"A Guidance Program for Secondary Schools"

by

Kenneth S. Clark

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in the College of Education, of the

University of Arizona

1932
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INTRODUCTION

How should guidance be organized in the small secondary schools of Arizona? This question must be answered before a school ventures upon a guidance program. School administrators are evincing a growing interest in the guidance movement but are unable to plan positively because no adequate method of organization is available for the small system.

Principals have been opposed to the idea of guidance for various reasons: (1) Some have misunderstood the movement and are prejudiced against it; (2) Some have thought of the movement as belonging to vocational schools alone; (3) Others have felt that it would cause great expense and call for extraordinary organization; (4) Many have been favorable but have not known how to organize such a program.

It is the purpose of this study to determine an efficient guidance organization for small schools with enrollments of less than 125 students.

The criteria employed in judging the merits of such a program are: Flexibility, Economy, and Utility. It is important that the program have flexibility, in order that it will be adaptable to the variety of situations and conditions existent in the small schools.

Economy is important, for no guidance plan can make a bid for recognition which provides for exorbitant expenditures; even though its advantages are numerous and of great value.

Utility is an outstanding requirement of any program which demands expenditures of teacher time and school funds. Certainly, usefulness is a major consideration when outlining a guidance program.
CHAPTER I

THE ARIZONA SITUATION

The data used in this study were taken from the reports of thirty-two high schools, whose principals are responsible to the State High School Visitor for the accuracy of the report. These data were supplemented by material taken from periodicals, books on vocational and educational guidance, the Arizona Educational Directory, 1930-1931, and material furnished by the Research Department of the Long Beach City Schools, of Long Beach California.

The following schools submitted reports to the State High School Visitor:

<table>
<thead>
<tr>
<th>Ajo</th>
<th>Loretta*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benson</td>
<td>McNary</td>
</tr>
<tr>
<td>Bowie</td>
<td>Parker</td>
</tr>
<tr>
<td>Brophy*</td>
<td>Patagonia</td>
</tr>
<tr>
<td>Camp Verde</td>
<td>Pearce</td>
</tr>
<tr>
<td>Fort Thomas</td>
<td>Peoria</td>
</tr>
<tr>
<td>Gilbert</td>
<td>Pine</td>
</tr>
<tr>
<td>Hayden</td>
<td>Ray</td>
</tr>
<tr>
<td>Holbrook</td>
<td>Round Valley</td>
</tr>
<tr>
<td>Litchfield Park</td>
<td>San Simon</td>
</tr>
<tr>
<td>Loretta*</td>
<td>Scottsdale</td>
</tr>
</tbody>
</table>

* Parochial Schools.

Table I, page 4, contains a summary of the information collected from these reports. The classification of schools is that used by the State Board of Education adopted December 19, 1931:

3
<table>
<thead>
<tr>
<th>Classification of schools by State Board of Education</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Central Association</td>
<td>19</td>
</tr>
<tr>
<td>Class A Public Schools</td>
<td>7</td>
</tr>
<tr>
<td>Class B Public Schools</td>
<td>7</td>
</tr>
<tr>
<td>Class B Fri. and Par.</td>
<td>5</td>
</tr>
</tbody>
</table>

| Pupil Enrollment | Of all 32 schools | 2192 |

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of teachers</td>
<td>206</td>
</tr>
<tr>
<td>Teachers of academic subjects</td>
<td>149</td>
</tr>
<tr>
<td>Teachers of vocational subjects</td>
<td>59</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean teaching load of Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classes taught daily</td>
<td>2.59</td>
</tr>
<tr>
<td>Mean daily supervision Number of minutes spent in supervision by prins. of 32 schools of teaching</td>
<td>67.5 Min.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Education offered by these schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home economics</td>
<td>17</td>
</tr>
<tr>
<td>Manual Training</td>
<td>18</td>
</tr>
<tr>
<td>Commercial</td>
<td>29</td>
</tr>
<tr>
<td>Smith Hughes (Agri. F. Shop)</td>
<td>14</td>
</tr>
</tbody>
</table>

| Total number of graduates | 331 |

<table>
<thead>
<tr>
<th>Scholastic Record of Graduates of Schools reporting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of girls in group</td>
<td>185</td>
</tr>
<tr>
<td>Number of boys in group</td>
<td>146</td>
</tr>
<tr>
<td>No. entered University 1931</td>
<td>52</td>
</tr>
<tr>
<td>No. entered teachers colleges</td>
<td>74</td>
</tr>
<tr>
<td>No. entered junior colleges</td>
<td>7</td>
</tr>
<tr>
<td>No. and % seeking advanced training</td>
<td>133 or 40%</td>
</tr>
<tr>
<td>No. working or not accounted for</td>
<td>199 or 60%</td>
</tr>
</tbody>
</table>
"North Central Association High Schools are the schools which have been able to meet the standards set up by the North Central Association of Colleges and Secondary Schools. The policies and standards of this Association are established by it at the annual meeting held in March of each year and participated in by school representatives from 20 middle and western states. Graduates from these schools are accepted into freshman standing in a college or university holding North Central Association membership.

"Class A Schools are schools which meet fully the regulations and standards set up for them as listed by the State Board of Education. Graduates from these schools will be given full freshman standing by the institutions of higher learning in the State of Arizona.

"Class B High Schools are certain schools, which because of size, buildings, personnel or other reasons do not fully meet the standards set up for Class A Schools, but which are nevertheless providing satisfactory instruction to a small group of students.

"Schools privately owned and administered with a small group of students, or those of a parochial nature are to be known as Class B Private Schools." 1

In providing for the guidance program it is necessary to answer the questions, Does the principal have time to devote to guidance? Is it true that the principals of these small schools are teaching a heavy load each day and do not have time for supervision of such a program? The data contained in Tables II and III, pages 6 and 9, will aid in answering these questions.

The tables have been compiled to show the

### TABLE II

**COMPARISON OF PRINCIPALS' TEACHING LOADS AND TIME SPENT IN SUPERVISION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Prins.</th>
<th>No. of classes taught</th>
<th>Number of min. spent in supervision</th>
<th>Total No.</th>
<th>Mean</th>
<th>Excess or Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>0; 1; 2; 4; 2; 2; 2; 480</td>
<td>67.1</td>
<td>-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>0; 1; 2; 2; 2; 2; 350</td>
<td>66</td>
<td>-1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>0; 1; 2; 2; 2; 2; 2; 270</td>
<td>67.5</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>0; 1; 2; 2; 2; 2; 2; 2; 390</td>
<td>78</td>
<td>10.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>0; 1; 2; 2; 2; 2; 2; 2; 2; 480</td>
<td>80</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>0; 1; 2; 2; 2; 2; 2; 60</td>
<td>30</td>
<td>-37.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>0; 1; 2; 2; 2; 2; 1; 150</td>
<td>60</td>
<td>-17.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Av. for Group</th>
<th>10; 10; 4; 2160</th>
<th>Group</th>
<th>67.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>67.5</td>
</tr>
</tbody>
</table>


amount of time spent by the principals of the thirty-two schools in teaching and daily supervision. Twenty-five of the principals of the thirty-two schools of this study do teach classes. It is assumed that these principals believe in the value of supervision and devote part of their time to this important duty. These tables will be used to judge whether or not the principal of the small high school does have time for the guidance program.

Table II shows the number of principals, together with the number of classes taught by each group. The principals have been divided into groups A, B, C, D, E, F, G, on the basis of number of classes taught each day. The succeeding columns show how much time each principal spends in daily supervision, the total number of minutes for the group, the mean daily supervision of the members of the group, and in the last column the difference between any one group and the mean supervision of the entire group of thirty-two principals which happens to be the same as the mean of group C, which is 67.5 minutes. For example:

There are seven principals in group A who teach no classes, one of these principals finds 30 minutes, four of them 60 minutes, one 90 minutes and one 120 minutes for supervision each day. A total of 480 minutes of daily supervision is reported by this group (A).

In the last column of group A we note -.4, showing that Group A supervises .4 minutes less than the
average of 67.5 minutes for all thirty-two principals. This deficit is important when considering the guidance program and its needs. On the other hand, Group E shows an excess of 12.5 minutes.

Table II reveals that Groups A, F, G show a deficit in the last column. In other words, the principals of these groups of schools were not able to supervise as much as those of Groups B, C, D, and E. It is not difficult to justify the lack of supervision in Groups F and G, for these principals are heavily burdened with five and six classes. What is the reason for the lack of supervision in Group A? Is it because these principals are in larger schools and consequently have more administrative duties? Do they combine the offices of principal and superintendent, and therefore are too busy to supervise? Or, are they more modest than the other principals in reporting time spent in supervision?

Table III, page 9, has been designed to illustrate a comparison of the schools in enrollment; the number of principals in each group of schools; the time spent by each principal in teaching and supervising, as well as his mean teaching load, gross number of minutes spent in supervision, and mean number of minutes of daily supervision. This table will aid in answering some of the questions which arise when we contemplate Table II.

Five groups of schools are shown in
<table>
<thead>
<tr>
<th>School Group</th>
<th>Number of Schools</th>
<th>Number of classes taught by Principal</th>
<th>Mean Teaching Load</th>
<th>Mean of Daily Supervision by Principals</th>
<th>Gross No. of Daily Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>100-125</td>
<td>7</td>
<td>1.28</td>
<td>540'</td>
<td>77.1'</td>
</tr>
<tr>
<td>II</td>
<td>75-99</td>
<td>7</td>
<td>1.42</td>
<td>450'</td>
<td>64.2'</td>
</tr>
<tr>
<td>III</td>
<td>50-74</td>
<td>4</td>
<td>1.75</td>
<td>330'</td>
<td>82.5'</td>
</tr>
<tr>
<td>IV</td>
<td>25-49</td>
<td>15</td>
<td>3.69</td>
<td>810'</td>
<td>62.3'</td>
</tr>
<tr>
<td>V</td>
<td>1-24</td>
<td>1</td>
<td>6</td>
<td>30'</td>
<td>30'</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>7:5:4:5:6:2:3</td>
<td>10:8:10:4</td>
<td>2160'</td>
<td></td>
</tr>
</tbody>
</table>
Table III. Group I contains schools of enrollment of 100-125 pupils; Group II represents schools with 75-99 students; the schools of Group III have 50-74 pupils enrolled; there are 25-49 pupils in the schools of Group IV; and 1-24 pupils in the schools of Group V.

Group I includes seven principals, Group II has seven, Group III has four, Group IV has thirteen, and Group V has one principal.

Below the columns labeled "Number of classes taught by Principals" are the letters A, B, C, D, E, F, and G. These correspond to the same Group letters of Table II, page 6. Table III clearly shows the number of classes taught by the various principals in the thirty-two schools. For example:

Table II shows that the seven principals of Group A teach no classes. Table III column A shows that of these seven principals who teach no classes four are in Group I, the other three are in Groups II, III, and IV.

Table III column B shows that there are five principals in Group B of Table II who teach only one class, four of these are in Group II, schools of 75-99 pupils, and one in Group III, schools with enrollments of 50-74 students.

The daily mean teaching load of all the principals in each Group are shown on Table III. Group I has a mean teaching load of 1.29 classes; Group II, a mean of 1.42 classes; Group III, a mean of 1.75 classes; Group IV
a mean of 3.69 classes; Group V, a mean of 6.0 classes.

Table III also contains a comparison of the minutes of daily supervision done by the principals of Groups I, II, III, IV, and V. It will be noted that the letters H, I, J, K, placed under the totals of the columns labeled "Minutes of Daily Supervision," agree with the totals found on page 6, Table II.

Ten principals reported 30 minutes of daily supervision (H), eight reported 60 minutes (I), ten reported 90 minutes (J), four had time for 120 minutes (K), (columns H, I, J, K, Table III, page 9).

In the next column are recorded the gross number of minutes of daily supervision by the principals of Groups I, II, III, IV, and V. A total of 2,160 minutes of daily supervision are reported by the thirty-two principals.

In the last column is recorded the mean daily supervision for the principals of Groups I, II, III, IV, and V. Group I, principals of schools of 100-125 pupils, has a mean of 77.1'; Group II, principals of schools of 75-99 pupils, reports a mean of 64.2' of daily supervision; Group III, schools of 50-74 pupils, has a mean of 82.5'; Group IV, schools of 25-49 pupils, has a mean of 62.3'; and Group V, schools of 1-24 pupils, has a mean of 30' daily supervision. It should be borne in mind that the mean of daily supervision for the thirty-two principals is 67.5 minutes. (Table II, page 6).
The following observations are based upon Table III:

1. Groups I, II, III, and IV have means of daily supervision ranging from 62.3 minutes to 82.5 minutes.

2. Group V is far below the first four groups with a mean of 30 minutes of daily supervision.

3. The principals of Group III have a mean teaching load of 1.75 classes, which is a heavier teaching load than Groups I or II; but the mean of supervision of Group III is 82.5 minutes, the highest mean of any of the five groups.

4. The thirteen principals of Group IV with a mean teaching load of 3.69 classes have a mean daily supervision of 62.3 minutes. In comparing Group IV with Group II we find the latter Group reports 64.2 minutes of daily supervision, although Group II has a mean teaching load of 1.42 classes, while Group IV has a mean teaching load of 3.69 classes. Group IV teaches twice as many classes and still reports only 1.9 minutes less supervision than Group II.

5. The smaller the enrollment the greater the principal teaching load becomes, until, in the case of Group V it is far beyond the North Central Association requirements.

The data reported have certain limitations which should be pointed out. First, although the data have been gathered for 91.3 per cent of the small secondary schools of Arizona, the "time spent in supervision" was recorded on the report to the High School Visitor in four brackets marked 30, 60, 90, 120 minutes of daily supervision. A few careless reports would materially affect Tables II and III.

Second, there is no way of telling how much supervision is delegated to some other teacher by the
principals of the systems represented in the study.

Third, there must be a wide difference of opinion among these principals as to what constitutes supervision. Of course this study is primarily interested in the available time of the principals rather than in the manner in which they employ their time.

Fourth, Table III seems to show that the number of classes taught does not seriously cut down the amount of daily supervision in Groups I, II, III, and IV. However, Group V tends to disprove this assumption, and tends to show it to be impossible for much daily supervision where five or more classes are taught by the principal.

On the whole the data may be considered reliable for this study.

The following are a list of conclusions based upon the data of Chapter I.

1. The principals of schools with enrollments of 60-125 will have time each day for the guidance program.

2. Nine of the thirteen principals of Group IV, Table III, who do not teach more than four classes would have time for the guidance program.

3. Principals of Group IV and V who teach five and six classes will have to develop the guidance program, if at all, in their own time after school hours.

4. Group III reports the largest mean daily supervision and this leads to the conclusion that the principals of this Group would have the most time available for guidance.
CHAPTER II

ORGANIZATION FOR GUIDANCE

It is not the purpose of this study to justify the guidance movement as it exists in the United States today. It is assumed that guidance is necessary and if properly organized will be worth while.

In developing a program there are many questions which must be answered, such as: What added burdens does guidance bring to the principal and teachers of the small secondary school? Who must assume the responsibility for the program of the small high school? Who is to act as counselor? What will be the policy with regard to courses of occupations? What type of records are to be used? How can the teaching staff be organized so that all the members of it will play a valuable part in the guidance program of the small high school?

Before attempting to answer these questions we must recognize that the guidance program does not bring so many new burdens to the school curriculum but that it merely emphasizes those duties which should be performed but which are often neglected. School records, pupil interviews, testing, school clubs, vocational training, are not all new responsibilities, they are a part of the modern school, and it is by means of the guidance program
that they gain closer articulation with pupil growth. The program is designed to obtain the maximum benefit from the school's resources.

A glance at Table IV, page 16, will show the reader graphically the type of organization most suitable to the needs of the small high school.

The word Principal is placed at the top of the diagram and the lines running from the bracket marked "Principal" are lines of responsibility, illustrating that the principal shall be responsible for the guidance program.

Guidance Committee. This committee is composed of the school faculty. Its members will be responsible for those phases of the program which the principal assigns them.

Special Assistants. The class advisers, homeroom teachers, visiting teacher, counselor, school nurse, classroom teachers, are directly under supervision of the principal.

Counselor. This officer may or may not be the principal. This depends upon the ability and interests of the principals and individual members of the staff.

Visiting Teacher. Appointed by the principal. She is an important and invaluable member of the guidance program. The school nurse can be used in this capacity.
TABLE IV

ORGANIZATION FOR GUIDANCE IN
THE SMALL HIGH SCHOOL

Faculty Assistants in Guidance Program

- Class Advisers
- Counselor
- Classroom Teachers
- Medical Examiner or School Nurse
- Visiting Teacher

Student Body
Medical Adviser. This adviser shall be a practicing physician or trained nurse.

Class Advisers. Class advisers are to be appointed for the ninth and twelfth grades. These two advisers shall continue in their positions and shall not move with the class as it passes from the ninth to the other classes. The advisers for the tenth and eleventh grades may be chosen by the students. This will give them an opportunity to know the other teachers in the school. It will also help the teachers to become better acquainted with the pupil and his individual needs. It is possible for the teacher in the small school to be as ignorant of the pupil's needs and ambition as it is for a similar situation to exist in the large school system.

Classroom Teachers. Of course the classroom teachers are directly under the control of the principal. They are capable of giving much incidental guidance. They are expected to discover occupational opportunities in their subject fields.

Responsibility for the success of the program has been placed directly upon the principal. This does not necessarily cause any great increase in his duties. Interviewing, record keeping, and a knowledge of vocational opportunities are already part of the principal's duties. The difficulty to be overcome by the principal is not lack of time, but lack of the knowledge to make use of the time.
he has at his disposal so that the optimum results will be obtained.

A survey of some of the books and articles included in the bibliography should suffice to convince the principal that in the future guidance will assume a permanent place in the secondary school and that the administrator who would grow must learn to make use of guidance. Little can be attempted for organized guidance until the principal realizes the need for such a program. There must be an assurance in his plans for cooperation before he may expect a response from his teachers. When the principal and his teachers become alert to the possibilities of such a program one of the greatest barriers will be removed.

Guidance Committee

It is recognized that a considerable amount of valuable guidance will be contributed both individually and collectively by members of the teaching staff. Many attempts to organize the guidance program have failed because teachers were not carefully or fully informed of the purposes of the work.

2. Ibid. p. 49.
It is quite evident that the principal of the small school will be unable to put over an adequate program without the assistance of all members of the faculty. For this reason he is compelled to win over the faculty to the value of guidance by arguments which demonstrate his firm belief in a guidance program.

During the first semester, while preparations are being made for the organization of a program, the guidance committee should meet for an hour each week. These meetings should have a definite aim, be well planned and conducted by the principal, or a chairman who has carefully worked out a program for the meeting. The following quotation suggests material for such programs.

"The school program may be examined. What curricula are available, and for what groups: What subjects are taught which have occupational implications? Are there adequate books to facilitate exploratory reading in history and in literature? .... What is the existing organization of teaching load, administrative assignments, supervision, or other responsibilities? Can any readjustments be made if necessary? .... Are any (teachers) especially qualified through training or broad experience for special phases of guidance, such as educational counseling, ... testing, etc.?"

"The community is also an important factor especially as to range of occupations represented, cultural standards, organizations, interest in and support of the school." 4

The principal should aim to guide the selection of topics for discussion to those which justify basing the guidance program upon a community survey of local needs reported by the teachers of his school. If he has outlined his work carefully, and is skillful in leading the discussion, there will be a well defined desire on the part of his teachers to make such a survey. Ideal educational practice demands that the suggestion of a community survey come from the teachers. The completion of the survey during the second semester of the first year will be the principal's prime objective.

Community Survey

The community survey need not be a burden. It can become a very interesting and worthy piece of research. The principal directing it must bear in mind several things. First, to be of value the survey must be well done. Second, the teachers must know what they are to look for when they make the studies and how to get the materials and facts which are most essential. Third, the results of the survey must be organized and assembled in a useful form.

A careful consideration of the abilities of his teaching staff will aid the principal in assigning to each teacher those parts of the survey for which he, or she is best adapted. In making the survey these facts will be of primary interest:
Population, increasing or decreasing. If either, at what rate?

General home conditions.

How the families of the community make a living.

Classification of local industries.

Sources of community income.

Civic organizations and their attitudes toward the school.

Occupational opportunities.

Racial differences and the race proportions.

Habits, hobbies, interests, uses of leisure time of students.

Some of the members of the staff will be better equipped to handle one question than another. It will be most advisable to make assignments rather than that preferences be permitted. In this way overloading of certain teachers will be avoided and a more uniform assumption of responsibility will result.

It is essential that the principal have a survey plan ready at the first conference with the teacher, in order that the teacher will have a clearer conception of the task. This conference will come at the beginning of the second semester. The following outline may be used as a basis for the suggestive plan which the principal could use to show the teacher how to organize:

Statement of the topic. "The chief source of income of our community."
Questions bearing upon this topic.

1. Is there one outstanding source of income for the ___________ community?

2. What is this source?

3. What would be the effect of the failure of this income upon the community and upon the school?

4. How many people are employed in this industry?

5. How many high school graduates of the past year are employed by this industry?

6. What type of workmen do they demand in this industry, skilled or unskilled laborers?

7. What occupational information should graduates have if they are seeking places in this industry?

8. What are the employer's reactions to the idea of hiring high school graduates?

9. Would the employer be interested in conferring with the school with regard to placement of graduates?

10. Would the industry be willing to allow visits of properly sponsored groups of pupils?

Conclusions and Recommendations

1.

2.

3.

This plan will give the teacher a clear idea of the types of information she is to look for. She will take her notebook and questions and organize the information gathered as completely as possible.
A similar survey should be made of both the major and minor sources of income.

This plan need not carry an autocratic air. The principal should explain to the investigators that the questions suggested are some he considers important but that no doubt other questions will suggest themselves as the study progresses, and that all the information available must be considered in order that the results of the study accurately portray the local situation.

Another division should deal with the home-life of the community. The principal should prepare a similar set of questions which are complete enough to enable the teacher to begin work on something definite.

Another example:

**Statement of the topic.** "Home conditions of our community."

**Questions for Investigation**

1. What are the chief occupations of the men of the town? Do most of these occupations provide an opportunity for much leisure time? How and where do the men spend their leisure?

2. Do the families tend to be large (greater than four or five) or small (under four)?

3. What are the provisions in the homes for afternoon work for the children?

4. Where do the children play after school?

5. Do they play in the streets? Do they have to play in the street or not at all?

6. Are the houses kept up or do they present
an appearance of disrepair?

7. How many people own their own homes? Why do they rent the house they live in rather than purchasing them?

8. What religious life is there? To what extent do children attend churches?

9. Have the families residing in the community been in residence long? More than one year? Ten years?

A definite time limit should be set for the completion of the survey. A good plan is to require half of the material to be finished in the second month and the remainder by the end of the fourth month of the second semester. The time limit will establish definite goals to measure accomplishment; further, it will give ample time, assuring more polished work.

When the results have been typed and placed in one volume the guidance committee and the principal should consider the results and answer the questions dependent upon the survey, page 14.

Records and Record Forms

The purposes of records are to reveal the conditions that exist in the school regarding the pupil, and to furnish such information as the school and the home may need in aiding the full development of the child's self.

It is well to bear in mind that any facts are better than no facts; facts are better than opinions; facts are valuable in proportion to the use made of them.

Records should be: (1) Easy to read; (2) Up-to date; (3) Available; (4) Frequently consulted by the counselor when checking up for interviews. Under no consideration should forms be placed first in the development of a counseling program.

Case Method

The case method of record keeping is recommended as the most satisfactory for the small school.

When school records are kept in one place and filed under the pupil's name the method is termed the case method of record keeping. Looking up the pupil's name in the file we find all information concerning his attendance, scholarship, previous schools attended, health and other data which the school considers valuable.

In addition to bringing all records together, the case method provides for the accumulation of records. Provision is made for the addition of important data which may be a product of the child's future school career. This method has a number of advantages: (1) Accuracy, (2) Reliable information of an objective nature

7. Ibid. p. 332.
so that as a result there are fewer snap judgments in counseling because of a paucity of facts. (3) Forms are economical in printing cost and principal's time. Many facts have been suggested as essential in record keeping:

1. An autobiography by the pupil with an account of interests, plans, for the future, essentials of his life, etc.

2. A card for personal history and family data. The contents are based upon the counselor's or visiting teacher's report.

3. Physical Health. Results of the physical examination conducted by school doctor or nurse.

4. Vocational interests and experience. This card records parental vocational attitudes, data concerning habits and extra-curricular choices.

5. Mental Health. This card contains facts of hereditary and developmental factors in the child's personality.


7. Guidance Interview Card. It provides space for the date, subject of, and comment concerning interviews. The entries are to be made by the counselor at the time of the interview.

These records have been selected as essential for the small high school:

1. A Cumulative Record System. (Table V, page 28)
2. Personal History and Home Data. (Table VII, p.31)
3. Cumulative Health Card and Tentative Program. (Table VIII, page 32)
4. Vocational Interest Card. (Table IX, page 34)
5. Guidance Interview Card. (Table X, page 36)

The most practical method of using these cards is to print them on medium weight card stock. The printing can be done on the school duplicator with very satisfactory results. By combining Tables V and VIII and IX and X and placing one on each side of a card, only three cards will be necessary. Cards 8½ x 11 inches will give the most satisfactory results. These cards can be kept in folders or envelopes in a filing cabinet and all of the information concerning the pupil will be available to the counselor when referring to the pupil's name.

The Cumulative Record Card, Table V, page 28, provides a place for the elementary grade school record and the high school credits as they accumulate. Provision is also made for achievement and standardized test scores for both elementary and high school years.

The elementary record will be easily obtained where students have transferred from schools maintaining a modern child accounting system. The elementary record can be obtained in other instances by sending a form, Table VI, page 29, to the school, accompanied by a request for the records.

This form, Table VI, is constructed so that the subjects listed are in the same sequence as the elementary record on Table V, page 28. This will facilitate the recording of data. The pupil's grade school record is
### CUMULATIVE HIGH SCHOOL RECORD

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
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<th>Home A Tests</th>
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### TABLE VI

**PRINCIPAL'S REPORT OF EIGHTH GRADE**  
**ACHIEVEMENT RECORD OF PUPILS**  
**ENROLLED IN THE HIGH SCHOOL**

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<th>Reading</th>
<th>History</th>
<th>Hygiene</th>
<th>Art</th>
<th>Shop. Training</th>
<th>Efficiency</th>
<th>Dental</th>
<th>Tests</th>
<th>Achievement</th>
<th>Final Grade</th>
<th>Total Days</th>
<th>Pred. 8th in R. S.</th>
<th>Pred. 9th in R. S.</th>
<th>Pred. 10th in R. S.</th>
<th>Pred. 11th in R. S.</th>
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without question the most usable and practical basis on which to predict high school success. The importance of this elementary record should not be minimized. It should be secured in the spring as soon as the grades have been prepared for the graduation class. Of course there will be a large number of transient students to whom this will not apply; but their records should be obtained at the earliest possible time.

If care is taken to place the subjects on the blank sent to the schools, in exactly the same order as the one in which subjects are listed in Table VI, less time will be required to transfer the records to the permanent record, i.e. Table V. Accuracy is vital in the preparation of all records.

Table VII, page 31, contains the personal history and data concerning the home. This card should be used to insure a brief, concise, and accurate statement of the facts. No item should have a place upon the card unless it will contribute something to guidance. This material should be collected by the visiting teacher; the method recommended is that outlined on page 45 under the caption, "Visitation."

Health check-up is as important in the high school years as at any other time of life. A satisfactory guidance program must make preparation for attention to health matters. Table VIII, page 32, illustrates a form
# PERSONAL HISTORY and HOME DATA

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<tr>
<th>Table VII</th>
<th>Name: __________________________</th>
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<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Boy</td>
</tr>
</tbody>
</table>

1. Address _____________
2. Address
3. No. day, yr. Birth
4. Conditions (a) Lives with Father ( ) Mother ( )
   Brother ( ) Sister ( ) Aunt ( ) Uncle ( ) Grandfather ( ) Grandmother ( )
   Others ( )
5. Father
   Name in full
   Divorced ( ) Occupation
   Dead ( ) Step ( ) Not Home ( )
6. Mother
   Name in full
   Divorced ( ) Occupation
9. Language Spoken at Home
10. Home Conditions (a) Necessities Satisfactory ( ) Exceptional ( )
    (b) Neatness " ( ) " ( )
    (c) Size " " ( ) " ( )
    (d) Type of House " " ( ) " ( )
11. Parental Situation
12. Parental Supervision
13. Neighborhood Conditions
14. Remarks
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<tr>
<th>HEALTH CHART</th>
<th>TENTATIVE PROGRAM</th>
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<td>Year</td>
<td>Subjects</td>
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<td>General Health</td>
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<td>Eyes</td>
<td>Eng. II</td>
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<tr>
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<td>Eng. III</td>
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<td>Nose</td>
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<td>Throat</td>
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<td>Gen. Sci.</td>
</tr>
<tr>
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<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>Habits - Food</td>
<td>Am. Hist.</td>
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<tr>
<td>Speech Defects</td>
<td>World Hist</td>
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<tr>
<td>Abnormalities</td>
<td>Civics</td>
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<td>Remarks</td>
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<td>Sewing</td>
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<td>Man. Tr.</td>
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</table>

**Code:** V-Satisfactory; F-Fair; P-Poor
T-Treatment Needed; C-Corrected
of health chart which may be adapted to the needs of the school. Every child should be provided with a medical examination at least once a year. This examination should be conducted by a doctor who should be properly approached and the work planned over the school year. The doctor will usually be reasonable in the charge for his services. It is possible that he will contribute much of his time if he is properly approached, and appreciates the limitations of the school budget. Often he will contribute valuable suggestions for the school health program which will be more acceptable to the public, coming from him than it would be if it came from the principal. Intelligent guidance must promote an appreciation of the annual physical examination if the child is to grow to maturity with an adequate knowledge of personal hygiene and the value of health.

The Tentative Program information contained on Table VIII is important if the student is to progress through the high school with a definite concept of his course and where it leads. This card should be filled out the first semester and the student should have his course outlined for the four years of high school.

Vocational Information (Table IX, page 34) is essential before counseling will yield satisfactory returns. This card contains information which can be quickly obtained during the first interview with the student. The counselor should place all information on this card. The card should
<table>
<thead>
<tr>
<th>Vocational Experiences (Type)</th>
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<td>Success</td>
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<tr>
<td>Do you desire part time work</td>
<td>Yes ( ) No ( )</td>
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<td>Parent's Voc. Choice for him</td>
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not be turned over to the child to be filled out. It is not advisable to gather vocational information from groups of students in assemblies. The material is often replete with errors and inaccurate statements.

The Interview Card, Table X page 36, contains the information relative to the date, nature, and results of the interviews. These entries should be made by the counselor immediately after the interview. The record should be continuous. Every student's record of interviews should be kept an absolute secret.

These records are all that are needed for the guidance program of the small high school. It will be advisable to begin the record system with the cumulative record card, Table V, and add the other cards as organization and counseling demand. No system of records can be adopted for a school system and be expected to operate efficiently until it has been adapted to the needs of the school. Some schools will need more records than others. This is an administrative problem of the individual principal.

Conclusions

1. The principal must have a clear understanding of his responsibility for the guidance program. The success of the program will depend largely upon his initiative and enthusiasm.

2. In order to build a practical program of guidance, the personnel must know the community problems
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and be convinced that guidance will bring benefits worthy of the effort to be expended. Well planned teachers' meetings will be used to develop appreciative attitudes toward guidance.

3. The community survey is a valuable bit of research to be carried forward by the principal and his teachers. It will be successful in so far as it is carefully planned.

4. School records are essential in any plan of organization. They must be simple and accurate if they are to be most valuable in a guidance program.

5. The cost of school records in time and money must be kept to a minimum. This may be accomplished by careful planning before beginning a record system.
CHAPTER III

THE GUIDANCE COUNSELOR

The counselor holds the key position in a guidance program. It is through him that much of the life and spirit of such a program is brought to teachers and pupils. No guidance program can function without this officer. Counseling is important inasmuch as it provides for: (1) A better understanding of life and life situations; (2) Knowledge of methods of employment and requirements for success in a selected occupation; (3) A true appreciation of school life. The counselor's duties are listed in various sources:

1. Cooperation in planning a satisfactory program.
2. Helping pupils acquire right study habits.
3. Helping pupils become part of the school's social life.
4. Aiding students to acquire good mental health habits.
5. Aiding in student self-discovery of special interests, aptitudes, and abilities.
6. Interpretation of life to the pupil.

7. Give information relative to educational advancement, such as entrance requirements of colleges, courses, and costs of further education.

8. Teach occupation courses.

9. Administer intelligence and achievement tests.

10. Keep an adequate system of records for each student.

11. Assume the responsibility of counseling.

12. Perform the duties of visiting teacher.

13. Collect occupational information.


15. Supervise the follow-up work done by the school.

16. Attend to the needs for group guidance.

The best plan of counseling for the small high school divides these duties up among the members of the teaching staff, but certain factors are kept in mind while making this division:

1. The principal is responsible for counseling whenever practical, that is the interviewing duties.

2. The collection of occupational material and the teaching of occupations should be placed with the same teacher.

3. Testing and placement rightfully belong under the administration of the principal. Some teacher can be trained to give tests and work under the supervision of the principal.

4. Advisers must be carefully chosen on the basis of tenure, personality and professional attitude.

The principal is responsible for this
division of duties. If sufficient care is taken to distribute the responsibilities no undue burden will be placed upon any teacher.

The person selected to conduct the personal interviews should have good health, a pleasing personality, adequate ability in oral and written expression, and a knowledge of organization of data. Special training in health education and counseling is desirable. A teacher or principal should not undertake this work unless willing to do the reading necessary for an adequate understanding of the position and duties of counselor. Counseling demands a person with intellectual freshness and a tolerant personality. Furthermore, the counselor must be interested in young people and all people. He should have the ability to make friends quickly, in order that the pupils will feel that he has their problems at heart.

The Interview

The interview, to be of value, should be prepared for and a record kept of the outcome. Definite planning for the interview will bring the most complete results. A schedule of interviews should be drawn up, this schedule would provide for at least five interviews for the counselor each week. An average of one thirty minute interview each day will probably be the best plan for him. A set time and place for the interview will insure that this part
of the program is cared for each day. There is no great value in interviewing as an end in itself. The method is a step in the direction of recognition of individual differences. The counselor must always ask, "What do I want to accomplish by this meeting with this pupil?" It may be there are records to complete; unwise choices of electives to correct; special problems of health, absence, failure, social adjustment, or study conditions; or a word of counsel for the pupil about to leave school because of unadjusted situations.

After the counselor decides the purpose of the interview he should outline a plan of procedure. There will be questions to ask, there may be the necessity of inducing the student to talk about his problems. It will be wise for the counselor to write out the questions most essential to the interview, but these should appear to come spontaneously during the interview. This method will clarify issues in the minds of both the student and the counselor. All information from the case record should be collected before the interview. It is often well to have the records available to show the student. Cumulative records are of great value in showing the student exactly how his balance sheet of conduct totals.

A comfortable room should be selected for the interview where there could be no opportunity for interruptions. Preparation for the interview by the counselor will instil confidence in the pupil.
Upon completion of the interview the pupil is dismissed with the impression that he has really profited by the interview. The counselor immediately places the date and subject of the interview, together with his comments, on the Guidance Interview Card. (Table I)

Research and Guidance

The research work of a school is reflected in the value it has as a guide in curriculum revision and its effect upon the holding power of the school. The principal is particularly concerned and responsible for this part of the program which should be a study of the educational and vocational opportunities of the community. A knowledge of specific occupations, activities in local industry; and of institutions for advanced training, should all be a part of the principal's experiences.

One of the schools of this study offers ninth grade students a required course of English I*, Spanish I, Algebra I, and Farm Shop or Home Economics. The electives which the ninth grade student may take are Piano, Glee Club, Orchestra (any one).

Tenth grade students of this school are offered a required course of English II*, Geometry, Spanish II and Farm Shop or Home Economics. The electives are the same for the tenth grade as the ninth, i.e., Piano, Glee

* I and II refer to first and second year courses.
Club, Orchestra.

When the junior year is reached at least ten electives are available to the student. A study of enrollment by grades shows that there is a 50% decrease of enrollment from the ninth to the tenth grade. It is obvious that a curricular change would increase the holding power of this school. This situation might be improved by allowing tenth year students a wider selection in the commercial and industrial subjects now offered junior and senior students of this school. Proper research on the part of the principals would reveal similar maladjustments in other schools of the study.

Tests and Testing

In the small high school where costs must be kept constantly in mind, where the time factor is important, and where the skill of the principal in administering and interpreting tests is limited; testing must assume a secondary place in the guidance program. No doubt the greatest hope of scientific guidance may lie in the use of tests, but at the present time tests have not become sufficiently standardized so that we may say to an individual, "You will be successful in this occupation or profession."

The principal should keep in mind these facts about tests and testing:

1. Definite educational advice may be offered on the bases of intelligence test results.
High intelligence warrants the counselor's recommendation of a college career, and a study of some profession, whereas low intelligence demands that the counselor's recommendation be more negative as to college attendance. Poor mental equipment immediately excludes the prospective college student.

2. "At the present time there are no tests except those of general intelligence that may be used for the purposes of guidance." 3

The advice from this source is extremely vague and general and on the whole negative.

3. One can predict that children with an I.Q. of less than 100 will rarely finish high school, it is certain they will experience difficulty with such subjects as Latin, Physics, or Algebra.

4. The only guidance which can be given is of the sort, "You will be relatively more successful in this vocation than in that." This information requires a battery of at least three tests in order that reliability of results may be expected.

5. There is no single test which will furnish sufficient information for positive guidance, a test whose results will signify great probability of success or failure in a particular vocation.

6. Intelligence quotients should be secured from the elementary schools whenever possible. The reliability of the I.Q. secured after the child attains the age of twelve years decreases rapidly because it has been impossible to completely standardize norms of unselected groups much beyond that age.

7. The most valuable prediction of success is that made by the elementary school teacher when she fills in the case record card (Table VI). Studies show a higher correlation of success

prediction from marks made in the eighth grade than correlation of predicted success in high school from test results. 4

8. A knowledge of tests and testing procedures is absolutely essential. The principal is referred to Symonds, "Measurement in Secondary Education" for information in this field.

Visitation

What place has visitation in the guidance program? In the small communities where the schools of this study are located, teacher visitation is very important. There are a great many things the parents would like to know about. If they come to the school the principal has to spare the time to answer their questions. On the other hand they may be too timid to bring their questions, and would be glad to have an opportunity of meeting the teacher in surroundings which are more natural to the parents. The best results can not be obtained from the guidance program until the home and school are working together and the visiting teacher can help bring about this cooperation. Some of these schools have teachers who are prepared to do visitation and will do it if properly guided by the principal. Not every school has teachers available for this task. If they do not have such teachers and can not secure them, they should not attempt a program of visitation.

Parents are anxious to talk with the visit-

ing teacher. They are eager to obtain information concerning their child and the school because most parents are interested in the welfare of their children. It is preferable that they receive this information from school authorities rather than as bits of gossip.

The visiting teacher should be prepared through conferences with the principal to look for the necessary information and make the correct impression when visiting the home. She should be a tactful, sympathetic person, of pleasing personality and a genuine appreciation of people.

The school nurse is often well adapted to the demands of visitation and it is recommended that she be used in this capacity where possible.

Conclusions
1. The guidance counselor should be the principal of the small high school.
2. On the whole, the testing program of the small high school will tend to be inaccurate and inadequate because of the cost of tests, lack of preparation of the tester and inability on his part to interpret test results.
3. Visitation is an extremely personal matter and its utilization is dependent upon the personnel of the teaching staff. If there are teachers on the staff
who are adaptable to the type of training which is essential, visitation should be a part of the program. The school nurse may well act in this capacity.
CHAPTER IV

ORIENTATION AND OCCUPATIONAL INFORMATION

Of the 331 graduates from the thirty-two schools of the study, 133 or 40 per cent continued their studies in schools of higher training. The remaining 198 graduates left school and sought employment, entered a business college, or returned home. These figures show that the graduates of the small high school have a greater tendency to enter vocations than college. Only about one third of the graduates of high schools of the United States go on to college. Arizona, with a percentage of 47.2, ranks first among the twenty states holding membership in the North Central Association of Colleges and Secondary Schools in the number of high school graduates entering college.

Therefore, we may feel justified in maintaining our splendid college opportunities for these graduates when we consider that ten per cent more of our Arizona graduates go to college than is the average for the central portion of the nation. However, we can not overlook the fact that a very great per cent of them will not go to college and it follows that the schools they do attend must answer their

vocational problems.

We also learn from Table I, page 4, that 18 of these Arizona schools offer Home Economics; 18 offer Manual Training classes; 29 of the 32 schools report Commercial courses and 14 of the schools of the study are receiving vocational aid under the National Vocational Education Act. None of the parochial schools report vocational courses.

Not one of the schools offers a specific course in occupations. Possibly most of them feel that Manual Training, Home Economics or Farm Shop courses meet the vocational needs of the community. As a matter of fact, the size of the communities in which most of these schools are located compels the graduates to leave home each year and seek employment elsewhere. It is probable that they will go to communities quite different from those in which they have attended school. Furthermore, with a large percentage of graduates going away to college each year, these graduates should have an opportunity to learn about collegiate conditions in the high school before they actually are confronted with the situations in college.

Occupations Course

An occupations course can solve this problem much better than any other form of organization. The aims of an occupations course are numerous:
1. To stimulate and encourage interest in further education.

2. To acquaint pupils with the many ways in which people earn a living, with constant emphasis on the dignity of labor.

3. To develop study habits of occupations so that the student may make a more intelligent vocational choice.

4. To stress the social point of view toward vocations.

5. To emphasize those qualities of character which contribute to success. 2

6. To help the pupil learn that in order to fit into society he must:
   a. Discover his interests and abilities.
   b. Study the world of occupations.
   c. Make a choice of a vocation.
   d. Prepare for his chosen field.
   e. Make a successful beginning in that vocation.
   f. Establish himself in the light of his ability to make adjustments and progress. 3

An occupations course should be based upon the findings of the survey made by the personnel. For this reason the course can not be offered until the second year of the program. No specific text or occupations course is recommended. The essential factors of a course, and the sources of occupational information will be given later,

but the adaptation of this material is an individual problem of every school. Some guiding principles can be listed to facilitate the organizing of an occupations course:

1. A community survey of occupational information is important. This should result from the community survey made by the teachers during the second semester of the first year the guidance program is begun. The occupations class could make this survey again as a class project, following the lead of the teachers in their studies of the previous year. This would insure greater return from the first survey because the teachers would exert greater effort if they knew their results were to be used directly by the members of the occupations class.

2. The teacher should have occupational experience. If not, he or she must read in the occupational field. She must be willing to develop, with the assistance of the principal, a course of study for her particular community.

3. The teacher must understand the guidance program being developed by the school, and the occupational aspects stressed by the various classroom teachers.

4. She should have a knowledge of the sources of guidance information.

5. The teacher must have the ability to present the particular occupations which are most important in the state. (Mining, lumbering, agriculture, grazing, transportation.)

6. The school should make available catalogs and other sources of information concerning the schools of advanced training in the Southwest.

The principal or counselor of the small school should teach this course; but unless he can do so, the appointment of the occupations teacher should be made
on the basis of the experience, ability, and preparation of
the possible candidates.

Pupil Occupational Choice

It is probable that vocational choices
made by children in their teens will not be followed up in
later life. Terman states that one significant difference
between gifted and average children is that the former have
4 clearer vocational plans than do the latter. Gifted
children have more ambitious occupational choices than the
average group, but all occupational choices tend to become
5 less ambitious with increasing age.

The child is capable of making wise
choices. Even the adult with his knowledge of vocations
may make serious mistakes and show a surprising lack of
judgment. Therefore, we can not condemn the youth, with
little experience, no vocational information, and few years
experience to his credit, if he makes a choice which will
prove unwise or inadequate. The important point to keep in
mind is that all life must be purposeful, there must be
goals to work toward. The object of the occupations course

4. Rutledge, R. E. "Curriculum Adjustments in Secondary
   Schools as a Means of Provision for Individual
   Differences", Calif. Quarterly of Secondary Ed.
   Vol. VI, No. 4, 1931, p. 316.
5. Martin, P. E. "Project X of Comptán Union District."
   Calif. Quarterly of Secondary Ed., Vol. VI, No. 1,
   1930, p. 10.
is to encourage the setting up of a goal worthy of the child's efforts, and one within his ability to attain. This goal should be set by the pupil himself with the aid of the guidance counselor.

Organization of Occupational Information

The occupations course must be based primarily upon the community needs. Whatever the leading industry of the community, it may be assumed that many of the graduates will find employment in it. Having determined what industries to study, the next step is for the teacher to obtain material dealing with the occupations disclosed by the local survey. Specific occupational studies can be obtained from the sources listed at the end of Chapter IV, pages 53 to 70.

The study of an occupation may follow the outline suggested by Jones:

I. General Description — importance in the community, in the state and nation, service to society.

II. Working Conditions.

1. Hours of employment.

2. Wages — beginning — later increases.

3. Steadiness of employment — seasonal demands, etc.

4. Housing — general conditions of work.

5. Health and welfare facilities.

6. Organization of occupation, simple, complex, gradation of officers, participation in management by employees.

7. Organization of workers, unionized, open shop.

III. Trade Conditions.

1. Demand -- increasing or decreasing.

2. Supply of workers -- amount, sources.

IV. General Advantages and Disadvantages.

1. Social status.

2. Provision for compensation, pensions.

3. Factors that interest and develop the worker.

V. Possibilities.

1. Provision for systematic instruction and supervision on the job.

2. Extent to which occupation may be learned while working.

3. Line of promotion and possibilities of promotion.

4. Probable changes in character of occupation of job; increase in size of plant, increased specialization of work; improvement in status.

VI. Job Analysis.

1. The nature of the tasks, the materials with which to work, the equipment.

2. The output; amount, character, demand.

3. Qualifications needed:
   a. Age.
   b. Sex.
c. General education.

d. Necessary technical training.

e. Skills and special aptitudes.

f. Strains and hazards — mental, moral, social and physical.

VII. Legal Conditions — child labor and general labor laws.

During the study of any particular occupation the class should have copies of this occupational study which have been secured from one of the various sources listed below. These copies are to be used in making comparisons with local conditions. The plan will provide the student with a knowledge of occupations which he can see and visit in his own community. After such a study of one occupation has been made by the whole class, individual studies can be made by the several members of the class.

The following list includes those things which many of the schools incorporate in their occupations course:

1. How to study, how to budget time, how to succeed in school, how to take exams.

2. How to use the library and reference books in the school library and in college. The Dewey decimal system.

3. The study of occupations.

4. How to choose; electives, a college, educational and vocational opportunities.

5. Problems of personal and social relations.

6. School civic problems, and ways of meeting
them by student action.

All of these have value. It is the principal's responsibility to choose those most needed and to see that they are stressed through adequate supervision of the work of the occupations course.

**Occupational Information**

**Sources and Texts**

The selection of a text for the occupations course should be based upon the following considerations:

1. Is the text supplied with exercises and suggestive questions?

2. Does it provide for printed matter, visits, interviews, original investigation, reports, discussion, and debates?

3. Are difficulties, problems and advantages of occupations candidly stated?

4. Are social and economic questions necessary to be understood, included?

5. Is it free from meaningless pictures and sentimentalism?

6. Is it modern and does it conform to good text-book standards as regards form, type, etc.?

It is important that a good text be used. The average teacher's knowledge of occupations is limited and dependence upon a text will be felt for some time. The text should become a supplementary reference rather than the

basis of the occupations course. It is recommended that the school include in its guidance library, F. J. Allen's "Guide to the Study of Occupations", Cambridge Harvard University Press, 1925; and F. J. Allen's "Practice in Vocational Guidance", McGraw-Hill Book Company, Inc. N. Y., 1927. The following list of occupations texts may prove useful:

Carpenter, F. G. - "How the World is Fed" -
American Book Co.

- "How the World is Clothed" -
American Book Co.

- "How the World is Housed" -
American Book Co.

Center, S. S. - "The Worker and His Work" -
J. B. Lippincott.

Doughton, Isaac - "Preparing for the World's Work" -
Chas. Scribner's Sons.

*Giles, F. M. and Imogene - "Vocational Civics" -
Macmillan Co.

*Cowin, Wheatley, and Brewer - "Occupations" -
Ginn and Co.

Johnson, J. F. - "We and Our Work" - American Viewpoint Society.

Junior High School Bulletin - "Yours to Choose" -
Department of Education, Baltimore, O.

Morgan, DeWitt S. - "Living and Working Together" -
Chas. Scribner's Sons.

*Proctor, W. M. - "Vocations" - Houghton Mifflin Co.
1929.

*Sandwick, R. L. - "How to Study" - D. C. Heath Co.

*Will be found most useful.
Smith, Henry L. - "Your Biggest Job: School or Business?" - Appleton Co.

A Bibliography of Occupational Studies

I. The University of California, Research and Service Center, Berkeley in cooperation with the State Board of Education. Emily G. Palmer, Director and Editor. Part-time Education Series.

1920 - No. 3. An Analysis of Department Store Occupations for Juniors.


Trade and Industrial Series


1924 - No. 3. Analysis of the Plasterer's Trade. M. S. Lewis.

1925 - No. 4. Analysis of the Auto Mechanics Trade.


II. Cincinnati Public Schools, Vocation Bureau, M. Edith Campbell, Director. Mary Price Corre, Director, Occupational Research Division.

Vocational Pamphlet Series


1924 - No. 4. The Metal Industries of Cincinnati. Mary Price Corre.

1925 - No. 5. The Baking Industry in Cincinnati. Louise Durst.


III. Harvard University, Graduate School of Education, Bureau of Vocational Guidance, Cambridge, Mass. John M. Brewer, Director.


IV. Board of Education of the City of New York, co-operating with other agencies from whom they may be obtained.

1921 - Bank Positions. Blanche Ittleson. (Vocational Service for Juniors. Mrs. M. H. S. Hayes, Director.)

1922 - Opportunities in the Power Laundry Industry as a Vocation. Charles H. Smith, Coordinator, Harold M. Wilder, Secretary. (The Laundry Board of Trade of Greater New York.)

V. The National Research Council, Washington, D. C. Division of Educational Relations, Vernon Kellogg, Chairman.
Career Pamphlets
(Mostly reprints from Science, Scientific Monthly, and other magazines)

1921 - Geology as a Profession. Homer P. Little. James F. Kemp.

1922 - Anthropology as a Career. Clark Wissler.

1922 - The Field for Chemists. Wilder D. Bancroft.

1922 - Geography as a Profession. Homer P. Little.


1922 - Electrical Research Viewed as a Career. William Sparagen.

1923 - Agricultural Research as a Career. E. D. Ball.

1923 - Forestry as a Career. Henry S. Graves.

1923 - Zoological Research as a Career. C. E. McClung.

1923 - Mathematics as a Career. C. J. Keyser.

1923 - Physics as a Career. George Walter Stewart.


1923 - Research in the Medical Sciences. Frederick P. Gay.

1923 - The Study of Life as a Thing Worth Doing. Albert L. Barrows.

1923 - Engineering Research as a Career. A. A. Potter.


1924 - Industrial Research and Its Opportunities. John Mills.
1924 - Civil Engineering as a Career. 
W. K. Hatt.

1924 - Psychology as a Career. C. E. Seashore.


1925 - Geology as a Career. James F. Kemp.


Bulletins

1921 - No. 60. Foremanship Courses vs. Instructor Training Courses. T. & I. Series 16.


Miscellaneous

Vocational Education in the Pulp and Paper Industry, 1921.

Junior Commercial Occupations Survey, Suppl. 1., Misc. 396, 1922.

Senior Commercial Occupations Survey, Misc. 405, 1922.

VII. Detroit Board of Education. Department of Vocational Information and Guidance, A. H. Edgerton, Director, and the Vocational Education Department of the University of Michigan, George E. Myers, Professor.

1922 - Opportunities and Requirements in Local Occupations.

Department Store Occupations. Margaret Boland, Flora Anderson, Alice Gordon, Grace Jones.

Chain Grocery Store Occupations. H. B. Lamport.

Commercial Art Occupations. Alex Crockett.


Sheet Metal Trade Occupations. James R. Hendrikson.


1923 - Opportunities and Requirements in Local Occupations.
Carpentry Trades. Earl M. Stauffacher.


Nursing. Gladys Little, Helen Bradfield.


Stationary Engineering. E. Lewis Hayes, Burton Baisinger.

Structural Engineering. C. Stilson.

Candy Making. Katherine M. Gartner.

Cigar Making. Lila Fyans, Rolland Sprinkle.


Wholesale Drug Industries. Anna S. Parks, Hay E. Creech, Caroline C. Harvey, Julia M. Leskow, P. Clayton Sanford.


Building Trades. Frederick J. Frick, Albert W. Finley, James B. Dennis.


VIII. University of Michigan. School of Education, Vocational Education Department, Ann Arbor, George E. Myers, Professor.
Special Studies


IX. Chicago Board of Education. Vocational Guidance Department. Anne S. Davis, Director. Florence E. Clark, in charge, Industrial Studies Division.

Folder Series

1923 - The Agriculturist; the Doctor, the Nurse, the Domestic Science Expert, the Pharmacist; the Chemist, the Dentist, the Librarian, the Journalist, the teacher; the Lawyer; the Social Worker; the Business Executive, the Employment Manager, the Industrial Artist; the Architect, the Draftsman, the Engineer, the Contractor; the Banker, the Salesman, the Private Secretary, the Accountant, the Advertising Man, Foreign Service, Civil Service.

Occupation Studies

1924 - No. 1. Merchant Tailoring. Lenore Leins.

1924 - No. 2. Electric Light and Power Installation. Lester J. Schloerb.

1924 - No. 3. The Artificial Flower Industry. Gertrude Birkhoff.

1924 - No. 4. Photography. Virginia Merritt.

1924 - No. 5. Beginning Office Positions. Helen Campbell.


1925 - No. 8. Nursing and Nursing Education. Mary F. Stone.


1926 - No. 11. Opportunities in Home Economics. Virginia Merritt.

Trade Bulletins


X. Minneapolis Public Schools, Department of Attendance and Guidance. H. E. Hegel, Director.

1923 - A Study in Occupations for Classes in Community Life Problems. Victoria McAlmon.

XI. Indiana University, in cooperation with the Indianapolis Chamber of Commerce. Professor Harry D. Kitson, Adviser. Indiana University Bookstore, Bloomington.
Vocational Information Series


1923 - No. 3. Opportunities for Girls in the Profession of Nursing. Florence Blazier.


1924 - No. 5. Teaching as a Profession. Oscar H. Williams.


XII. Philadelphia, the White-Williams Foundation, in cooperation with the Board of Education. Anna B. Pratt, Director.

Monograph Series


1923 - No. 2. The Librarian. Florence B. Jennings.

1923 - No. 3. The Hair Dresser. Ruth J. Woodruff.

1923 - No. 4. The Dental Mechanic. Ruth Woodruff.

1923 - No. 5. The Paper Box Industry. Ruth Woodruff.


Bulletin Series

1923 - No. 2. The Professional Photographer. May Rogers Lane.


1924 - No. 4. The Electrical Industries. Charles Keller, Jr.

1925 - No. 5. The Hosiery Industry. Ruth J. Woodruff.

XIII. New Orleans Public Schools, Department of Vocational Guidance, Emma Pritchard Cooley, Director; Wilmer Shields, Research Secretary, in cooperation with the High School Scholarship Association.

Vocational Information Series

1924 - No. 1. Nursing as a Profession. Emma Pritchard Cooley.


Vocational Information Monographs


1926 - No. 2. The Proof Reader. Eva A. Brandao.

1926 - No. 3. The Radiotrician. Marion O. Saal.

1926 - No. 4. The Dental Mechanic. Constance DuQuesnay.

XIV. Cleveland Public Schools, Bureau of Educational Research, William L. Connor, Chief, May Rogers Lane, Supervisor of Occupational Studies.

1924 - The Metal Industries of Cleveland. Mary Price Corre. (In cooperation with the Consumers' League of Ohio)

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1924 - No. 5. Printing. C. W. Hague.

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1925 - No. 3. Patternmaker.
1925 - No. 4. Sheet-Metal Worker.
1925 - No. 5. Printer.
1925 - No. 6. Structural Steel Worker.
1925 - No. 7. Stationary Engineer.
1925 - No. 8. Stenographer.
1925 - No. 9. Salesperson.
1925 - No. 10. Office Clerk.
1925 - No. 11. Painter.

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Chief of the Division, Harry S. Belman, Assistant.
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1925 - No. 2. The Bricklayer.
1925 - No. 3. The Plumber.
1925 - No. 4. The Painter and Decorator.
1925 - No. 5. The Electrician.
1925 - No. 6. The Sheet-Metal Worker.
1925 - No. 7. The Plasterer.
1925 - No. 8. The Steamfitter.
1925 - No. 9. The Structural Iron Worker.

Metal Trades Series
1925 - No. 1. The Mold and the Coremaker.
1925 - No. 2. The Patternmaker.
1925 - No. 3. The Machinist.
1925 - No. 4. The Tool and Diemaker.
1925 - No. 5. The Draftsman.
1925 - No. 6. The Sheet-Metal Worker.
1925 - No. 7. The Forgemaster.
1925 - No. 8. The Welder.
1925 - No. 9. The Boilermaker.

Printing Trades Series
1925 - No. 1. Composing Room.
1925 - No. 2. The Press Room.
1925 - No. 3. The Bindery. In press.
1925 - No. 4. Lithographic Printing. (In preparation)
1925 - No. 5. Engraving. (In preparation)

1925 - No. 6. Stereotyping and Electrotyping. (In preparation)

Other Trades and Industries

1925 - ....... The Automobile Trades.
1925 - ....... The Stationary Engineer.
1925 - ....... The Shoe Industry.
1925 - ....... The Hosiery Industry.

Commercial Occupations

1925 - ...... The Department Store Occupations.

Office Occupations

1925 - No. 1. The Office Boy.
1925 - No. 2. The Clerical Workers.
1925 - No. 3. The Accounting Occupations.
1925 - No. 4. The Office Machine Operators.
1925 - No. 5. The Secretarial Workers.

Conclusions

1. An occupations course is essential in these thirty-two schools because many of the graduates leave the community in which they have gone to high school to enter a vocation.

2. Closer articulation should be sought between the vocational courses offered by these schools and the educational guidance of the schools.

3. Occupational choices made by the adolescent have great utility in keeping the student pointed
toward a definite goal of achievement.

4. Sources of occupational information should be known to the principal and occupation teacher.

5. Those occupational studies should be obtained which illustrate the occupations which are found by the survey to be in the local community.

6. Since 40% of the graduates of the thirty-two schools may be expected to enter college, definite educational guidance should be stressed by the principal.
CHAPTER V

INCIDENTAL GUIDANCE

The class advisers, group guidance, school clubs, school newspaper, placement, and the guidance library are considered in this chapter. The title, "Incidental Guidance", has been chosen because these elements of a guidance program contribute to the school in many ways other than directly to the guidance program. Very often they are present in the school and should be incorporated in the program as it is perfected. The word incidental is not to be construed to mean that these agents are of little value to the program. The principal of the small high school must understand the influence each of these have upon the guidance program. This study does not propose to outline the best methods of organizing these activities in the schools, but it aims to show their relation to the guidance program.

Class Advisers

Members of the teaching staff will act as advisers for the classes. The freshman and senior classes are in greatest need of advisers. The freshmen coming into the school will have a number of problems which should be


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solved as early in the year as possible. Some writers recommend that the adviser remain with the group for the four years that they are in school.

A better recommendation is that of having an adviser for the ninth grade and one for the twelfth grade. These advisers would be appointed by the principal and would advise these classes each year. This is particularly recommended since the two classes have widely varied programs of a specialized nature. The problems of the freshman class are those of adjustment and organization. The senior class activities are concerned with graduation, the annual, and social events. The types of problems are such that the experience of one year as adviser for one of the groups will be valuable to the next. A great part of the planning of the following year will be based upon previous experiences. The appointment of permanent advisers for these classes will be an economy of teacher time and make for more efficient organization.

The sophomore and junior classes should be allowed to choose advisers to serve them. The sophomore adviser could continue as junior adviser if the class chose.

Schools which provide homeroom organization will find that the class advisers should be responsible for the homeroom. Any group guidance in the way of general

announcements, matters of common concern, can be handled quickly and efficiently.

School Clubs

School clubs can be as successful in the small high school as in the larger, and it is found that size of school influences the number of clubs but does not determine success. The organization of school clubs is a responsibility of the principal. He should decide: (1) Whether there is a need for the club; (2) How many pupils have expressed an interest for the activity; (3) Whether there are already enough clubs in the school; (4) Whether there is a teacher available who is qualified to act as sponsor.

Clubs are decidedly exploratory in nature, and teachers who sponsor them have an important contribution to make to the guidance program. Clubs and their organization should be studied by the principal.

Schools with an enrollment of fifty to one hundred students may have from two to four clubs. Of course this means that the school of fifty should not attempt more than two clubs. The administration of clubs is a problem the principal must face. The sooner he appreciates the value of the club idea the richer will the school experiences become for the pupils.

School Newspaper

A school newspaper is printed in forty
five per cent of the thirty-two schools in the study. The value of such a medium of publicity should not be underestimated. Adequately supervised and edited, the school newspaper may become a valuable tool for dissemination of occupational and educational guidance information.

In the small school the newspaper should be published by the English department; and the responsibility for the printing may be placed upon the commercial department, which is found in thirty of the thirty-two schools reporting.

Placement

The guidance program is concerned with the pupil's plans when he leaves school. What help can the school offer the pupil when he leaves school and seeks a position? How much help should he receive from the school? These are pertinent questions when considering the value of a guidance program.

Buohwald states that no guidance program is complete without adequate placement and follow-up. However, the small school will probably be most justified in accepting the opinion of the school authorities who conclude that,

"...although finding definite employment is accepted as an important service by a large number of schools, this is not recognized as

the most urgent point of attack in vocational guidance at the present time?

The placement service of the school should not be attempted until the second or third year of the guidance program. During this time the principal should keep a record of the vocations entered by the graduates.

Table XI, page 77 shows some interesting situations. For example, school number 12 with 18 graduates entered two in the teachers college, one in the university, and one in the junior college. This means that 14 of the graduates sought immediate employment or went to a business school for a year. School number 4 sent two graduates to teachers college out of a graduating class of 15. School number 26 sent two to the teachers college from a class of 13 graduates. What becomes of these young people who do not go on to college? How do they get their positions? How long does it take them to get placed? How much does the school know about such questions? The school should have a definite knowledge of the immediate destiny of its graduates and use this information in its guidance program.

The principal should publish a statement in the school and local newspapers explaining the school's policy regarding placement. This explanation would outline the manner in which students are to be recommended for any positions which are open. This information should also be brought to

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the various service clubs of the community. Of course the students will be reached through their own assembly meetings.

A list of the students who desire part-time work should be kept in the office of the principal. These students would be assigned such jobs as errand boy, paper deliverer, service station assistant, soda fountain clerk, or any of the innumerable small jobs which occur in the small community.

Guidance Library

There should be a guidance library of selected books so that the teacher of occupations, the principal and those responsible for programs in the guidance committee meetings will have an abundance of reference material.

The library should consist of some good texts on educational and vocational guidance together with some study of occupations. Occupational studies selected from the bibliography at the end of Chapter IV will be particularly valuable.

Ten to fifteen dollars wisely spent on vocational and educational guidance material will be sufficient to form a nucleus which should be increased from year to year.

The material of this library should be available to teachers and pupils at all times as it will be if conveniently placed in the main library room and sufficient reference made to it by the teachers, so that the students will become familiar with the material.
Conclusions

1. The principal of the small high school should understand the value of school clubs, school newspapers, placement and the guidance library in order that he may assign them to their proper place in the guidance program.

2. It must be remembered that placement is not recognized as the most urgent point of attack in the guidance program and should be postponed until the program is well organized.

3. The guidance library is a necessity if the program is to be a principal-teacher-pupil enterprise.

4. Finally, guidance is to be recognized as an organization of the school's functions, for greater efficiency, rather than the introduction of a new unit of instruction.
CHAPTER VI

CONCLUSION

It is possible for the small high school to plan a guidance program and expect it to produce gratifying results. The principals of schools having enrollments of twenty-five to one hundred twenty-five students have some time each day for guidance. There must be an assignment of at least thirty minutes of the principal's time for the supervision of the guidance program. Only by this steady application on the part of the principal over a period of three or four years can the guidance program be brought to its highest point of efficiency in the small high school.

A school is an institution which continues on indefinitely measuring its value in the changes wrought in the lives of individuals and it should not be assumed that the development of a guidance program is the work of a year or two. The program will demand time and concentration from the principal. Its development will be neither quick nor easy but the benefits derived will be great. The first point to be considered is that the principal is not to expect, nor demand, too much, at first, from the guidance program. He must appreciate that the guidance program is the product of continual effort over a period of years, rather than a mechanical device introduced into the school in a relatively
brief period of time.

A guidance program should not be attempted until it has been planned ahead for at least one year. Furthermore, the principal should have definite goals to be achieved by the program during the first, second, third, and even fourth years. The guidance program makes great demands in time, resourcefulness and initiative on the part of the principal. A tentative list of goals are listed below:

**First Year** -

1. Organization of the school guidance committee.

2. The development of the feeling of a need for guidance among the members of the faculty.

3. The community survey should be completed and the results put in a useful form.

4. A counselor should be selected.

5. Case method of records should be inaugurated, the cards, represented by Tables V, VI, and VII of the study, are most essential the first year.


The first year of the program will make the greatest demands upon the personnel. Much of the guidance program will be new to the teaching staff; the principal should always bear this factor in mind while developing the program with his teachers. The task of convincing his teachers of the value of guidance will be less, if he himself has a well developed plan of procedure. Preparation contributes
to his assurance and this quality increases the confidence the personnel has in the principal's aims.

**Second Year -**

1. A course in occupations should be offered.

2. Additional record forms, Tables VII and X, should be used.

3. School clubs or the school newspaper should be organized.

Of course those portions of the program which were begun the first year will be maintained and every effort made to increase their utility.

**Third Year -**

1. Complete all record forms, add Table IX, and check the accuracy of all other record forms.

2. Organize the placement division of the guidance program.

3. Begin the program of visitation. (The position of this factor of the program is difficult to determine from this study because of the vast difference in individual schools. It is wise to leave visitation until the later years if there is any doubt as to the ability of the visiting teacher.)

**Fourth Year -**

1. A testing program may be outlined during the fourth year. This is a phase which might be placed earlier in the program were it not for the fact that provision is made for obtaining predictions of success in high school from the elementary teacher. (Table VI.)

2. Those portions of the program should be revised which contribute too little to
student growth for the amount of time they demand.

The principal should write out a summary of the results derived from the guidance program since the time of its inauguration in the system. This will clarify the values of guidance for the school and home, and point to the portions of the program which should be stressed in the future.
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