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A Guidance Program For The Junior-Senior High School

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A GUIDANCE PROGRAM
FOR THE JUNIOR-SENIOR HIGH SCHOOL

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College
in partial fulfillment of the requirements
for the Degree of Master of Science

by

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July 18, 1946.

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CHAPTER I

INTRODUCTION

The need for guidance has manifested itself for generations. Parents, grandparents, brothers, sisters, aunts, uncles, cousins, school teachers, Sunday School leaders et cetera have served their respective parts in administering the activities which now appear to be a part of the guidance process.

The junior and senior high school students are definitely in need of further direction, in the form of a guidance program.

The junior high school student is interested in many things. Here is the place for him to experiment and explore. Orientation and exploratory courses should be a part of the junior high school curriculum. An adequate guidance program is needed, at this level, to help the student find himself. As an example several modern languages, Latin, crafts, art, music, mechanics, manual training, cooking, sewing, and various other types of hand work could be and should be offered on an orientation basis. Wiser decisions could be made with much more success. Students with aptitudes favoring some mechanical endeavor will do better by following the shop course than by sticking to the 'classics' just because father and mother took them.

Students are past the stage where they take subjects 'just because they are good for them' or because someone else took them. A wise testing program in the junior high school followed by expert advice and direction will tend to keep more youngsters in school and will

afford the Senior High School the opportunity of dealing more accurately with its new enrollees.

The very nature of the human child implies guidance. Left to itself, even after it is able to walk, it would perish. From the babe-in-arms stage into late adolescence it receives either parental or institutional care, and without such care, if it chanced to survive at all, its behavior would be more akin to that of the brutes than to that of human beings.¹

The senior high school has the responsibility of directing the students into the proper channels of educational activity. Whether the senior high school student graduates with a mere piece of paper, called a diploma, and nothing else; or whether that student is definitely going on to college with a professional goal; or preparing to enter a vocational school where more advanced training can be obtained along his chosen line; or starting to work --these are the problems facing the persons charged with the execution of the senior high school program. Too many high school seniors, in the past, have had no definite plans when they left high school. Guidance, is the answer to many of these distressing situations.

Guidance is that continuous, unitary process by which help is systematically afforded to individuals in situations where adjustment, planning, interpretation, or choice is called for, and by which individual differences and needs are effectively related to the requirements, demands, and opportunities of social situations.²

1. W. M. Proctor, Educational and Vocational Guidance, (Boston, New York, Chicago, Dallas, San Francisco, Houghton Mifflin Company, [c1925]), p. 1.

2. S. A. Hamrin and C. E. Erickson, Guidance in the Secondary School, (New York, D. Appleton-Century Company, [c1939]), p. 17.

It is obvious, then, that guidance is a contributing factor to the complete development of a child. In the broadest sense any directional activity on the part of anyone which tends to affect the life of a child may be termed guidance.

Guidance, then, properly conceived and administered, should mediate between the child and the world of opportunity around him. It should take him by the hand and lead him along those paths of self-realization and social service to which he is best adapted by reason of his mental, moral, social, and physical endowment. In the performance of this task the guidance movement in the public schools must take advantage of the proved results of scientific research, of the best material equipment, and of the most highly trained workers that an awakened and generous public can be persuaded to provide.³

The Problem:

The problem of this thesis is to set up a guidance program for the junior-senior high school. A program especially workable for the small junior-senior high school is desirable since these are most frequently found in this section of the state.

Definition of Terms:

"Guidance," as used in this thesis, is construed to be the process of directing the activities of students of the junior-senior high school levels. Guidance involves testing, counseling, personnel services, group conferences, personal interviews, and actual recommendations as to what avenue of life's activity the child in question should

3. Proctor, op. cit., p. 17.

enter. It is not a coercive plan. Whatever the child does after he has participated in the guidance program will be entirely up to him and his parents or guardians.

"Junior high school" is meant to be the school organized and operated for the youngsters of ages twelve to fifteen.

"Senior high school" is meant to be the school organized and operated for the youngsters of ages sixteen to nineteen.

The terms "guidance director," "adviser," and "counselor" are used interchangeably in this thesis.

Recent Investigations:

No summaries of recent investigations pertaining to the problem of this thesis were discovered.

Method of Procedure:

An effort was made to determine the thinking of authorities in the fields of guidance, personnel service, and counseling. A representative of a reputable Eastern University, Harvard, was selected because of his contribution to the guidance field. Leaders from Northwestern University were selected to represent the Mid-west on the matter of personnel service. Two authorities from Minnesota were chosen because of their contribution to counseling in the secondary schools. From Michigan a professor who had contributed a fine piece of work to the Vocational Guidance field was selected. To give still greater breadth and depth to the study a Stanford professor was chosen because of his efforts in the guidance field. A resume of each of these authorities follows in Chapter II.

CHAPTER II

SCHOOLS OF THOUGHT ON GUIDANCE

There are many men, in America, interested in guidance. One of these men is John Marks Brewer, Associate Professor of Education, Emeritus, Harvard, who expresses his point of view of guidance in the introduction of his book entitled Education as Guidance, a portion of which appears below:¹

The plan of analysis . . . was first suggested to the writer through a study of the techniques of vocational guidance and vocational education, viewed in the light of a philosophy of the total task of education. It seemed possible and profitable to apply three procedures universally: (1) charting definite, major steps in the progress of the individual, (2) making elementary analyses of the common tasks of living, and (3) discovering the elements of knowledge and morale which bear upon these activities. These, it was perceived, should make up the individual's curriculum. It was gradually seen that this approach would make for greater efficiency in all the parts of the educational enterprise, as well as for the integration of these parts into a harmonious whole. The methods of steps, analysis, and appropriate inter-relationship between activity, knowledge, and morale will be seen to be as necessary and inevitable as is living itself.

. . . is activity worth the serious attention of curriculum makers? Some writers, particularly on college education, seem to assume that learning to live is so elementary a matter that it may safely be neglected in favor of the acquisition of knowledge. Yet a good case might be made for the position that nothing requires so much thought and scholarship as does living; indeed, that thought and scholarship exist for no other purpose.

'How to live,' if it is ever to be learned, must be rescued from the level of the radio talk, the columnist, and the Sunday supplement, and placed on a level equal to that of trigonometry, French, and geography, with trained teachers, textbooks, periodicals, national commissions, and adequate attention by teachers' colleges.

1. J. M. Brewer, Education as Guidance, (New York, The Macmillan Company, 1937), pp. 1-8.

What the sterile curriculum has never done, curriculum of living may perhaps accomplish. As to the objection that we must wait until teachers are prepared: perhaps there is no more danger in good things poorly taught, regret as we may such a foolish makeshift, than there is in questionable subjects well taught!

.....

... The word guidance is frequently misconceived: it is best understood through the concept of self-guidance, its ultimate aim. "Do you not teach as guidance the idea of taking responsibility for others?" asks one critic. We do not. Guidance is neither adjusting nor suggesting, neither conditioning nor controlling, neither directing nor taking responsibility for anybody. . . . Educate the oncoming generation we must, and a true education, as we shall try to show, means guidance. By the process of guidance, we put the responsibility where it belongs, on the individual being guided, as fast as it can be done without running the risk of abandoning him to crass ignorance and to the misguidance of active influences ready at all times to do him harm.

... There are three ways in which guidance may be approached. In the first place, there may be a direct attack, with a curriculum of activities and guidance, designed to give children the opportunity to learn living in the laboratory of life. Second, there may be set up alongside the present entrenched 'studies of the curriculum,' and in no way interfering with these studies, a system of counselors, homeroom teachers, class advisers, student deans, or other agencies to be used for the purposes of guidance. Third, with or without a system of counselors, the present studies of the curriculum may gradually be modified in content and method so that they will bear upon life activities, and presumably aid the pupils in the improvement of their living.

This book has adopted the first method. . . .

... the objection to the approach to guidance through the present traditional studies is based on the conviction that the subjects English, Latin, arithmetic, geography, science, and the like, cannot be made fundamental and lasting life objectives.

.....

... Most other persons now actively interested in guidance are working, necessarily, upon the little-by-little plan. Many are wholly concerned with the second of the methods described above -- introducing counselors without touching the curriculum All 'practical' workers in education, apparently, must compromise

by following temporary or half-way expedients, and must work, at least at first, through the present entrenched studies.

But may it not be useful for at least a few students of education to attempt to set forth in comprehensive fashion a point of view unhindered by customs admittedly not rooted in the inescapable logic of either education or life?

.....

. . . Good teachers everywhere are busy guiding pupils, and there are many good beginnings of comprehensive plans. Many public schools and a number of private institutions, especially some which use the designation Progressive, show evidences of a real desire to make education count in the improvement of daily living . . . many educators seem to think that providing varied activities for the pupils, with counselors to advise, constitutes a complete program. But the curriculum remains practically untouched: the pupils expend no real scholarship and little cerebration upon the difficult problems of their present life. Hence if the curriculum is the chief agency for education, guidance in such cases is still an extra . . .

.....

. . . The main thesis . . . is that schools should guide pupils. This will be established if we succeed in maintaining three points: (1) the problem of guiding students, as a problem, should be discussed among teachers; (2) the problem of living, as problems, should be made the subject matter of school and college work; and (3) these discussions should eventuate in the best kinds of activities for young people, and in guidance therein, which we can cooperatively formulate.

.....

I have purposely avoided following the techniques of other students of curriculum construction, in order to present an individual viewpoint which would stand or fall on its own characteristics

Shirley A. Hamrin, Professor of Education and Clifford E. Erickson, Assistant Professor of Education, both of Northwestern University, present their ideas of guidance in the book, Guidance in the Secondary

School, a summary of which follows:²

The student is the center of all thinking regarding the process of guidance. The school's responsibility to the student from the point of assisting him to make a good start, to the service of follow-up after he has completed his secondary school work is stressed.

It is the opinion of these writers that the teacher is an integral part of any well ordered guidance program. The homeroom, classroom, curriculum, home, and community are mentioned as agencies through which a guidance program can function. A well functioning guidance program, in a secondary school, will assist each student in becoming adjusted to his immediate situation and will aid him in formulating a plan for the future along lines compatible with his interests, abilities, and social needs. The school program, itself, is complex. In order to make it more easily understood various forms of personnel services have become a part of the educational set-up. The idea of guidance expressed here does not draw any definite lines between vocational and educational aspects of the subject, but rather tends to provide the student with information and advice which will enable these youngsters to do well in their educational endeavors and to plan more intelligently for the future which will in the end mean "successful careers" and "well rounded lives."

2. S. A. Hamrin and C. E. Erickson, Guidance in the Secondary School, (New York, D. Appleton-Century Inc., [1939]), pp. v, 1-26.

Guidance is not an art. Guidance is a process which takes cognizance of the student as he is, with all of his capabilities and limitations. Beginning from there it assists him in recognizing educational opportunities; it aids him in becoming adjusted to his present situation; it stimulates him to learn more of his own interests, abilities, and limitations; it points out future educational and vocational opportunities; and it helps him to plan wisely, both for the present and the future.

To be able to accomplish the above mentioned objectives it is necessary that the school have the pertinent information about the youngster. To be able to give accurate, intelligent advice relative to educational and vocational opportunities the school must secure this information.

A counseling program must also be set up whereby a pupil may be informed either by private interview or group conference or both. A student must be encouraged to relate himself with the educational and vocational opportunities that are present.

A follow-up program is suggested with two objectives in mind. First, to help the student himself, and second, to use the information obtained, to strengthen the guidance program for the students who will follow.

The writers believe that if such a program is followed, fewer youngsters will drop out of school; scholarship standards will be raised; more pupils will succeed; better morale will be evident in the school itself; retardation will be reduced; a smaller number of misfits and

social maladjustments will result; pupils will be better able to stand on their own; and a better all-around school life will be manifested. In the end, then, colleges will receive fewer persons incapable of pursuing a college course; less lost effort will be expended in getting and keeping employment; and an all-around stronger citizenship will prevail. To accomplish the above results the teacher has a tremendous responsibility. Hamrin and Erickson say, "In his capacity as a guidance worker, the intelligent teacher is alert to his pupil's needs, both physical and psychological."³

George Edmund Myers, Professor of Vocational Education and Guidance at the University of Michigan is a staunch supporter of vocational guidance and his book, Principles and Techniques of Vocational Guidance, reveals his thinking on the matter. His thought appears, in part, here:⁴

Vocational guidance, while a definite part of the educational program, is not synonymous with "organized education"; individualized instruction; personnel work; or a mental hygiene course. It serves a separate and distinct purpose different from any other form of guidance. "Vocational guidance is the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it,"⁵ Several years ago one writer

3. Ibid., p. 26.

4. G. E. Myers, Principles and Techniques of Vocational Guidance, (New York, McGraw-Hill Book Company, Inc., 1941), pp. v, 1-359.

5. Ibid., p. 4.

referred to vocational guidance as, "seeing through Johnny and seeing Johnny through,"⁶ A better way to express it in similar language, Professor Myers thinks, would be: "Vocational guidance is helping Johnny to see through himself and to see himself through,"⁷ Two sets of differences must be taken into consideration in order to develop this interpretation of vocational guidance. The first, represents the individual differences of people and the second pertains to the differences in the thousands of occupations.

Vocational guidance deals with the problem "of assisting an individual who possesses certain assets, liabilities, and possibilities to select from these many occupations one that is suited to himself and then to aid him in preparing for it, entering upon, and progressing in it."⁸ Vocational guidance would be unnecessary if all persons were alike or if all occupations were alike. It is the differences that make vocational guidance a must.

It should be clear from what has been said that vocational guidance and vocational education, though closely related, are not to be confused. The latter means preparation for a vocation after it has been chosen in some manner, wisely or unwisely. The former involves, among other things, assistance in choosing both the vocation and the plan of preparation for it before the preparation begins. The former serves to bring the individual into vocational preparation under the most favorable conditions possible. Vocational education without vocational guidance is much like trying to make an automobile crankshaft out of any bar of metal that comes handy without first determining whether it is suitable for

6. Ibid., p. 4.

7. Ibid., p. 4.

8. Ibid., p. 5.

the purpose. Vocational guidance without vocational education is like selecting with great care a bar of steel suitable for a crankshaft without providing proper facilities for subjecting it to the processes of forming, tempering, and gauging necessary for the purpose. Both vocational guidance and vocational education are necessary to a successful transfer from school to working life.⁹

Professor Myers makes clear his position on the vocational guidance program when he says,

. . . . It is important, however, that the reader should understand early that the author of this book looks upon vocational guidance as an integral part of an organized educational program and not as something apart from education that is being wished upon the schools by a group of enthusiasts because there is no other agency to handle it.¹⁰

The suggestions made in this book are certainly sound, and if used as they were intended any school system could profit tremendously from such use.

Edmund G. Williamson, Professor of Psychology and Dean of Students and Milton E. Hahn, Coordinator and Instructor in Vocational Orientation, General College, both at the University of Minnesota, give their points of view on high school counseling in their book, Introduction to High School Counseling. An interpretation of their thinking on the subject of counseling follows:¹¹

Student personnel work has come to be a very important feature of the educational program of the modern high school. Counseling is

9. Ibid., pp. 7-8.

10. Ibid., p. 9

11. E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, (New York, McGraw-Hill Book Company, Inc., 1940), pp. v-viii, 1-308.

one of the main cogs in the wheel of personnel services. Counseling may be partially performed by classroom teachers, homeroom teachers, principals, supervisors, or superintendents, but the most efficient service is performed by a trained counselor. It is no more true to assert that a history teacher is an expert counselor because he once took a two-hour course in counseling than it would be to say that a counselor is an expert history teacher because of his having taken a similar course in history.

The counselor's duties are many. He may have to change the thinking of parents and other fond relatives in order to assist the student to accomplish the goal which has been selected. The counselor must be interested in the bright student as well as the dull one. He must be concerned with the disciplinary cases, not because of the infractions which have been committed by the student, but to ascertain why such behavior was manifest, and to assist in making the necessary corrections. He must be able to understand the "ins" and "outs" of human nature. Capable students sometimes fail or do very inferior classroom work. It is the counselor's duty to determine why this is so and to be able to offer possible corrective action. It is his duty, also, to direct, through counseling, the student that has ambitions above and beyond his capacity to achieve. Many times these ambitions are "fixed" by parents, guardians, or other interested parties. It is not always easy to work out a satisfactory solution, but it is a necessary task to try to convince these persons that the real good will come in terms

of a happier student and as a result a better citizen.

Then again, the counselor "bumps" into opposition with teachers, principals, and supervisors. Their arguments against special treatment in some cases are that 'it will form a precedent;' 'that the student doesn't deserve special consideration;' that first, 'the student should do like the other members of the class before being permitted to follow the suggestions of the counselor.'

The counselor knows that it is his duty and responsibility to assist each student in making decisions for himself which will cause the student to do better work, maintain a happier attitude, contribute more for others, and in so doing develop himself. After the student reaches a certain stage, as demonstrated by his performance, he will be able to think better for himself and will not need as much personal attention from the counselor.

A much more efficient plan of counseling can be maintained if superintendents, principals, supervisors, advisers, classroom teachers, and homeroom teachers cooperate in the venture.

Obviously complete records must be maintained for a counselor to function properly. Contributions from coaches, principals, teachers, and supervisors are necessary for a complete set of records.

Last of all is the follow-up program which begins after the student first meets with the counselor and continues after the student has left the secondary school. Many useful discoveries have been made through the observation of students after they enter college or take their place in the field of competitive enterprise in earning a livelihood.

William Martin Proctor, Professor and Chief of the Division of Teacher Training, at Stanford University, presents a splendid resume of his thinking in the first chapter of his book, Educational and Vocational Guidance. Parts of this chapter are reproduced below:¹²

. . . The progress of the human race to the present stage of development has been due primarily to the fact that during the long period of dependence of the human child it is being educated. A vegetable can be cultivated, a horse or dog can be trained, but the children of men are capable of being educated. Education implies the ability on the part of the child to be educated, to think of himself in a different situation from that which he now occupies. It implies also the ability to initiate the processes necessary to bring about that changed situation. A small boy sees that his sister is able to read stories to herself from a book, and that she is, because of that accomplishment, independent of the grown-ups, so far as story-telling is concerned. He thinks of himself as able to do the same thing at some future time, and he is capable of making a start toward the desired goal of ability to read the printed page. He could "pick-up" this reading ability, but he arrives at the desired goal much more quickly if he is guided in the first steps of the process by some one who already knows the way. Hence education has been defined as "the process of producing, directing, and preventing changes in human beings." The changes to be produced, directed, and prevented will necessarily depend on the goal to be attained --on the purpose for which the individual is being educated.

. . . The aims of education are usually established in the light of the needs of the individual and of the social order of which he is a part. The Social Order is interested in the training of each of the persons making up its citizenry, to intelligent participation in those activities which concern the welfare of the entire group. In an autocratic State, whether a monarchy or a dictatorship of the proletariat, the individualistic phases of education will be subordinated to the political and group phases. This point of view is supported by the conditions which existed in Imperialistic Germany before the World War, and which exist in Soviet Russia today. Under any autocratic political regime the child will be trained primarily with a view to the welfare of the State. Both the educational aims and the means of attaining

12. W. M. Proctor, Educational and Vocational Guidance, (Boston, New York, Chicago, Dallas, San Francisco, Houghton Mifflin Company, [c1925]), pp. 1-17.

those aims will be set up by the State.

In a representative democracy such as our own, on the contrary, the individualistic aims of education will tend to be stressed. Only such attention to the political and social aims will be given as is deemed essential to social cohesion. The people of a democracy hold firmly to the belief that the welfare of all is most apt to be promoted where each person has both the incentive and the opportunity to realize his maximum possibilities. It is on this account that the people of a democracy are willing to tax themselves heavily to support free public education. For the same reason a democratic social order permits freedom of thought and expression, within reasonable limits, upon political, social, and religious questions, and depends upon the operation of the law of enlightened self-interest to safeguard the general welfare.

. . . In an autocratic State, guidance takes the form of prescription and dictation. . . . the people of an autocratic State are not their own masters; they are the pawns of the ruling class and belong, theoretically at least, to the State.

The freedom which prevails in the United States of America, on the other hand, gives wide scope to individual initiative and ability. A man may be a carpenter or a ditch digger, but that is no reason why his son must be satisfied to look forward to the same occupation or station in life. Subject to native capacity and economic limitations, the latter of which he is frequently able himself to control, the American youth is free to strive for a higher social status than that occupied by his father

.

. . . The greater the range of selection in the matter of life careers, the more difficult becomes the task of making a wise selection and the greater the chance of error. When population is relatively homogeneous, when the pursuits of the people are largely agricultural, when industry is carried on in small units, and when schools are limited in their offerings --then the problems of guidance are relatively simple. When, on the contrary, industrial pursuits claim more workers than do agricultural, when the bulk of the population becomes urban and composed of diverse racial elements, and when farming involves the use of complicated machinery and scientific methods --then the schools must offer many curricula where formerly they offered but one or two, and the problems of guidance become much more difficult and complicated .

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. . . It is significant that the growth of the organized guidance movement has been coincident with the demand for an expansion of the educational system to meet the needs of an urban and industrial people, as contrasted with the needs of a rural and agricultural people. In the earlier agricultural stage, and the later transition stage of our national development, such guidance as was given was largely in the hands of parents, school teachers, and ministers. At present, the social and economic problems are so complex that few parents are competent to give the needed advice. The church no longer holds the place in the life of the community which it once held, and the influence of the minister as an adviser of youth has correspondingly diminished. The expansion of the program of studies, the departmentalization of teaching, and the bringing together of large bodies of pupils in the elementary, junior and senior high schools makes it difficult for regular classroom teachers to perform acceptably the guidance function.

. . . This situation has led to the present rapidly growing movement to provide a system of scientific guidance for the boys and girls in our schools

.....

. . . Guidance will not be accorded the place which rightfully belongs to it by reason of its importance until it is understood to have a wider application than simply to the choice of a vocation. Up to the present time, however, most of the attention which guidance has received has been from the vocational guidance angle.

.....

. . . Guidance, then, properly conceived and administered, should mediate between the child and the world of opportunity around him. It should take him by the hand and lead him along those paths of self-realization and social service to which he is best adapted by reason of his mental, moral, social, and physical endowment. In the performance of this task the guidance movement in the public schools must take advantage of the proved results of scientific research, of the best of material equipment, and of the most highly trained workers that an awakened and generous public can be persuaded to provide.

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Similarities and differences in Philosophy, Objectives, and practical programs:

Philosophy:

Brewer states that:

"In the first place, there may be a direct attack, with a curriculum of activities and guidance, designed to give children the opportunity to learn living in the laboratory of life . . . This book has adopted . . . this method . . ."13

Hamrin and Erickson say: ". . . Guidance is conceived as the process of aiding pupils both in their present adjustments and in their intelligent planning for the future . . ."14

Myers believes:

"Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it." It is not concerned with doing things for the individual but with helping the individual to do certain things for himself . . ."15

Williamson and Hahn remind the reader that:

The work of the counselor is more than aiding students to make educational and vocational choices, important as this type of assistance may be. The counselor helps the student to formulate and to attain various kinds of goals. He may accompany the student a little way along the road until the student can demonstrate his ability to traverse the rougher sections alone.¹⁶

Proctor says: "Guidance, then, properly conceived and administered, should mediate between the child and the world of opportunity around him . . ."17

13. Brewer, op. cit., p. 3.

14. Hamrin and Erickson, op. cit., p. v.

15. Myers, op. cit., p. 10.

16. Williamson and Hahn, op. cit., p. vi

17. Proctor, op. cit., p. 17.

All in all the basic philosophy of the seven authors is that, the child is the center of their thinking and that education through its various services --counseling, guidance, personnel work, and vocational guidance has an obligation to assist the individual in finding himself.

OBJECTIVES:

By the same token the objectives are very similar. Each author is concerned with the ultimate future of the students who will be effected by the educational program through the vocational guidance, personnel work, counseling, and guidance services. While each author has directed his efforts in presenting a particular part of the program each has manifested a keen interest and a profound desire to assist students to evaluate situations; to be cognizant of educational opportunities; to be aware of their own possibilities and limitations; and by so doing adjust themselves in their present school situation and to their future responsibilities of earning a living; maintaining a home; and being a good citizen.

PROGRAMS:

Naturally the programs are not identical, but they are similar in structure. Each program calls for recognition of individual differences; the procedure of assisting the student to find himself rather than mapping out a program for him; the necessity of having trained persons to do the counseling, personnel work, and guidance tasks; and the importance of follow-up activities even after the student has left the secondary school. The ultimate goal in mind is the development of more useful citizens.

CHAPTER III

DESIRABLE PURPOSES, OBJECTIVES, AND PRINCIPLES

In order to get an up-to-date opinion regarding a guidance program for the junior-senior high school a questionnaire was sent to twenty-five representative school administrators of Kansas. One of the school administrators was serving in a city of the first class, seven were serving in cities of the second class and seventeen were serving in cities of the third class. The questionnaire was composed of two sections. The first section was fifty questions dealing with effects of a guidance program on the youth of junior-senior high school levels. The second section covered four fields of testing, (1) Intelligence tests, (2) Achievement tests, (3) Inventory tests, and (4) Aptitude tests. For each field listed three recognized tests or testing devices were mentioned, one suggestion that any reliable test might be used, and one space was left blank for the school administrator to fill in any test of his own choosing.

At the end of the testing groups was still another set of lines for further recommendations from the persons doing the evaluating. A copy of the introductory letter and the four page questionnaire is shown on pages 21 to 25 inclusive. The results of the first section of the questionnaire are shown on pages 31 and 32.

Lewis Field
Building "G"
Hays, Kansas

4 June 1946

Superintendent of Schools

Dear Friend:

The Fort Hays Kansas State College requires a thesis as a partial fulfillment of the requirements for the degree of Master of Science. I have chosen, "A Guidance Program for the Junior-Senior High School", as the title for my thesis.

I am in need of some additional information from some of the school administrators of the state. I am endeavoring to secure this information through fifty questions and a list of tests.

The questions are submitted for your evaluation. A check mark in the "Yes" column indicates that the question is important to a guidance program. A check mark in the "?" column indicates that the question is of doubtful importance, and a check mark in the "No" column indicates that the question is of no importance. Please rate both the Junior and Senior High groups.

The list of testing devices is submitted for a similar appraisal. A blank space is provided for any other tests which you think might strengthen a guidance program in any of the designated fields listed. An additional space is provided on the last page for any other suggested testing device which you might wish to insert.

I fully realize that you are busy and that this questionnaire will arrive when you are not having school, but I am required to secure the information. I certainly will appreciate your efforts in this regard and sincerely thank you.

Sincerely,

C. G. Hubbart

Will a guidance program in the Junior-Senior High School aid in determining:

	Jr. H. S.			Sr. H. S.		
	Yes	No	?	Yes	No	?
1. A child's dependence on direction?						
2. Individual Differences?.						
3. School Marks?.						
4. Value of previous training?.						
5. Personality characteristics?						
6. Physical condition of the child?						
7. Character traits of a child?						
8. Early vocational ambitions?.						
9. The rate of progress of a child?						
10. The curriculum for the school?						
11. Special aptitudes?						
12. The effectiveness of teaching?						
13. The effect of supervision?						
14. The stage of development of social attitudes?						
15. The development of one's Civic attitude?						
16. A Child's creative ability?.						
17. How leisure time is spent?						
18. How leisure time should be spent?.						
19. The personal influences of teachers?						
20. Moral Standards?						
21. One's future vocation?						
22. The aim of the school?						
23. How a student reasons?						
24. Promotion or retention?.						
25. The effect of a child's environment?						

INVENTORY:

1. The School Inventory, by Hugh M. Bell, 1936. (Measures attitude towards school life.)
2. The Adjustment Inventory, by Hugh M. Bell, 1934. (Home, health, social and emotional adjustment.)
3. The Neyman and Kohlstadt Introversion-Extroversion Test,
4. Any reliable Inventory Test,
5. _____
- _____
- _____

Jr. H. S.			Sr. H. S.		
Yes	No	?	Yes	No	?

APTITUDE:

1. Minnesota Mechanical Assembly Test, by D. G. Paterson, R. M. Elliott, L. D. Anderson, H. A. Toops, and E. Heibred-er, 1930,
2. Minnesota Spatial Relations Test, by D. G. Paterson, R. M. Elliott, L. D. Anderson, H. A. Toops, and E. Heibred-er, 1930.
3. Tweezer Dexterity Test, by Johnson O' Connor, 1928, (To determine motor control and rapid eye-hand coordination).
4. Any reliable aptitude test.
5. _____
- _____
- _____

ANY OTHER SUGGESTED TESTS:

PURPOSES, OBJECTIVES AND PRINCIPLES

For The Junior High School

The junior high school came into existence because of a long felt need to offer the youngsters of (ages 12 to 15) early adolescent ages an opportunity to select, experiment and explore and thus to become better oriented for their further school experiences.

. . . The chief indictment against the 8-4 plan lies in the abrupt nature of the gap that it leaves between elementary and secondary education. This gap exists in character of subjects taught, in methods of teaching, in social relations, in methods of study, and in discipline. It is responsible for a heavy elimination between the eighth and ninth grades, and for a very heavy mortality --an average of thirty per cent for the country at large --in the ninth grade.¹

The purposes of a guidance program, then, are to offer intelligent, planned assistance and direction to the students in the junior high school. Brewer² states:

When the junior high school is reached, complexities and perplexities increase. A few instances will suffice to indicate the scope of the problems facing the child. An eastern city junior high school offers its ninth-grade pupils a choice of eight curriculums, all dissimilar, and pointing or leading, on the mutually exclusive plan of divergent paths, to such widely separated goals as liberal arts college, engineering school, normal school, business, industry, and the home

.

Another junior high school requires similar decisions to be recorded on the first day of entrance from the sixth grade, . .

1. W. M. Proctor, Educational and Vocational Guidance, (Boston, New York, Chicago, Dallas, San Francisco, Houghton Mifflin Company, [c1925]), pp. 94.

2. J. M. Brewer, Education as Guidance, (New York, The Macmillan Company, 1937), pp. 115-116.

It is the task, then, of those charged with administering the junior high school program to be cognizant of the needs of these youngsters and to assist them in making selections and choices. The perplexities do not end with the curriculum difficulties. Students must select³ organizations and activities in which they expect to participate. They must become acquainted with several teachers⁴ instead of one. They must become adjusted to an entirely new situation;⁵ new traffic rules and a strange building. All of these experiences are new to the junior high school student.

Since authorities, including the Kansas School Administrators, agree that a guidance program will aid in determining individual differences, the value of previous training, early vocational ambitions, the curriculum for the school, personality characteristics, character traits of a child, special aptitudes, and many others, it behooves the school authorities to provide a guidance program in accordance with the needs of the school.

As objectives it might be well to establish some long term aims or goals. A radical change in the curriculum might prove difficult in the light of the present teacher shortage which also means a shortage of trained guidance directors. Perhaps, though, the change might come

3. Brewer, op. cit., p. 117.

4. Loc. cit., p. 117.

5. Loc. cit., p. 117.

about gradually --adding a new course here, offering a greater selection of courses there, et cetera --until the desired end is accomplished. Present teachers and principals could be encouraged to take special training during the summer, at group meetings while in service, or by extension work, the completion of which would provide the individual with a better understanding of the pupil needs and its relationship to the guidance program.

Myers⁶ remarks:

Authorities on the junior high school . . . agree that one of the most important functions of this school is to provide tryout or exploratory experiences for its pupils. This, they say, is the period par excellence for exploration of a great variety of individual tastes, interests, and capacities --artistic, literary, scientific, linguistic, and vocational.

The principles of a guidance program suitable to meet the needs of the junior high school student, then, must be educationally sound. They must be based upon the experiences of the past and the promises of the future. They must be fluid to the extent that new needs and demands can be properly met.

A guidance program in the junior high school should justify itself by results. A minimum of losses from the educational program should be recognizable if the junior high school guidance program has functioned properly.

6. G. E. Myers, Techniques and Principles of Vocational Guidance, (New York, McGraw-Hill Book Company, Inc., 1941), p. 127.

For The Senior High School

The senior high school guidance program should accomplish one of three purposes: (1) that the student should prepare for a vocation which will begin after he finishes his secondary schooling, (2) that he should plan to further develop his vocational interests in college or a trade school, or (3) that he should plan to go on to college with the idea of completing his preparation for his chosen profession. Guidance in the senior high school will materially assist the young student in making his selections. Brewer⁷ relates that:

The high school situation is not greatly different [from the junior high school set-up]. If the parents realized clearly the value and importance of the child's orientation toward his school career, they would doubtless, both as parents and tax payers, demand the introduction of better guidance . . . Children decide, in America, on a basis of little or no information, or of misinformation, what studies and curriculums to take, what colleges to attend, and when to leave school.

Each of the three major purposes may be broken down into as many parts as there are occupations, vocations, or professions.

A properly administered guidance program will solve many of these problems.

The objectives of a guidance program for the senior high school, again, should be based upon long term plans. The unprecedented teacher shortage and the absence of trained guidance directors, of course, will retard the program. However, every effort should be made to introduce as much of the guidance program as is possible at the earliest

7. Brewer, op. cit., p. 117.

opportunity. High school teachers, principals, supervisors, and superintendents should be encouraged to further their training along the lines of guidance, counseling, and personnel services. An effort must be made to secure information relative to the various vocations which can be supplied to the senior high school student.

The principles involved in instituting a guidance program must be based on sound educational doctrine, but must be adaptable to the needs of each and every student that starts a high school course. They must be rigid to the extent of being foundationally firm, but must be flexible enough to allow for the recognition of individual differences and variable capacities.

What would be said of a person who undertook a three or four years' journey without first studying maps, without reading guidebooks, and without counting the cost? The senior high school is such a journey⁸

Counseling is an important feature of the program of guidance.

Again Brewer⁹ says:

The attitude of the counselor towards the students and towards his work is of great importance. A head-to-head interview is, ninety-nine times out of one hundred, better than a heart-to-heart talk.

A desirable guidance program must be set up so that the students will receive mature, unbiased, wholesome counseling, sound advice and worthwhile suggestions, regarding any problem or question which may be bothering them.

8. Ibid., p. 117.

9. Ibid., p. 157.

Will a guidance program in the Junior-Senior High School aid in developing habits of:

	Jr. H. S.			Sr. H. S.		
	Yes	No	?	Yes	No	?
1. Punctuality?	14	0	1	15	0	1
2. Neatness?	12	0	3	13	0	3
3. Accuracy?	10	1	4	11	1	4
4. Good conduct?	13	1	1	14	1	1
5. Truthfulness?	13	0	2	14	0	2
6. Resourcefulness?	9	0	6	11	0	5
7. Independence?	9	1	5	10	1	5
8. Concern for others?	11	1	3	12	1	3
9. Responsibility?	13	0	1	14	0	1
10. Cleanliness?	10	0	5	11	0	5
11. Thrift?	13	0	2	12	0	4
12. Tolerance?	12	1	2	13	1	2
13. Good Citizenship?	14	0	1	16	0	0
14. Fair Play?	14	0	1	15	0	1
15. Usefulness?	14	0	1	14	0	2
16. Methodical procedure?	8	3	4	10	3	3
17. Open mindedness?	11	2	2	13	2	1
18. Temperance?	9	2	6	9	1	8
19. Work?	15	0	0	15	0	0
20. Play?	13	1	1	13	1	2
21. Friendliness?	10	1	4	11	1	4
22. Kindness?	10	1	4	10	2	4
23. Honesty?	12	1	2	13	1	2
24. Courteousness?	12	0	3	13	0	3
25. Obedience?	12	1	2	12	2	2

Will a guidance program in the Junior-Senior High School aid in determining:

	Jr. H. S.			Sr. H. S.		
	Yes	No	?	Yes	No	?
1. A child's dependence on direction?	12	1	2	13	1	2
2. Individual Differences?.	15	0	0	16	0	0
3. School Marks?.	9	1	4	9	1	5
4. Value of previous training?.	10	2	2	11	2	4
5. Personality characteristics?	13	1	1	14	1	1
6. Physical condition of the child?	12	0	3	12	0	4
7. Character traits of a child?	11	1	3	12	1	3
8. Early vocational ambitions?.	11	2	2	12	2	2
9. The rate of progress of a child?	12	2	1	13	2	1
10. The curriculum for the school?	11	1	2	13	1	1
11. Special aptitudes?	13	1	1	15	1	0
12. The effectiveness of teaching?	13	0	2	13	0	3
13. The effect of supervision?	8	2	5	10	2	4
14. The stage of development of social attitudes?.	8	0	6	11	0	4
15. The development of one's Civic attitude?	12	0	3	13	0	3
16. A Child's creative ability?.	11	2	1	12	2	1
17. How leisure time is spent?	12	2	1	13	2	1
18. How leisure time should be spent?.	11	1	3	13	2	1
19. The personal influences of teachers?	11	2	2	12	3	1
20. Moral Standards?	11	1	3	12	1	3
21. One's future vocation?	14	0	1	15	0	1
22. The aim of the school?	12	0	3	13	0	3
23. How a student reasons?	10	1	4	13	0	3
24. Promotion or retention?.	9	1	5	10	1	5
25. The effect of a child's environment?	13	1	1	14	1	1

CHAPTER IV

TESTING DEVICES

"It is doubtless true that more progress in measurement has been made during the past quarter of a century than during all the years preceding."¹ However, there still remains much to be accomplished. Guidance, likewise, is fairly new and the relationship of testing and measurement to the guidance program has not been too well defined. The author has attempted to secure recommendations from school administrators in the field regarding the testing devices to be used in a guidance program.

The result of the testing device section of the questionnaire submitted is shown on pages 36 and 37. From the answers returned it is easily discernible that intelligence tests and achievement tests should be used both in the junior high school and senior high school.

By taking the results of the questionnaire as a guide, one would readily realize that most school administrators believe in the value of intelligence and achievement tests for this level of students. The fact that the three intelligence tests mentioned, by name, in the questionnaire received similar ratings and that any reliable intelligence test received almost the same number of favorable checks would indicate that the school administrators are not of one mind regarding

1. C. C. Ross, Measurement in Today's Schools, (New York, Prentice-Hall, Inc., 1942), p. vii.

the name of the test to be used, but that they, definitely, are together regarding the fields of testing to be covered.

Likewise, the achievement tests, as a group, received check marks indicating their importance to a guidance program. Again, the exact test to be used was not determined, but the fact that achievement tests were recommended indicates that their worth is known to the school administrators. It might well be conceded, then, from the results, that intelligence tests and achievement tests provide certain items of information regarding any given student which will enable the teacher, principal, guidance director, or counselor to make more intelligent suggestions to the student. Williamson and Hahn remark that:

The counselor should recognize that intelligence and achievement tests are limited to the measurement of relative aptitude to do the tasks required of students in the traditional or standard curriculum. Many of the tasks required of students in some progressive schools are not measured by commercial tests. Nevertheless, these published tests do provide valuable information as to the student's aptitude for learning tasks of the traditional type . . .²

As to inventory and aptitude tests the school men are not agreed. While most of them agree that some type of inventory test and aptitude test are desirable, several are of the opinion that these tests are of no value to either the junior high school or the senior high school guidance program. In any case they do not indicate a

2. E. G. Williamson and M. E. Hahn, Introduction To High School Counseling, (New York, McGraw-Hill Book Company, Inc., 1940), p. 157.

preference for any given test. It is not the intention of the author to question why some administrators do not feel that the inventory and aptitude tests are of value, but the indications are that these two types of tests are newer and have not been used as extensively as have the intelligence and achievement tests.

Brewer³ suggests that:

Throughout the pupil's progress there should be measurements of interests and abilities, and tests at the beginning and end of sampling periods, as a basis for prognosis and advice in respect to future specialization. In some cases significant learning curves may be constructed, particularly in certain of the exploratory courses in shop work.

Tests of general intelligence should be given as a basis for suiting the work to the pupil, so that the chances both for failing and for loafing may be minimized; every task should be adjusted to the pupil so that it is neither too hard nor too easy.

The authorities used in this thesis and the school administrators who filled out the questionnaire agree that testing devices covering the four fields of testing should be used.

3. J. M. Brewer, Education as Guidance, (New York, The Macmillan Company, 1937), p. 576.

INTELLIGENCE:

	Jr. H. S.			Sr. H. S.		
	Yes	No	?	Yes	No	?
1. Revised Stanford Binet Scales, by L. M. Terman and Maud Merrill, 1937. (For children and adults.)	10	0	0	8	0	2
2. Honmon-Nelson Tests of Mental Ability, High School Examinations, by V. A. C. Henmon and H. J. Nelson.(grades 7-12) . . .	10	1	0	8	1	2
3. Kuhlmann-Anderson Intelligence Tests, by F. Kuhlman and R. G. Anderson, 4th ed., 1933. (Age six to maturity.)	9	0	0	7	0	2
4. Any reliable Intelligence Test.	8	0	0	8	0	1
5. <u>Otis Self Administering</u>	1	0	0	1	0	0
<u>Trueman Test of Mental Ability</u>	1	0	0	1	0	0
<u>Otis Intelligence Test</u>	1	0	0	1	0	0
<u>Revised Alpha</u>	1	0	0	1	0	0

ACHIEVEMENT:

1. New Stanford Achievement Test, Advanced Examination, by T. L. Kelley, G. M. Ruch and L. M. Terman, 1929, (For grades 4 to 9 --10 subjects.)	12	0	0	10	0	0
2. Progressive Achievement Tests, by E. W. Tiegs and W. W. Clark, 1934.(Intermediate, grades 7-9; Advanced grades 10-13, Measures basic skills in reading, language and arithmetic.)	4	1	0	5	1	0
3. Cooperative Achievement Tests, by the Cooperative Test Service of the American Council on Education, 1940	5	0	0	6	0	0
4. Any reliable Achievement Test	6	0	0	8	0	0
5. <u>Metropolitan Achievement Tests</u>	1	0	0	1	0	0
<u>Kuder Preference Test</u>	1	0	0	1	0	0
<u>Iowa Every Pupil Test</u>	1	0	0	1	0	0

INVENTORY:

	Jr. H. S.			Sr. H. S.		
	Yes	No	?	Yes	No	?
1. The School Inventory, by Hugh M. Bell, 1936. (Measures attitude towards school life.)	4	3	0	3	3	1
2. The Adjustment Inventory, by Hugh M. Bell, 1934. (Home, health, social and emotional adjustment.)	4	2	1	4	2	1
3. The Neyman and Kohlstadt Introversion-Extroversion Test,	2	2	1	2	2	1
4. Any reliable Inventory Test.	6	1	0	7	1	1
5. _____						
_____						
_____						

APTITUDE:

1. Minnesota Mechanical Assembly Test, by D. G. Paterson, R. M. Elliott, L. D. Anderson, H. A. Toops, and E. Heidbreder, 1930.	3	3	0	4	2	0
2. Minnesota Spatial Relations Test, by D. G. Paterson, R. M. Elliott, L. D. Anderson, H. A. Toops, and E. Heidbreder, 1930.	3	2	0	3	1	1
3. Tweezer Dexterity Test, by Johnson O' Connor, 1928, (To determine motor control and rapid eye-hand coordination.)	4	1	1	5	1	0
4. Any reliable aptitude test.	6	1	1	7	1	0
5. <u>Detroit General Aptitude</u>	1	0	0	2	0	0
_____						
_____						

ANY OTHER SUGGESTED TESTS:

- General Educational Development Test Science
- Research Associates and Kuder
- Preference Record Form B.B.

CHAPTER V

THE PROGRAM

The Junior High School Program

The junior high school, itself, came into existence because of a recognized need to serve, better, the youth of grades seven to nine in the public school system. A sound guidance program is the next thing in line to further assist this very same group. It is recognized, as Proctor¹ states:

[That these youngsters will be housed] in . . . a separate building (or portion of a building) by themselves, possess an organization and administration of their own that is distinct from the grades above and the grades below, and are taught by a separate corps of teachers.

Most authorities agree that the junior high school deals with youngsters who, because of the stage of their physical and mental development, require special consideration. Brewer² puts it this way:

It is widely recognized that it is in the seventh, eighth, and ninth grades that children tend to (1) form and fix behavior patterns, (2) work out educational interests which determine the direction and depth of school and college achievement, (3) develop vocational interests and make choices, (4) begin serious thinking about the present home and their relationship to it, (5) formulate attitudes toward sex and the other sex, determining the character of future home life,

1. W. M. Proctor, Educational and Vocational Guidance, (Boston, New York, Chicago, Dallas, San Francisco, Houghton Mifflin Company, [c1925]), p. 95.

2. J. M. Brewer, Education As Guidance, (New York, The Macmillan Company, 1937), p. 164.

(6) form social relationships, (7) form and fix the character of leisure and recreational life, (8) question and settle upon attitudes towards religion, and (9) make habitual certain practices that foster and build up physical and mental health.

A satisfactory guidance program must be broad enough to cover all of the situations mentioned above. To do this effectively will require a person, at the head of the guidance program, trained in the fields of counseling, testing, advising, and directing. Williamson and Hahn³ set up the following standards:

Counseling cannot be effective unless the counselor is well informed about (1) the characteristics and potentialities of the student; and (2) the influences and resources of school, home, and community in which the student's problems arise and in which he must make his adjustments. This means that the counselor must collect and interpret many facts before he is prepared to assist the student.

There are many sources⁴ from which bits of information regarding any individual student may be obtained. Principals, classroom teachers, the homeroom teacher, the school nurse, social workers, and others may be able to contribute some valuable information to the counselor. To be of value this information must be used in the interview with the student.

This information may be recorded much the same as sociologists use similar information for case studies⁵ or it may be placed in the cumulative⁶ record folder.

3. E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, (New York, McGraw-Hill Book Company, Inc., 1940), p. 146.

4. Ibid., p. 147.

5. Ibid., p. 147.

6. Ibid., p. 152.

Counseling, which definitely is a part of the guidance program, must be done wisely, efficiently, at the proper time, and under favorable conditions. A good counselor must be genuinely interested in the problems of the person being counseled. Myers⁷ describes it pretty well when he says:

Counseling implies a relationship between two individuals in which one gives a certain kind of assistance to the other. The term "group counseling" is sometimes used in the literature of vocational guidance. These two words do not belong together. One might as well speak of "group courting" or group diagnosis" as of "group counseling." In a counseling situation only two persons are involved, the counselor and the one counseled, . . .

The counselor⁸ will, in the interest of good business practice if nothing else, have to schedule his appointments in advance. He must see that the interview is strictly confidential. He must make advance preparations by checking all available data on the person to be interviewed. He certainly must put the individual at ease and dispel any feeling of non-cooperativeness if such exists. Leading questions may be used in the conversation in order to get to the point of the interview, but in so far as possible the conversation should be natural and free from tension. Concrete suggestions should be made at the close of the interview when the

7. G. E. Myers, Principles and Techniques of Vocational Guidance, (New York, McGraw-Hill Book Company, Inc., 1941), p. 249.

8. Ibid., pp. 251-255.

counselor is summing up what has been discussed. Arrangements for a future appointment may be made at this time, but the counselor should, at least, mention his office hours so that the student will feel free to come back.

In the average school in this great midwestern section of the United States the counselor, guidance director, and adviser will, because of the size of the school system, have to be one and the same person. However, he must be thoroughly trained in the fields mentioned if a successful program is to be carried out. The personality⁹ of the individual, chosen to do the guidance task in a school system, must be considered carefully. He must have the ability to get along with people; have a sense of responsibility; and must be helpful and understanding in all of his dealings.

Tryout and exploratory courses have become a permanent part of the junior high school program. Myers¹⁰ makes this statement:

Authorities on the junior high school . . . embracing the seventh, eighth, and ninth grades, agree that one of the most important functions of this school is to provide tryout or exploratory experiences for its pupils.

The junior high¹¹ school curriculum must be set up so that many elective subjects are available. These subjects should include art, crafts, sewing, cooking, manual training, mechanics,

9. S. A. Hamrin and C. E. Erickson, Guidance in The Secondary School, (New York, D. Appleton-Century Company, [c1939]), pp. 415-425.

10. Myers, op. cit., p. 127.

11. Ibid., p. 129.

language orientation and the like. In this connection tests of various kinds and descriptions are often used. The four fields¹² of testing recommended by the Kansas school administrators, however, are (1) intelligence, (2) achievement, (3) inventory, and (4) aptitude. Other tests may be used as the program gets underway. Far better results will be obtained if the adviser knows a child's I Q when he is assisting the child in choosing the courses for a school term. Certainly the mechanical aptitude of a child should be known if he is to pursue some mechanical course. The inventory tests come in handy in discovering conditions which are causing the child to be dissatisfied or disgruntled with school work. Often a student's attitude toward his school life is greatly affected by conditions in his home life. The inventory test which received favorable mention by the school administrators, for use in the junior high school, will aid materially in meeting this situation.

Another thing that appears important, is the rate of the child's advancement, or to put it another way, the child's achievement. The achievement test may be given at the close of the school year, at the beginning of the school year, or both. In certain special cases the achievement test may be given more often.

In addition to assisting the junior high school student to make wise decisions regarding his school career, the guidance

12. Williamson and Hahn, op. cit., pp. 160-177.

director, counselor, or adviser had the additional problem of preventing the youngsters from getting so discouraged and unhappy that they drop out of school during the ninth year. In most states the compulsory attendance law keeps youngsters in school until they finish the eighth grade. It is a big job; a full time responsibility; and calls for superb leadership on the part of any individual assuming the guidance directorship of a public school system.

The Senior High School Program

Many of the problems that exist in the junior high school are present to a greater or lesser degree in the senior high school. However, many new aspects appear which must be handled. The interview and counseling must be continued in the high school program. By the time the youngster reaches high school, though, he may be desiring information or advice regarding his possibilities for further education after leaving high school and if so what type of school should he attend. The counselor, will have before him the cumulative record started before the student reaches high school. This information will reveal the ratings that the student has made on the various tests that he has already taken. The counselor will know the student's I Q, his aptitude score for the various subjects over which he has already been tested, and his achievement record from period to period throughout his school career. The inventory test results may or may not be valuable at this point. A student that has an I Q of eighty and who has shown considerable proficiency

in his mechanical aptitude test scores should not be encouraged to pursue a strong academic course such as pre-medicine, pre-law or teaching. Whether or not this same youngster gets a job at the end of his high school course or continues his training in a vocational training school of some sort will depend on too many exterior conditions for a logical answer to make here, but future scholastic aspirations should be discouraged for him. On the other hand, the student with a reasonably high I Q who has shown by various other measuring devices that he is qualified to go on to college level of training should, by all means, be strongly urged to do so. It must be borne in mind, however, that the guidance program must not coerce anyone to do things against his will. Through intelligent counseling and real understanding a satisfactory solution to the problem will be attained. Myers¹³ sums up his chapter on, "The Services Involved in a Program of Vocational Guidance in Secondary Schools", by stating:

A comprehensive program of vocational guidance in secondary schools is concerned with eight different services: (1) a vocational information service; (2) a self-inventory service; (3) a personal data collecting service; (4) a counseling service; (5) a vocational preparatory service; (6) a placement or employment service; (7) a follow-up or adjustment service; and (8) a research service. If the program is to be highly effective it is necessary not only that provision be made for all of these services, but also that each be performed in an efficient manner.

13. Myers, op. cit., p. 107.

In order to provide these services the educational system must have an individual within its ranks that is technically trained to do the job of counselor, adviser, and guidance director. He must have a knowledge of occupations, working conditions, wages paid, whether or not the occupation is seasonable or steady, whether there is a shortage of workers in the field or whether the opposite conditions exist, and many others. These and many more are the things that an efficient guidance director, counselor, and adviser will have at his finger tips. Obviously, he will not be able to keep all of this information in his head, but he must have it immediately available.

One feature of the guidance program which was mentioned in Myers¹⁴ summary was the follow-up. Here he elaborates:

If the follow-up service is to be performed effectively for employed youth, a plan for determining the adjustment needs of young workers is necessary. Written reports from the employer and from the young worker are desirable but difficult to obtain. Telephone calls to the employer and especially personal calls at the place of employment by a representative of the placement office are helpful.

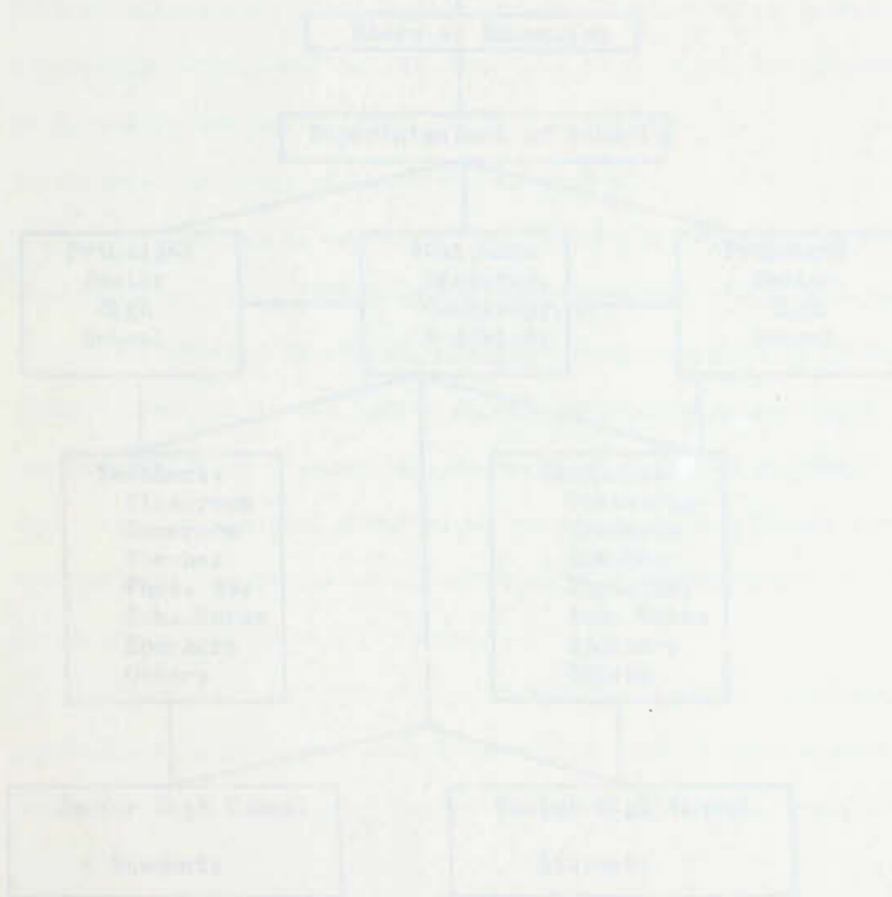
The value of such a service can readily be seen, but it will be difficult for such a feature to become a part of the guidance program for the average small school system. However, it should be introduced at the earliest opportunity.

The installation of a guidance program in any school system is a man-sized job, but with the proper functioning of it, the

14. Myers, op. cit., p. 325.

results should speak for themselves. Such programs have been successful in certain selected schools and, in the opinion of the author, should become an integral part of every school system.

A graphical sketch of the proposed guidance program for junior-senior high school is shown on the next page.

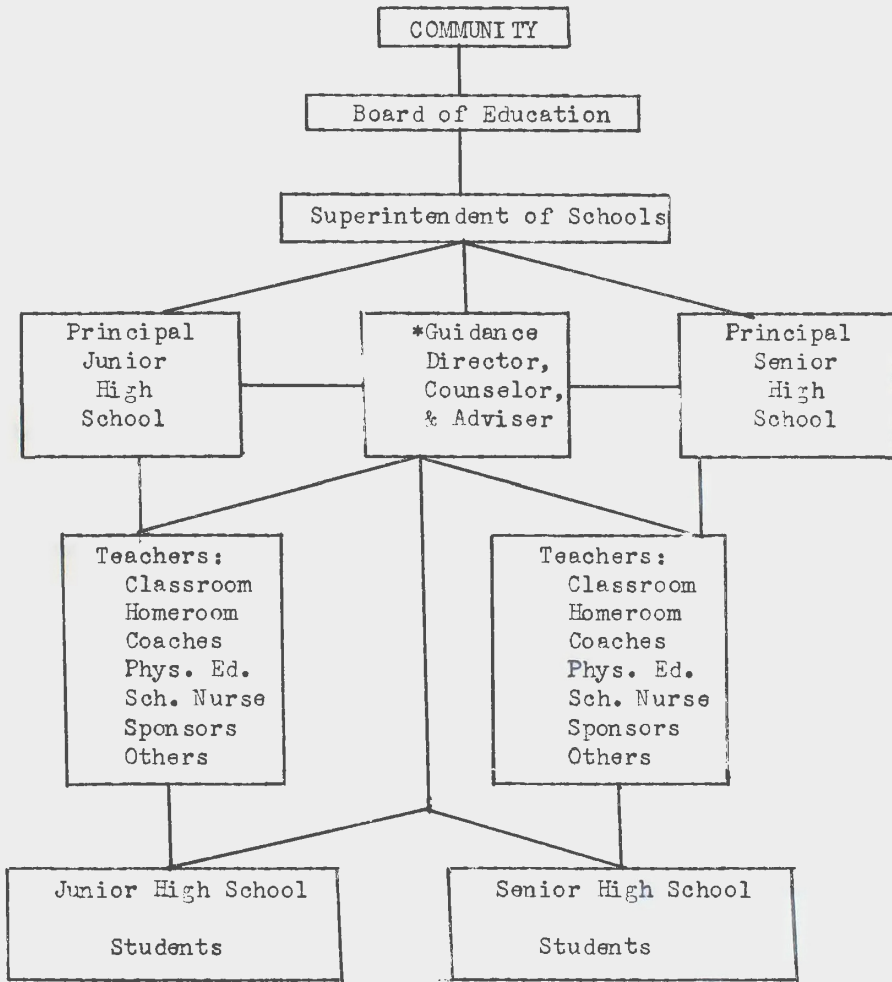


A flow chart showing the proposed guidance program for junior-senior high school.

A GRAPHICAL SKETCH OF A GUIDANCE PROGRAM

FOR

JUNIOR-SENIOR HIGH SCHOOL



* May be more than one person in larger school systems.

CHAPTER VI

Summary and Conclusions

There is evidence on every hand to show the necessity for and the importance of a guidance program for both the junior and senior high school. Many school men over the state of Kansas have repeatedly pointed out to the author of this thesis the values to be gained by the installation of such a program. It is not possible to present the names of these men here.

Sixteen school administrators of the twenty-five who were sent questionnaires filled in and returned them. Their opinion as to the benefits to be obtained through such a program is shown by their evaluation of the points on the questionnaire and their recommendation of testing devices to be used in the program.

The authorities whose ideas have been quoted and otherwise used in this thesis are of one mind as to the necessity for and the value of a sound guidance program.

There is a definite unity of thinking by those answering the questionnaire, by the persons interviewed, and by the authors of books referred to in this thesis, as to the desirable aspects of such a program.

A satisfactory guidance program must be headed by a trained,¹ competent, open-minded person who is willing to use all the avail-

1. W. M. Proctor, Educational and Vocational Guidance, (Boston, New York, Chicago, Dallas, San Francisco, Houghton Mifflin Company, [c1925]), pp. 322-324.

able information on hand and to secure more data regarding the various youngsters that come before him. In order to do this satisfactorily the use of several testing devices should be employed. Intelligence tests, achievement tests, inventory tests, and aptitude tests are recommended as desirable in the program. The guidance director must also be a counselor² and adviser. To perform this duty he must be wise enough to have all of the pertinent data, concerning any certain individual, with him for the interview. The interview should be planned; definite suggestions should be made; the person being interviewed should be at ease; everything discussed should be classified as confidential; an opening should be left whereby the person interviewed could arrange for further conferences or interviews.

The function of the junior high school³ guidance program is more to guide and direct the students in selecting courses compatible with their aptitudes and in keeping them interested while going through that critical period, the ninth grade, where so many students often become discouraged and drop out of school. By including exploratory and try-out courses in the curriculum of the junior high school many of the problems, which would normally come

2. E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, (New York, McGraw-Hill Book Company, Inc., 1940) pp. 179-180, 206.

3. G. E. Myers, Principles and Techniques of Vocational Guidance, (New York, McGraw-Hill Book Company, Inc., 1941), pp. 109-155, 248.

to the attention of the guidance director, can be eliminated. The result will be (1) happier junior high school students, (2) better adjusted individuals, (3) fewer "drop-outs" from junior high school, and (4) better judgment in making the selection of the high school course.

The senior high school⁴ guidance program must do many of the things that the junior high school program does, but in addition must be able to serve the students from still another angle -- that of choosing to go to work at the close of the high school career; that of further developing their skills in a vocational training school; or that of definitely entering the professional or academic field by further preparation in the college or university.

In addition to these, the high school program of guidance should be so arranged that an adequate follow-up⁵ service could be established.

A successful guidance program for both junior and senior high schools should be open minded and subject to change as the demand for a more comprehensive program is felt and the research on guidance subjects opens new avenues of approach to accomplish the change.

4. J. M. Brewer, Education as Guidance, (New York, The Macmillan Company, 1937), pp. 117-168, 595.

5. S. A. Hamrin and C. E. Erickson, Guidance In The Secondary School, (New York, D. Appleton-Century Company, [c1939]), pp. 318-332.

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Books

Brewer, John Marks. Education As Guidance. New York, The Macmillan Company, 1937. 668 p.

In this book, the author discusses all phases of guidance and includes some very valuable information on counseling and interviewing.

_____, and Others. History of Vocational Guidance. New York and London, Harper and Brothers Publishers, [c1942]. 344 p.

This book is essentially a history of the vocational guidance movement, as the title indicates, but it touches on all phases of the guidance field to some extent.

Hamrin, Shirley Austin, and Clifford Eric Erickson. Guidance in the Secondary School. New York and London, D. Appleton-Century Company Incorporated, [c1939]. 465 p.

The book is well written and has an abundance of worthwhile material dealing with the organization of a guidance program for the secondary school.

Myers, George Edmund. Principles and Techniques of Vocational Guidance. New York and London, McGraw-Hill Book Company, Inc., 1941. 377 p.

This book is especially good in that it discusses, in a very interesting manner, the principles and techniques involved in carrying out a program of vocational guidance.

Proctor, William Martin. Educational and Vocational Guidance.

Boston, New York, Chicago, Dallas, and San Francisco, Houghton Mifflin Company, [c1925]. 352 p.

The author presents, in this volume, a clear concise description of the various phases of the guidance program, with special emphasis on the educational and vocational aspects of it.

Ross, Clay Campbell. Measurement in Today's Schools. New York, Prentice-Hall, Incorporated, 1942. 597 p.

This volume is primarily a textbook dealing with the problems of measurement.

Williamson, Edmund Griffith, and Milton E. Hahn. Introduction to High School Counseling. New York, and London, McGraw-Hill Book Company, Inc., 1940. 314 p.

The authors, here, have presented information dealing with counseling and personnel services.