be able to ascertain the confusing problems attendant to gainful employment at the present time. The counselor can also point out the extent of vocational frustration at the

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1. Ibid., p. 89.
 2. Ibid., p. 85.

present time...."surveys....have shown that unemployment is more acute between the ages of sixteen and twenty-four than any other age level; that financial returns are tragically low; that there is a large gap between departure from school and employment.¹"

It is felt that the junior high school pupil should be well informed on the above problems in order to avoid disasters that might result from blinded ignorance.

The job of the senior guidance director in the vocational phase deals mainly with the following: a complete study of a few occupations, possibly two or three, the technique of job-getting, how to keep a job, a study of "employer" wants and desires, where to find employment, how to become associated with legitimate employment agencies, caution against get-rich-quick schemes, advice on future training in college, and means of special training for those not planning to attend college. It is also suggested that the pupil be impressed with the idea that there are other factors in life which produce happiness and contentment besides the purely "money" gain. In this respect, McKown avers:

In short, if he is to be a happy and contented workman, the worker must feel that all legitimate work is worthy and essential, and that he is making a contribution to civilization, instead of being merely a selfish wage earner. 2

It is not to be overlooked that each guidance counselor will

1.

Ibid., p. 85.

2.

McKown, op. cit., p. 249.

have complete access to the cumulative record, in order that studies may be completely made of each individual. Phases of the cumulative record particularly important here will be the results of aptitude tests, achievement tests, ability and intelligence tests. However, the complete cumulative record, which includes a biographical sketch of the pupil's life, is essential if full details are to be covered in the individual conferences with the pupil.

The vocational guidance counselor. In this program as drawn up in Chapter III, there is to be one individual on the staff whose special task will be individual vocational counseling. He will, as indicated above, meet with and counsel all pupils in the high school sometime during the year. He will be aided by the complete accessibility to the cumulative records, in the same capacity as the director of the guidance group. Information received by the pupils in the guidance groups and in the regular curricular courses will be supplemented through the individual conferences by the vocational guidance counselor.

Counseling implies a confidential relationship between two individuals. The vocational counselor assists the one counseled to marshal pertinent facts and to evaluate them in relation to the latter's vocational plans. These facts pertain to the assets and liabilities of the counseled and to the opportunities and requirements of occupations which interest him....The counseling service is the heart of the vocational guidance program. In a very real sense the occupational information, self-inventory, and personal

data service lead up to counseling, and the vocational preparatory, placement, and follow-up services stem from it. 1

Regular curricular courses. To supplement the vocational guidance effort in the above-mentioned agencies, the plan suggests the wide use of vocational material in the regular courses. First, as mentioned in the chapter on Orientation, there is the freshmen Social Science course, a part of which is to deal with occupations. A part of each English course in the high school could be used to an advantage in the dissemination of occupational information, especially in theme work and special reports. All the science courses may directly or indirectly, provide valuable information which might lead to vocational interests. Probably the subjects that have the greatest possibility in promoting occupational guidance are the social sciences courses, including such subjects as, civics, sociology, economics, geography, and other courses that might fall into this field in the various local school schedules. A course in occupations is to be offered as a regular part of the schedule in the upper grades of the high school curriculum.

Jones suggests a wide use of the curricular courses in promoting occupational guidance.

There are abundant opportunities in geography, in history, in physics, chemistry, and biology

1.
Myers, op. cit., p. 265.

for further desirable emphasis upon industry, agriculture, and other occupations. It is difficult to teach any of these subjects without definite reference to the occupational side, but when the instructor understands the guidance value of his subject he will find hitherto unexplored opportunities to enrich and vitalize the materials of his subject. General science can hardly be taught effectively without stressing certain phases of occupational life and occupational problems. Civics and economic courses often lay their foundation in occupational situations. 1

To keep the plan of this guidance program ever functioning in unity, it is evident that each agency must coordinate with the other. The instruction offered in the curricular class must correspond to the information being offered by the guidance group director and the vocational counselor. This is referred to in order that there be no duplication from one year to the next. It is the plan that each class will receive a definite phase of instructional guidance each year as it advances.

Materials. The materials or tools, which may be used by the guidance personnel in offering occupational aid, make up a long list. It is the plan to submit to the various agencies, conducting vocational guidance, as much material as possible that will in any way aid their guidance practices. Such materials will include: textbooks used in the various curricular courses, monographs dealing with a wide range of occupations,

1.

Jones, op. cit., p. 324.

current magazines dealing with occupations, pamphlets, moving pictures, slides, visits to as many industrial plants as possible, visits to public utility plants such as power plants and water works, visits to city council meetings, and if possible visits to some law making body in session, have outside speakers in from as many occupations as possible, use of the radio, charts of all kinds, display samples of different products, catalogs and circulars of various industrial firms and travel agencies, where possible provide part time work to determine fitness for particular occupations, and complete coordination with the personnel staff of all available industrial and commercial establishments, as well as local state and federal agencies, whose interest is aiding youth in getting employment.

McKown suggests a variety of materials as follows:

Many methods and a variety of materials have been and are now being used in instructing the pupils in matters pertaining to their choice of vocation. Regular courses in occupational information and vocational civics, visits, motion pictures, radio, readings, talks by outsiders, scrapbooks, try-out exploratory courses, biographies, clubs, investigations, and publications of many types are commonly utilized. 1

To some it may seem far-fetched to think of providing the materials suggested above for the small rural school. This might have been true years ago, but today, according to Myers:

1.

McKown, op. cit., p. 249.

In those rural areas that are served by consolidated schools, the same type of organization for vocational guidance and adjustment....for small cities and towns, seems to be practical and desirable. In fact, some consolidated schools have better facilities and more favorable general conditions for a guidance program than have many small school systems in incorporated towns. 1

Placement Service And Follow-Up

If the vocational guidance function ends as the pupil graduates or drops out of school, there is much likelihood that many of the objects of the guidance efforts in the high school will not be realized. To avoid this sudden letdown at the end of the pupil's high school career, whether he finishes or not, the guidance plan now calls for a placement service to help him get a good start in employment.

In regard to the usefulness of the placement service the following statement is referred to:

In support of including placement in the school program of vocational guidance, whether done directly by the school system or in cooperation with the local office of the state employment service, it is maintained that the whole program is left in mid-air, unfinished, if provisions for this service is not included; that getting off to a good start in the chosen occupation is quite as important as choosing it, and there is no more reason to expect the unaided youth to do the one to the best advantage than the other....Let the school system finish what it

1.

Myers, op. cit., p. 355.

has begun and help the youth get off to a good start in the occupation which it helped him to choose and for which it provided him with a certain amount of preparation. 1

The vocational guidance counselor as placement director.

In the present guidance program, designed as it is for the small rural school, the responsibility of placement service necessarily falls upon one of the teacher-counselors. It is quite likely the member of the staff best suited for this responsibility is the counselor who has assumed the task of vocational guidance as his special guidance duty. It is supposed that by virtue of his position, he has become familiar with the field of occupations, probably more than other members of the teaching staff. He has become acquainted with the desires and wants of employers, locally and distant, he knows something of the personnel departments of industrial firms, and knowing both the pupil, and the characteristic of possible positions, can aid in making desirable adjustments. Furthermore, if he is up on his job, he will be familiar with the state employment service, the National Youth Administration, and the Civilian Conservation Corps.

Duties of the placement director. The responsible duties of the placement director do not end in merely finding jobs for high school youth, but an interest in the progress of the pupil

1.

Ibid., pp. 293-294.

is to continue after he leaves school. Some of the duties of the placement director are revealed by Myers as follows:

It may well include conferences between the student who is leaving and his counselor, a report concerning student from counselor to placement worker, one or more interviews by the placement worker with the student during which registration is completed, a call on prospective employer by the student, reports from the student to the placement office, reports from the employer to the placement office, reports from placement office to the school counselor, additional placements if necessary, and additional conferences between the counselor and former student if desired by the latter. 1

The follow-up. In some respects this function is more important than the placement. Many firms do not have personnel departments, and their prime concern is getting all the work possible out of their employees. There are also some personnel staffs attached to industrial firms, who have no apparent concern about the individual, but are constantly driving to get all the work they can out of him. Jones remarks that: "Many are run almost entirely from the standpoint of getting the most out of the worker, without regard to his own individual interests or needs." ² The advantage here of the school follow-up is quite evident, because it is chiefly concerned about the individual, his needs and interests, and not merely the amount of work he can turn out in a day. Often, if there is no guiding agency to

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1. Ibid., pp. 301-302.
 2. Jones, op. cit., p. 358.

aid the newly-employed boy or girl, a complete failure may be expected. It is for these reasons that the follow-up plan is to be considered a part of the guidance program suggested in this study.

The value of the follow-up service may be summed as follows:

The placement and follow-up agency of the school attempts not only to find a suitable job for the boy, but to help him in getting adjusted to it and to assist him in securing advancement in it. It also tries to help the boy get the most training possible out of temporary or juvenile occupations and to provide for continuity of growth from job to job so that the progress from one job to another is continually toward better occupation. 1

On the surface, it appears that the vocational counselor will have more than his share of the guidance burden. It is granted that his work may be somewhat heavier than in the conventional academic school program, yet he rest assured that he will have contributed much more to the development of the "whole child", than was ever possible under the old conventional set-up, where the teaching of the three R's was the prime concern of teachers.

In this respect also, the size of the school for which this guidance program is designed is small, and the number of pupils

1.
Ibid., pp. 358-359.

leaving each year will be small, and the increased burden under these conditions would not be excessive.

Summary

In the light of the above discussion, vocational guidance appears to be that function through which the pupil is given an opportunity to make a study of a wide range of occupations. Having studied these occupations, he is then led into the activity of making an analysis of himself and the occupations, with the object in view of utilizing teacher-guidance to aid him in a future choice of employment. Having reached the stage where the choice might be advisable, the pupil then begins a concentrated study with the idea of becoming as familiar as possible with his chosen life work. At this stage also, plans will be under way for preparation in the field of employment chosen.

In thinking in terms of vocational, a distinction is drawn between vocational guidance and vocational education. The former refers to the guiding and advising of pupils primarily to aid them in making an occupational choice, the latter refers to the training in preparation for the actual work in the chosen field.

That the need for vocational guidance is apparent, is demonstrated by the thousands of occupations open for choice today, and the constant demand of employers for young workers who

are prepared for work, and who are more or less stabilized in their intentions of future employment.

In setting up the personnel and method through which vocational guidance will function in the present program, reference is again made, indicating that the plan is to be carried out in the small school with a small faculty. Thus, the vocational phase of the program is to operate through the guidance group, the vocational guidance counselor, and the various subjects offered in the academic curriculum. All three of these functionaries are to be correlated in such a way that method and materials will not over-lap, but will supplement each other to the best advantage for aiding the pupil in vocational choices and adjustments. The guidance teachers are expected to meet regularly to discuss various problems pertaining to the vocational guidance program, and in particular, to exchange views and deal with problems concerning individual pupils.

The material used in the promotion of a vocational guidance program may be procured from a wide variety of sources. This is particularly true if those in charge are wide-awake and are willing to put forth a little effort to tap this great wealth of material.

To stop the vocational guidance effort at the time the pupil leaves school, whether he graduates or not, would prove disastrous. If the pupil is not aided in getting a good start in his future

work, he may become maladjusted, get discouraged, and lose out entirely. Thus, all previous efforts in aiding him will have availed very little good, if any. It is the task of the placement director, then, to act as coordinator and adjuster between the pupil and outside placement agencies, and with personnel departments of large firms. He must be well aware of the capabilities, aptitudes, interests and personality of his pupils, as well as have a good understanding of the characteristics of various fields of employment on the outside.

Finally, it is the obligation of the vocational guidance phase of the program, to follow the progress of the pupils who have gone out into the world of employment, and to aid in correcting individual maladjustments. Although, in the follow-up phase of guidance, the director is interested in seeing the pupil do his work well, he is also interested in the pupil's personal welfare. He is interested in seeing his produce, advance and grow into a well-balanced, well-adjusted "whole-self", offering to society the maximum benefit of his talents and abilities.

CHAPTER VII

AVOCATIONAL GUIDANCE

The term "avocational" guidance as used in this study will imply guidance service in those phases of the individual's life which fall outside his occupational pursuits. An attempt will be made in the plan indicated in this chapter to extend the pursuits of the guidance program into the non-vocational realm of the individual's life. By so doing, the philosophy of "whole child" development will continue as the basic theory of this study. In the functioning of this program implying "whole child" development, an attempt will be made to offer the pupil guidance in every phase of his life. On the basis of this assumption, vocational guidance is not enough for one's complete development, nor is health, or social adjustment. To accomplish the task, there must be an emphasis placed upon the "many sided" life of the individual.

Each one of the aspects of the guidance program, as discussed in this study, has a definite function of its own to perform, yet each is to be dove-tailed and integrated into one whole unit of guidance activities, all functioning to aid the child in the wholesome growth of his "many sided" life. The importance of this implication is stressed by Hamrin and Erickson:

Today, secondary education means the opportun-

ity for the growth and development of all adolescents in social civic responsibility, in worthy use of leisure time, in health, and in vocational efficiency. 1

To effect this all-round development of the child, the discussion here will attempt to point out the importance of training in all aspects of his life, if he is to become efficient, happy and successful. In speaking of the modern demand for "all-roundness", McKown points out:

An individual lives in physical, social, ethical, moral, civic, emotional, and spiritual relationships as well as in mental, and without suitable training in all these he is as incomplete, useless, and ludicrous as an automobile with important parts missing. Moreover, a development in one direction does not guarantee a satisfactory development in the others. For instance, it is possible for the valedictorian of the senior class to have the honor of possessing the finest array of marks and still be offensive personally, dumb socially, vicious morally, weak spiritually, a grafter politically, a misfit vocationally, and a wreck physically. 2

Granting the authority of the above statement, it becomes quite clearly evident that there is need for "all-round" training if the demands of modern society are to be fulfilled. With this implication in mind, the following plan of promoting avocational guidance training for the small rural high school is suggested.

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1. Hamrin and Erickson, op. cit., p. 15.
 2. McKown, op. cit., p. 5.

Personnel, Method, And Materials

The guidance teacher. Following the foregoing suggested plan in this study, the teacher in the small rural high school is to assume the responsibilities of avocational guidance along with the other guidance activities. The plan here is to function very much the same as in the phases of guidance previously dealt with. Each teacher in assuming the leadership of the guidance group assigned to her, will promote as a part of the weekly guidance program, information and training in social, leisure time, health, and character development, as well as other phases leading to the "total" growth of the pupil.

As suggested in the chapter on organization, each teacher will be assigned as counselorship in some particular phase of guidance. This counselor will have the same responsibilities in her particular assignments as the vocational counselor has in connection with vocations. These special assignments will be allotted according to individual abilities and interests of the teachers.

It is suggested that there be no rigid system of grouping various avocational functions under definite headings, but that there be a provision to include various functions according to the type of personnel and the situation in the local set-up. For instance, under the heading social guidance, it might be acceptable to deal with racial equalities in one local set-up

and absolutely taboo in another. The flexibility of the plan allows for utilization of the local teaching staff for the greatest efficiency in the guidance program, and to the best advantage of the pupils.

Method. In the weekly guidance group meetings, a portion of the time allowed shall be used in training pupils in the following four aspects of avocational guidance; social, leisure, health, and character. Under each one of these general headings will be many functions of non-vocational guidance, pointing toward helping the pupil adjust himself in all situations.

A plan is to be worked out by the principal and the other guidance teachers to present the material of avocational practices through a coordinated system. Each high school class will receive a particular type of guidance training and material, according to the stage of development the class has reached. In short, the plan calls for a different type of approach in each of the four years of the high school course, thereby avoiding as much as possible the chance of duplicating materials and efforts from one year to the next. The program shall be set up on a progressive scale, and as the pupils move to the next class, he will be confronted with entirely new aspects of avocational guidance, as well as a re-emphasis upon those he has already contacted.

The training and information in the guidance groups are to be

supplemented in the regular curricular courses. It is suggested that the English, and Social Studies courses, as well as General Science, could be utilized in offering avocational instruction. There are many opportunities in conducting these classes, to promote foundational training in right conduct, good manners, courtesy, health, use of leisure, moral obligations and many others.

Each teacher who has a specific phase of guidance activity assigned to her, is to meet each pupil at least once during the school year to give counsel in the particular phase for which she is responsible. Thus, the three agencies, the guidance group, the special counselor, and the curricular class, are to work in strict coordination to promote the greatest success of the operation of this plan.

As in the case of the vocational guidance function of this program, it is suggested here, that a wide use of the cumulative record be encouraged. Assuming that a complete biographical background of the pupil is essential for the best results in vocational guidance, then, it seems reasonable to conclude that proper avocational guidance cannot be realized without complete cumulative knowledge of each individual pupil.

Since records are made to be used, occasions for their use should be noted; in conference with pupils the teachers will use the records in a co-operative way; in conference with parents the records will be used to help the parents understand the child better

in his school, social, recreational and other activities, and to know the development he is making. 1

Sources of information. Materials used as the background for avocational guidance may be derived from sources similar to those for vocational guidance. Of course, the type of information will be of a different nature, but, as in the case of vocational guidance, good use may be made of: "visits, motion pictures, radio, readings, talks by outsiders, scrapbooks, biographies, clubs, publications of all kinds."²

The curricular courses mentioned above, may be supplemented with books, pamphlets, and current magazines dealing with various aspects of avocational guidance. The use of special types of tests may also prove a valuable aid to the personnel directing the guidance program. These tests may include such items as follows: etiquette, good manners, what to do and when to do it, ethical, moral, religious, leisure time activities, and other avocational interests which might be important in evaluating the non-vocational aptitudes and attitudes of the pupil.

A graded series of books or booklets may be used as a basis of the instruction and counseling in the guidance group. It is suggested that this material be chosen, after careful consideration of the teacher-guidance staff. When the various

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1. Erickson and Hamrin, op. cit., pp. 24-25.
 2. McKown, loc. cit., p. 249.

types of material and sources of information are made available, it is assumed that every member of the staff will make use of it, and be constantly on the lookout for new material to be added from time to time. McKown suggests:

Materials illustrating both the presence and the absence of desirable ideals should be utilized. Stories, pictures, and other material from literature, history, biography, science, etc., may be capitalized, as well as similar material of more local and personal significance, such for instance, as that commonly classified as good sportsmanship. ...There are, of course, possibilities of suitable adaptations to varying age and grade levels of almost all topics. 1

Preview of avocational guidance functions. In order to avoid confusion and to insure a good clear understanding of the plan for this discussion the functions of avocational guidance have been divided into four main heads, namely: Social Guidance, Leisure Time and Recreational Guidance, Health Guidance, and Character Guidance. Under each of these main headings are several sub-divisions which attempt to deal with a wide variety of avolcational phases of the pupil's life.

Social Guidance

The term "social guidance" might well include nearly all phases of human activity, yet there are a few phases that may

1.
McKown, op. cit., p. 269.

fall more closely under the heading "social" than others.

Social behavior that leads to a happy, successful, and contented life is the goal sought in the thinking and planning of this guidance program. To bring this about (and perfection is not expected) individuals in society must learn the art of cooperative association with their fellow beings. Myers, on social guidance says:

Acceptable social behavior likewise results from knowledge, attitudes, and habits that find expression in all one's relationships with his fellows. In matters of social and moral conduct, as well as in the matter of civic conduct, there is an established common goal for the community and a well-marked route leading to it. 1

Home, school, and community. The first social contacts of child take place in the home, the community, and the school. The result of faulty social training in any one of these agencies is obvious. It is, then, the interest in this discussion to suggest a plan, whereby a complete understanding might exist between the home, the school, and the community in the common task of aiding the child to right social living. The felt need for placing increased emphasis upon the cooperation of the home, school, and community, is becoming greater, due to the vast change in all human activities. The various institutions have changed so rapidly, that they have in a large measure lost all

1.
Myers, op. cit., p. 30.

track of what the other is attempting to teach. In many cases the home does not understand the functions and problems of the school, and school is totally ignorant of the home environment and conditions there. "In too many communities, the various agencies affecting youth have failed to recognize the mutual nature of their responsibilities."¹

Through the guidance program, using the method and materials suggested above, it is proposed that the personnel in charge, emphasize proper relationship in the home, in the school, and in the community. It is also proposed that an attempt be made to promote a mutual understanding between these various agencies.

Hamrin and Erickson view the situation as follows:

The school has often operated in rather complete isolation from the home. In other communities, parents have failed to cooperate with the school.... It is becoming increasingly clear that we should think of the school as a community enterprise.... Parents have a background of experience in family life and a knowledge of their own children that are indispensable to the school staff. This vast supply of parental insight, experience, and energy can contribute much to the total educative process of the school. Guided by the school staff, parental educative resources can be of tremendous stimulation and help to the school. Left unguided and uncontrolled, this storehouse of educative energy can hamper the school in its work and negate many of its activities. 2

In the above discussion of vocational guidance, it was assum-

1.

Hamrin and Erickson, op. cit., p. 214.

2.

Ibid., p. 214.

ed that real success in occupational pursuits comes only when they stand out in relief against a background of avocational development. If this is true, the importance of a well-guided social life becomes an obvious reality. Myers has this to say:

Individuals need assistance in finding their way into suitable community service activities just as truly as finding their way into suitable vocational or recreational activities....Each individual needs aid in choosing among these many types according to his personal characteristics if he is to participate wisely in community service activities. He needs, also, to acquire a sound method of procedure in meeting new opportunities and demands for such service that may arise as he grows older. 1

Citizenship. It is quite apparent that, if the pupil is to be well developed, he must be conscious of his obligation as a citizen. This would include guidance in the proper attitude toward public property, an appreciation of public expenditure for schools, and other educational enterprises, the obligation of voting, and assuming proper responsibility in the civic welfare of the community, state, and nation. That this is an obligation which should be shared by everyone is borne out in the following statement:

The obligation rests equally upon all to observe the laws, to show respect for constitutional authority, to live peaceably with his neighbors, to vote honestly and intelligently, to bear arms if necessary in defense of his country, and to perform other common duties expected of every good citizen. Fundamentally what is good civic conduct for one member

1.
Myers, op. cit., p. 29.

of the community is good civic conduct for all.... The problem which confronts the schools in relation to this kind of civic conduct is that of bringing about the same result, as nearly as possible, in all pupils, differing as they do in intelligence, personality, home environment, and previous education in civic matters. 1

That the directing personnel of this guidance program, must be ever conscious of their obligation in promoting good citizenship guidance, is apparent, if the community, state, and nation, are to have a cooperative successful future.

Good manners, courtesy, etiquette. To be well mannered and poised is probably one of the greatest assets in developing a pleasing personality that attracts the good will and admiration of others. Contrary to the idea of the more coarse type of person, it is not concerned, in the better circles, "sissy" to be well mannered. Thus, in effecting the guidance function that deals with good manners, courtesy, and etiquette, the counselors are expected to emphasize the value of these activities in all of life's situations. It may be shown that financially it pays to be courteous, it will prove to one's advantage socially, and, in the general development of the "whole self", good manners and proper etiquette will prove valuable in all situations.

It is not proposed here, that the pupil be preached to,

1.
Ibid., p. 27.

with a lot of negative "do's" and "don't's", as the result of this type of teaching is obvious. But, rather, the three agencies conducting the guidance functions are to approach these problems through the pupil himself. That is, allowing the pupil to suggest situations on his individual initiative, and create the general discussion from within the group rather than imposing rigid rules from outside sources. Of course, outside material will be available for reference and guidance, but the impetus is expected to come from within the group.

Probably the burden of this guidance activity will be borne, more by the teacher directing the guidance group, than the other two agencies, yet there is a place for all the agencies to fit into this phase of guidance. However, the guidance group, being more or less informal, may handle the problems of manners and etiquette spontaneously as they arise through the group initiative, while in the classroom the presentation of the material is more or less formal. However, the information received in the classroom may prove a valuable supplementary aid to the guidance group, and the special counselor for this phase of individual guidance counseling.

In presenting the material for the guidance of conduct, the following items may be discussed; the desirability of courtesy in the corridors, the classroom, the athletic field, the school social, when driving a car, in hotels, restaurants, and good

manners in the home. The value of good etiquette, such as proper wearing apparel, the art of introducing people, when and who to rise for, how to eat properly, how to conduct one's self with the opposite sex, at a dance, on the street, in the theater, in the home, church, and school, may prove of great importance in all activities of one's "many sided" life. Concerning manners and courtesy, McKown says:

Another important phase of human life, one with which the average individual will be concerned as long as he lives, and one in which the school has been interested only very narrowly and indicently, at least until recently, is that relating to proper social ideals and habits...manners and courtesy. 1

Leisure Time and Recreation

Leisure time shall be referred to here as that time during which the individual is not occupied in the vocational pursuit of making a living, and the time necessary for eating and sleeping. According to Jones:

It is usually interpreted as time not spent on activities of making a living....one's occupation.. ..nor on the activities concerned with keeping alive or maintaining one's physical efficiency....eating, sleeping, and ordinary care of the body. 2

The matter of the right use of leisure time presents one of the most difficult problems that the guidance plan has to deal with. It is difficult because leisure time has been increased in

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1. McKown, op. cit., p. 367.
 2. Jones, op. cit., p. 378.

all walks of life, due to mechanization of labor which has shortened the hours of employment.

During the past two or three decades, owing largely to modern industrial inventions and improvements and also to an insistent sociological demand, the working hours in all types of vocational endeavor have been decreased considerably....With this additional leisure time there came a paralleling demand for ways of spending it, and, because of the school's function in the education of the worker, the problem was quite naturally passed along to it. 1

In setting up a program of recreation with the idea of consuming one's leisure time, several important aspects stand out. The recreational activity must be in line with the pupil's likes and interests, and preferably should not only be of recreational nature, but should have uplifting and inspirational functions as well. It is important, also, that a proper emotional attitude be created toward the activity indulged in. In this guidance plan, the idea of consuming time is not that of simply being entertained, but to emerge having the feeling that the experience has been uplifting and restful. McKown feels that:

....the starting point of any set of programs on guidance in recreational pursuits should be the pupil's own interests and activities, his likes, his hobbies. This is a proper starting point for two reasons: first, because he has experienced them and knows and feels them, and, second, he has a proper emotional attitude toward them. This emotional attitude is extremely important in education...any kind, any time, and anywhere. 2

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1. McKown, op. cit., p. 404.
 2. Ibid., p. 408.

In the plan of guidance, the teacher counselor will present materials pointing toward activity in many forms of recreation. These recreational activities are to be indulged in by the various pupils according to their many interests, desires, physical health, and emotional attitudes. Many interests are more desirable than a few, for as McKown says: "Variety itself adds¹ interest, and interest is basic in recreation."

Various recreational activities. It would be impossible to list here all the different recreational activities that might be found even in one community. In dealing with this important phase of the pupil's life, the guidance teacher must take into account the many individual differences of various pupils in her group. In presenting the wide field of possible recreational activities, it is quite evident that no two pupils will have the same interests and emotional attitudes, consequently a wide variety of recreational choices is likely. Myers lists a number of recreational activities as follows:

Among these are a great variety of physical activities---golfing, tennis, baseball, football, hockey, hiking, hunting, fishing, skating, swimming, etc; activities of a social type---parties, dances, bridge; many others of an entertainment type---theaters, movies, concerts, operas, radio programs; still others in great variety of the hobby or avocational type---collecting, constructing, growing, picturing, exploring, and the like. Reading, also, is often con-

1.

Ibid., p. 409.

sidered a recreation though as engaged in by many individuals it serves educational or vocational purposes to a greater extent. 1

As in all phases of guidance so far discussed in this study, the motivating agency is the guidance group. Here, leisure time activities may be dealt with informally, encouraging spontaneous responses from individuals on their various recreational interests. Much material may be procured for reference, supplementing individual initiative with a wide range of recreational activities, and information on the best use of leisure time.

Cultural development is not to be overlooked in the performance of the guidance program. Cultural development may take place in such phases as: art appreciation, appreciation of good plays, concerts, operas, and musical recitals, the understanding and appreciation of good literature, and the ability to see beauty in nature. These and many other finer things of life may be vitalized by the guidance teacher if she is aware of the opportunities in her grasp.

The special counselor in this phase of guidance has a rare opportunity, to discover hidden interests and bring them out into the open, and thereby enrich the pupil's life through their development.

In searching the cumulative records for pupil background the

1.

Myers, op. cit., p. 25.

teacher may use to an advantage information about any hobby of the pupil, or if not available here, she is to make an effort to find out what his particular hobby is. Once the hobby or interest is discovered, it is suggested that the pupil be encouraged to develop along this line as well as others. Hobbies such as stamp collecting, insect collecting, model airplane building, boat making, and others, obviously have an immensely greater value in consuming leisure time than on the street or in the pool room. The hobby alone, however, is not sufficient for pupil growth unless the teacher recognizes its possibilities, and correlates this activity with the educational activity of the pupil. In support of hobby emphasis in pupil guidance, McKown remarks: "The most natural starting point, therefore, for any program of recreational guidance is with "hobbies"--present¹ interests and activities."

Health Guidance

Any guidance program that has the development of the "whole child" as a primary factor, would be incomplete without the inclusion of health guidance. Thus, the importance of healthy bodies, both physically and mentally, is so obvious, that an

1.

McKown, op. cit., pp. 408-409.

explanation of the inclusion of health guidance in the present plan is not necessary.

The place and the importance of health are so well known, understood, and appreciated that no justification of health guidance, as one of the school's main concerns, is necessary. Departments of physical education, physical activities of all kinds, the position of school physician and school nurse, programs of work for physically handicapped, courses in physiology and hygiene, and campaigns and drives in health and safety activities are a few of the proofs of the modern community's interest in it. 1

Health in the guidance program. As in the other functions of guidance, the plan of health information will be conducted by the three agencies previously mentioned. Health education naturally comes under the heading of such courses as physiology, hygiene, biology, and general science, and may be worked into certain phases of social science and English courses. The guidance group may well handle health education; probably better than the curricular courses. The schedule here will not be so rigid and may easily work into different health problems than in the regular courses.

One main advantage of the utilization of the home room in health education is the important consideration of timeliness; the activities of Health Week, Safety Week, First Aid Week, and Fire Prevention Week, for instance, can be more easily scheduled in the home room than in the regular organized courses of the curriculum. 2

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1. Ibid., op. cit., p. 348.
 2. Ibid., p. 348.

The special counselor for the health function of guidance, will quite naturally be the physical education director, who is most commonly known as coach in the small school. Although his task in many small schools is merely one of coaching athletic teams, as his extra-curricular function, in the present program he is to have an important part in health education. The physical education classes of the curriculum are not to be conducted simply to fulfill a state requirement of so many minutes each week, but to discover health needs of each individual and to set up a health program on the theory that prevention is the best cure.

The program also assumes a close collaboration with the health agencies of the community. It is suggested that every pupil have a complete record of his condition, and recommendations for corrective measures be carefully filed in the cumulative record. A system of follow-up check is to be used to determine what, if any, action the parents have taken to carry out the suggestions of the examining physician.¹

Character Guidance

To develop a wholesome moral character, perhaps should be one of the prime concerns of the entire school program. Here, as

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Note: It is suggested that this phase be coordinated with the county health program.

in the promotion of leisure time guidance, many difficult social problems face the guidance teacher who has this phase to deal with. The problem is difficult because of the many changes in accepted moral standards. Activities prescribed as taboo in society years ago are now condoned by the same group. Jones, in discussing religious and moral conditions, has this to day:

The effect of social, economic, and industrial change and development upon moral and religious life are difficult to measure, but we know that they are real and far-reaching. 1

In spite of the difficulty presented by this task, the aim of the school program will be to direct the pupil into a wholesome moral attitude. In giving counsel in this function, it may be emphasized, that in order for the social group to live happily, be contented, and have a good will for all, certain rules of moral conduct must become a prime factor in society. For instance, it may be pointed out that the thief, the drunkard, the sexually immoral, the loafer, the gossiper, the political grafter, and other forms of immoral life, are harmful influences in the community, and tend to undermine all that good wholesome living stands for.

The training in this function of guidance may be woven in as part of the curricular class, and the guidance group, but the special counselor for this phase of guidance may also play

1.
Jones, op. cit., p. 28.

an important role. His task will be delicate, and will require much tact and foresight. In the conferences with the individual, the counselor must approach this delicate subject from the standpoint of the reasonableness of right moral conduct, and not with an appeal that rings with a preaching or high pressure coercive attitude. It is more likely that a pupil, having the reasonableness of an activity pointed out to him, will adhere much more readily, than if an attempt is made to force an issue on him. Jones appears to bring this idea out in the following statement:

In the complexity of modern life, it is often very difficult to determine the real effects of a given act, and this is what makes right decisions so hard. We need the enlightenment of facts and more facts about the effects of proposed action upon ourselves, upon others, before we can decide intelligently what to do. 1

Summary

Although avocational activities are not an actual part of one's making a living, they do play an important role in his total success. The theory in this chapter maintains that, if an individual is to be happy, and contented, and successful, he must experience development in all phases of his life. It is proposed on this basis that the man who refuses to take some

1.

Ibid., p. 29.

form of recreation, and thereby ending in fatigue, both physically and mentally, or who is at odds with society, morally or otherwise, or who is in poor health, has not experienced the development of the "whole self", and therefore may not be considered a total success in life.

As in the previous aspects of the guidance program discussed the three agencies, the curricular class, the guidance group and the special counselor, are to function through an integrated plan to promote the guidance of the pupils in their non-occupational pursuits.

In promoting these guidance functions, the agencies are to point out the proper social relationship in the home, in school, and in the community, and to show the importance of cooperative relationship between all three. The pupil is to receive enlightenment on the value of good citizenship, good manners, and etiquette, and how these activities tie in with one's total success in life. That leisure time and proper recreation are important to one's efficiency and happiness in his work, is made apparent through these guidance activities. The importance of good health and wholesome character are no less essential if the "total self" is to receive the finest fulfilment of what life has to offer.

In this study, an attempt was made to propose a plan of

guidance whereby the importance of avocational activities, integrated with occupational pursuits in developing a successful life, may be pointed out. Thus, it is hoped that through this program, incorporating the guidance in the various activities of one's "many sided" life, a foundation may be laid for the complete development of the "whole child".

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

In the course of this study the primary aim was to propose the organization of a workable pupil guidance program for the small rural school. In proposing this plan it was not to be assumed that the rural youth should be subjected to a special type of training different from that of the urban youth, but that the guidance programs in the schools shall be carried out from the standpoint of an "all youth" problem and not differentiate between rural and urban youth. This stand was taken throughout the study because of the evident large-scale migration today, which may lead young men and young women into various situations affecting all phases of their lives. To prepare for proper adjustment in these various and numerous situations is the major concern in the guidance program suggested in this thesis.

In setting up the program suggested here, an effort has been made to take into account the difficulties which may arise when the school staff is small and the equipment is limited. The surveys which were considered early in the study revealed that the small school was not as fortunate in equipment and personnel as the larger school. Thus it has not been the theory here to attempt to promote anything on an equal scale with the large schools who can avail themselves of the use of special

counselors for all guidance purposes, but to build the best type of guidance program that can be built with the means available. The underlying principle in this study is that a guidance program, limited though it may be, is better than no effort in pupil guidance at all. It is assumed that the boy or girl who attends the smaller rural school is as much entitled to wholesome guidance as his city cousin. It is just this, at least to a certain extent, that the present suggested program attempts to do.

The stand taken here does not in any way intend to imply that the quality of the teachers is inferior by virtue of the fact that they are teaching in the small rural school. It is reasonable to assume that good and poor teachers may be found in both urban and rural schools. It is not the purpose of this study to make a comparative study of the individual urban and rural teacher. It is the purpose on the other hand, to make a comparative study of urban and rural guidance facilities, and to provide for the pupil in the small rural school the best guidance opportunities possible.

Conclusions

In the preparation of the suggested pupil guidance program presented here, several conclusions were derived as follows:

1. From the study of survey results, implications are that the small school is not receiving as much attention in guidance activities as is true in the larger school units. This situation

as previously pointed out is largely due to the lack of facilities in the small school organization. It may be also concluded that the absence of guidance activity in many small schools is due to the failure to produce a guidance program suitable to fit in with the already crowded schedule of the small school faculty.

2. The small school, if it has any form of guidance program must depend upon the principal and a limited number of faculty members for its administration. The study of the surveys revealed that the smaller the school the more burdens were placed upon the principal and classroom teacher. The larger units employed special counselors in all phases of guidance. Thus, if a guidance program is to be carried out in the small school, it must be understood that the principal and regular curricular classroom teacher must assume the responsibility of organizing and conducting its activities.

3. The study of various sources of guidance information reveals that there are many theories concerning the functions of a guidance program. There are those who say it comes in the natural course through the academic teacher in the classroom. They indicate that a good teacher has always taught guidance. There is no quarrel with this theory as far as it goes, but if the good teacher referred to could have at her disposal the facilities of a well-balanced guidance program it may be assumed that she could perform even greater service through her efforts.

Although many theories concerning what the functions of

guidance should be were observed in the study one fact stood out, that in general, it was conceded some form of guidance was essential in the school program.

4. The formulation of the guidance program presented in this study assumes the inclusion of all phases of pupil guidance. The conclusion arrived at implies that if a "whole child" development is to be realized, all phases of the child's activities must come under proper guidance direction. The guidance program to promote the functions prescribed in this thesis is to include vocational, social, leisure time, avocational, moral and health direction. It is the assumption here that all phases of guidance must dove-tail into a united and coordinated program if the pupil is to enjoy the proper development of his many-sided life.

In setting up this program it is realized and also taken into account that pupil orientation is vitally important in creating pupil adjustment. To be more effective the orientation function is to be a continuous process beginning with pre-high school instruction and carrying over into post-high school life. Under this plan of guidance the school program is to be as flexible as possible in order that the individual needs of the pupils might be administered.

5. Finally, it is assumed on the basis of the foregoing study that a program such as proposed is practicable and can be coordinated into the general plan of organization in the small

rural school. The success or failure of such a program as it is set up depends entirely upon the willingness on the part of the school personnel to fulfill the various functions of the plan. That some teachers are not as capable as others in providing guidance instruction is evident. Yet if there is a willingness to respond to guidance instruction both in the "pre-service" and in the "in-service" training, every teacher may contribute a great service in guidance direction even though not an expert in this particular field. The underlying philosophy here is that some guidance, if properly directed even with very limited facilities, is better than no guidance at all.

Recommendations

In the opening phase of this thesis surveys were studied with the purpose of assimilating as much information as possible on existing guidance programs in the high schools, both large and small. This information then served as a background upon the basis for which the program of pupil guidance for the small rural high school was planned. Included in the plan was an attempt to supply the needs in guidance which were reported in the surveys. Along with the directing guide of survey results, information collected from writings of experts in the field of guidance served as an over-all directing force in setting up the plan of organization presented here. Thus, on the basis of this study, the following guidance program for the small rural high

school is recommended:

Personnel. The program is designed to be conducted by the small staff in the small school. For convenience the number suggested in this program will comprise a staff of the principal and five teachers. The plan, however, does not confine the working personnel to any set number; it may vary to fit the local situation.

Organization. The plan is set up in such a way that there will be one guidance period a week. This period is worked into the regular classroom schedule and thereby eliminates an extra class preparation on the part of the already over-burdened classroom teacher. In order that one academic class will not be dismissed in favor of the guidance group meeting each week a plan of alternating classes is worked out. For instance, the first week the first class is omitted, the second week the second class, and so on through the daily schedule. Thus, in an eight-period schedule one class in eight will be substituted. The theory here assumes that the one class in eight which is substituted for guidance will be more than compensated through the training which might be given.

The six teachers are each to be given the leadership of one guidance group. In the larger staffs there will be more groups, and the proportionate size of the groups will remain about the same. In the particular case of the six teachers, the freshmen

and sophomore classes will be divided into two groups each. The two lower classes are to be thus favored because here it is felt that the greatest emphasis should be placed on orientation as the pupil bridges the gap between the grade school and the high school.

In addition to the guidance group meeting each week, each teacher is expected to meet every member of her group individually sometime during the year. Another phase is the appointment of the teachers to assume responsibility in some special functions of guidance. For instance, if the social science teacher is especially good in giving vocational advice, then he should be used in occupational advisement. The same is true of other teachers who excel in social guidance or any other phase. The specially selected counselors are to meet each pupil sometime during the year to give individual guidance.

The academic classes are also to offer some guidance instructions along with the regular procedure. This work may be designed to correlate with the material offered in the other guidance groups. The amount of guidance material offered and the methods used may be designed by the principal and staff in order to meet local situations.

The appointment of group leaders is to be directed by the principal as he is in a position to see the situation from an "over-all" perspective. He is also in a position to avoid clashes

of personality by selecting the guidance leaders carefully. The one exception in most cases, however, is the senior leadership. No doubt the principal is in the best position to lead this group, especially in questions pertaining to college selections, placement service and follow-up activity.

The cumulative record suggests an important tool for all the counselor-teachers on the staff, and not only will they all have access to them, but will be expected to use them freely.

Materials. The materials used will be selected and allotted by the entire staff with the principal as the leader. The materials may vary from one school to another through the selection of subject matter to fit each local situation.

The subject matter is to be allocated according to the four high school classes. The lower classes will receive special emphasis in orientation, including instruction on how to study, how to get along with people and introductions to vocations and other phases of guidance. As the pupil progresses from year to year he will receive different subject matter, such as increased emphasis on vocational guidance, social etiquette, and advice on selecting a college career. There are, of course, certain phases of guidance, which will be emphasized throughout the pupil's high school career, such as social, moral, ethical, health, religious, use of leisure time, and the encouragement of hobbies.

Materials making up the subject matter may be selected from

various sources. A few are listed as follows: books dealing with guidance, monographs on vocational guidance, magazines on guidance, films, slides, talks by experts, visits to manufacturing plants and other institutions, tests on etiquette and social behavior, aptitude and achievement tests, as well as other material that might become available from time to time. This material is to be collected and allotted systematically among the teachers to avoid an overlapping of guidance effort.

In recommending this program it is suggested that the plan be inaugurated and conducted as informally as possible. The theory underlying the program presupposes an informal approach on the part of the teaching staff, which will encourage a spontaneous pupil response, and thereby create a feeling that the guidance activities are worth while and not something formally forced into the school program.

Finally, it is recommended that some form of guidance be placed in the small school, whether it be similar to the one here suggested or something quite different. The need for pupil guidance has probably never been as acute as it is today when youth faces a world of indecision and uncertain future. The need stands out for a type of guidance training which will develop the "whole self" and will thereby prepare the youth of today to make proper adjustment to an environment where fate may direct their course.

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APPENDIX

LETTER TO COUNTY SUPERINTENDENTS

Dear Sir:

In making a study of pupil guidance, I am planning a survey of guidance activities in a number of small rural high schools in Ohio. In connection with this survey I would like to ask a favor in securing information which will aid me in this study.

The information I would like to get is: The name of school, the name of principal and his address, of four typical, small rural high schools in your county.

I am enclosing a stamped, self addressed envelope for your convenience. Your reply will be greatly appreciated.

Very truly yours,

LETTER ACCOMPANYING QUESTIONNAIRE TO HIGH
SCHOOL PRINCIPALS

Dear Sir:

In the preparation for a study of pupil guidance in the smaller rural high school, I am seeking some information on existing guidance activities of a number of schools in Ohio. To do this, I have prepared the questionnaire herein enclosed.

It will be greatly appreciated if you will kindly place an X in the spaces provided at the left of the statements which apply in your school. I have made an effort to simplify the questionnaire as much as possible, so it will only take a few minutes of your time. I am enclosing a stamped, self addressed envelope for your convenience.

Thanking you very much, I am

Very truly yours,

QUESTIONNAIRE

This questionnaire is designed to secure information on the extent of guidance practices in various schools in north-western Ohio. Your cooperation in checking the following items will be greatly appreciated.

- | School | Location | Population |
|--------------------------|--|------------|
| <input type="checkbox"/> | Number of pupils enrolled in the upper four grades | |
| <input type="checkbox"/> | Number of teachers | |
| | Predominate Occupational Enterprises of Your Community | |
| <input type="checkbox"/> | Agriculture | |
| <input type="checkbox"/> | Industrial | |
| <input type="checkbox"/> | Both | |
| <input type="checkbox"/> | Others | |

GUIDANCE IN THE SCHOOLS

1. Persons Administering Guidance

- Home room adviser
- Principal
- Director of guidance
- Teacher committees
- Special counselors
- Class-room teachers
- Others

II. Methods of Providing Guidance

- Through the study of occupations
- As part of the social studies
- As a separate course
- Courses taught by:
- Social Science teacher
- Counselors
- Principal
- Vocational Counselors
- English teachers
- Other persons

III. Emphasis on Orientation of High School Pupils

- Pre-enrollment spring meeting of incoming pupils
- Freshman Day

III. Emphasis on Orientation of High School Pupils (continued)

- () Pupils assisted to become acquainted with the school buildings, where grades and high school are in separate buildings
- () Pupils assisted to make intelligent use of library, cafeteria, etc.
- () Special orientation courses offered to all freshmen.

IV. Methods of Disseminating Occupational Information

- () Principal conferring with individual pupils
- () Teachers conferring with individual pupils
- () As a course in occupations, taught separately
- () Taught with the Social Science courses
- () Taught with the English courses
- () Taught in other courses
- () Outside speakers on various occupations
- () Library
- () Radio programs
- () Moving pictures and slides
- () Study of local occupations

V. Information Secured About the Pupil

- () Cumulative records of mental tests for guidance purposes
- () Cumulative records of extracurricular activity for guidance purposes
- () Cumulative records of reading tests for guidance purposes
- () Cumulative records of health for guidance purposes
- () Cumulative records of achievements for guidance purposes
- () Cumulative records of home visitation for guidance purposes

VI. Means of Disseminating Avocational Information

- () The encouragement of hobbies
Teaching the right use of leisure time, manners, etiquette, moral training, ethical training, citizenship, etc. in:
 - () Social Sciences
 - () English
 - () Other courses
- () Special courses taught in avocations
- () Periodical health examinations

VI. Means of Disseminating Avocational Information (continued)

- () Physical education classes for both boys and girls
Physical education offered for following reasons:
- () Daily routine to care for those not in competitive athletics
- () Individual health development, corrective measures and the teaching of team work

VII. College Preparation Guidance

- () Flexible curriculum for pre-college requirements
- () Pupils advised on pre-college courses pursued
- () Allowing college representatives to aid pupils in choice
- () Principal and teachers confer individually with all pupils who plan on a college career

VIII. Ways of Securing Positions for Pupils

- () Placement service as a part of the school set-up
- () Cooperate with local enterprises, learning of availability of positions
- () No placement activity at all
- () Information given on how to secure and hold a job

IX. The Follow-up

- () School keeps a close check on the progress of all who drop out before finishing school and all graduates
- () School keeps close check on the progress of the pupils who are persuing college work
- () No system of follow-up

X. Check the Following Statement with Which You Agree

- () Guidance functions should rest entirely with the principal in the small school
- () Guidance functions should be divided among the teachers in the small school
- () Guidance should be an integral part of the curricula and extracurricula school program
- () Guidance should be a separate program in the school but should have a close cooperation with all other departments

X. Check the Following Statement with Which You Agree (continued)

- () Guidance is a passing fad, and results of existing guidance practices do not warrant its continued existence
- () Guidance should definitely be administered by one individual only.

A personal remark would be appreciated about any phase of guidance, not covered in the above questionnaire, that you would like to emphasize.

The original plan was to send questionnaires out to one hundred schools, but four County Superintendents did not respond. As each Superintendent was to submit four names, this made it necessary to select sixteen at random. To do this the State Directory of Education was consulted and the sixteen schools were selected from the four counties not reporting. The number responding from the group of sixteen was so small that it was decided to include the results in the list of seventy-one for tabulation.

The following is the list of seventy-one schools of Northwest Ohio, who reported in the survey on Guidance Activities.

Lakeside Schools	Lakeside, Ohio
New Washington	New Washington, Ohio
Waldo	Waldo, Ohio
Attica Rural	Attica, Ohio
Mendon	Mendon, Ohio
Brown Rural	Oakwood, Ohio
Grover Hill	Grover Hill, Ohio
Haviland-Scott	Haviland, Ohio
New Latty Village	Latty, Ohio
Liberty Township	Findlay, Ohio
Hoaglin-Jackson	VanWert, Ohio
Shawnee Rural	Lima, Ohio
Dunkirk	Dunkirk, Ohio
Bell Center Village Schools	Bell Center, Ohio
Waterville	Waterville, Ohio
Kunkle	Kunkle, Ohio
Jackson Twp. H. S.	Burgeon, Ohio
Pettisville	Pettisville, Ohio
Madison Rural	Mansfield, Ohio
Tiffin Rural H.S.	Evansport, Ohio
Alvordton	Alvordton, Ohio
North Robinson	North Robinson, Ohio
Jefferson Rural	Crestline, Ohio, R.R.#2
Sugar Creek Rural	Gomer, Ohio
Monclova	Monclova, Ohio
Green Springs	Green Springs, Ohio
York Township	Clyde, Ohio
St. Henry	St. Henry, Ohio
Waterville	Waterville, Ohio
St. John Rural	Maria Stein, Ohio
Antwerp	Antwerp, Ohio
Fort Recovery Village	Ft. Recovery, Ohio
York	Van Wert, Ohio
Pioneer High	Pioneer, Ohio
Center Township	Celina, Ohio, R.R. #3
McGuffey-McDonald	McGuffey, Ohio
Lake	Millbury, Ohio
West Unity	West Unity, Ohio

Townsend	Vickery, Ohio
New Riegel	New Riegel, Ohio
Brown Twp. Rural School	Oakwood, Ohio
Mt. Blanchard	Mt. Blanchard, Ohio
Lafayette-Jackson	Lafayette, Ohio
Richland-Adams	Jewell, Ohio
Harrod	Harrod, Ohio
Green Camp	Green Camp, Ohio
West Liberty	West Liberty, Ohio
Flat Rock Township	Napoleon, Ohio
Dola High	Dola, Ohio
Caledonia	Caledonia, Ohio
Payne	Payne, Ohio
Fulton Centz.	Swanton, Ohio
Vermilion H.S.	Vermilion, Ohio
McCutchenville	McCutchenville, Ohio
Highland	Defiance, Ohio, R.R.#6
Union Rural High	Mansfield, Ohio, R.R.#2
Metamora	Metamora, Ohio
Put-in-Bay Schools	Put-in-Bay, Ohio
Scipio-Republic Rural	Republic, Ohio
Emerald Rural	Cecil, Ohio
Arcadia Rural	Arcadia, Ohio
Beaverdam Village	Beaverdam, Ohio
Clay High School	Toledo, Ohio, R.F.D.
Springfield Rural	Ontario, Ohio
*Pleasant Twp.	Marion, Ohio
*Chesterville	Chesterville, Ohio
*Mt. Victory Pvt.	Mt. Victory, Ohio
*Ridgeville Rural	Ridgeville Corners, Ohio
*Eden Township	Melmore, Ohio
*Florida	Napoleon, Ohio
*Fort Recovery	Fort Recovery, Ohio

*Schools of the sixteen selected at random.

The Sixteen Schools Selected at Random

Buckland	Buckland, Ohio
Minster	Minster, Ohio
Huron	Huron, Ohio
Milan	Milan, Ohio
Ottowa	Ottowa, Ohio
Palmer	Miller City, Ohio
Damascus	McClure, Ohio
Florida	Napoleon, Ohio
Ridgeville	Ridgeville Corners, Ohio
Holgate	Holgate, Ohio

Delta
Chesterfield
Fort Recovery
Pleasant Twp.
Mt. Victory
Eden Twp.

Delta, Ohio
Morenci, Ohio
Fort Recovery, Ohio
Marion, Ohio
Mt. Victory, Ohio
Melmore, Ohio

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