

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

8-1-1960

Guidance for Arthur Community Unit

J. C. Moore

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Moore, J. C., "Guidance for Arthur Community Unit" (1960). *Plan B Papers*. 67.
https://thekeep.eiu.edu/plan_b/67

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabrums@eiu.edu.

GUIDANCE FOR ARTHUR COMMUNITY UNIT

J. C. Moore

GUIDANCE FOR ARTHUR COMMUNITY UNIT

A Paper
Presented To The Faculty Of
Eastern Illinois University
In
Education 480

In Partial Fulfillment
Of The Requirements For The Degree
Master Of Science In Education

Plan B

By

J. C. Moore

August, 1960

PREFACE

This paper is divided into three parts. In the first section is a case study of the Arthur Community Unit. The second section includes what actually has taken place in guidance up to the present writing of June 1, 1960. In the third section is a proposed guidance program suggested for use in the Arthur Unit for the 1960-1961 school year. In addition, tentative future plans are proposed. And as Gaul was divided into three parts and presented Caesar with many problems, so also did the Arthur Community Unit present the author with many unsolved problems in these three parts.

The base school year studied in the paper was 1959-1960. Consequently, when the present year is mentioned, it refers to that particular year of 1959-1960.

TABLE OF CONTENTS

	Page
PREFACE	iii
CHAPTER	
I A CASE STUDY OF ARTHUR COMMUNITY UNIT	1
The Community	1
Pupil Population	1
Curriculum	2
School Facilities	3
Individual Inventory Services	3
Information Service	4
Other Services	5
Counseling	5
Board of Education	6
Professional Staff	6
II GUIDANCE IN ACTION	15
Introduction	15
October Guidance Committee Meeting	16
October and November Meetings	17
December and January Meetings	17
February Meeting	18
March Meeting	19
Conclusion	19
III RECOMMENDATIONS FOR THE GUIDANCE PROGRAM OF ARTHUR COMMUNITY UNIT	21
Introduction	21
Guidance Committee	21
Good Public Relations	24
Cumulative Records	24
Need for a Qualified Counselor	25
Individual Counseling by the Counseling Interview	26
Information Service	27
Junior High Orientation	28
Budget	30
Future Goals	30
Evaluation of the Guidance Program	30
Conclusion	31
BIBLIOGRAPHY	32
APPENDIX	33

CHAPTER I

A CASE STUDY OF ARTHUR COMMUNITY UNIT

The Community

Arthur, a city with a population of 2,000 in central Illinois, is quite proud that it enjoys a well-balanced economy assuring a pleasant and secure future for its citizens and commerce. More than 700 persons are employed in the city, including nearly 300 at Progress Manufacturing Company. This company rates among the top ten in the casket industry. A number of Arthur residents are employed at nearby U. S. Industrial Chemical Company and the Panhandle Pipe Company plant. Arthur is also the center of a wealthy agricultural area, farmed mostly by the Amish,¹ who do most of their trading in Arthur due to their antiquated mode of transportation.

The heredity of the people is typical of other central Illinois communities insomuch as they are of English, Irish, German, and Scandinavian descent.

Pupil Population

Arthur's elementary school has an enrollment of 350 town pupils and 265 Amish pupils. The Amish students attend ten one-room school houses.

¹Arthur Chamber of Commerce Bulletin (Arthur, Illinois: Arthur Graphic Publishing Company, 1957), p. 1.

The junior high school has 57 in the 7th grade and 40 in the 8th grade.

The Amish children, who attend the one-room schools, drop out after their 8th grade graduation. Even though they are only 14 years old, no one forces them to comply with the state law which requires compulsory attendance until the child's 16th birthday. The responsibility of making them attend is difficult to pin-point, but there are political factors which have prevented upsetting the Amish status quo.

The present enrollment at Arthur High School is 167, and indications are that this will increase to about 190 in the next 6 years. The present enrollment is made up of 50 freshmen, 41 sophomores, 36 juniors, and 40 seniors.

Curriculum

The courses offered include those in science, mathematics, social studies, English, Latin, commerce, agriculture, industrial arts, home economics, physical education, vocal music, and band.

The faculty is made up of 13 teachers and 1 superintendent, who serves as the unit superintendent and the high school principal.

Extra curricular activities include F.H.A., F.F.A., class plays, student council, F.T.A., varsity club, yearbook staff, etc. Each class has 3 faculty sponsors, and each activity has a faculty advisor.

College enrollment claimed 50% of last year's graduating class, but this is higher than the average class, which is about 40%. Most of these students go to Eastern Illinois University, or to the University of Illinois.

School Facilities

The high school was built about 1920, and the old elementary school was completed about the turn of the century. Two classrooms and an all purpose room were added to the grade school in 1952. A bond referendum was passed in 1958 to build a new grade school, which is to be added to the 1952 addition. Included in the referendum are a new science room, a band room, a recreation room, and 4 junior high rooms. These are to be added to the present high school building. Construction is to be completed by the fall of 1960. An active group of parents worked tirelessly and, as a result, this \$600,000 referendum passed on the first vote. This was the climax of a year's work of discussing and arguing in many, many meetings of the citizen's advisory building committee.

Individual Inventory Service

A cumulative record is started for each child upon his entrance into school. These records show identifying data, school marks, and a health record.

The high school records are not very useful in their present condition. Some students have had the Otis Quick Scoring Test, while others have not. Each grade school teacher had her own method of deciding what was important to be put in the folder, and consequently, it is now an accumulation of bits of information.

Mr. [REDACTED], the elementary supervisor, has been working on more consistency in the present grade school records. Each class from one to six has taken the Standard Achievement Test, starting four years ago. These records seem to be neat and the information is easy to find. Each teacher has filled out remarks for the students for the last four years.

Those records that are jumbled in the high school were started before Mr. [REDACTED] re-organized the grade school folders. Last year, Mr. [REDACTED], with the assistance of Mrs. [REDACTED], an eighth grade teacher, gave the California Test of Mental Maturity to the 7th and 8th grades.

Next year, the counselor plans to buy a new cumulative record file and to plan other tests for certain groups, with the hope that there will be more complete, concise, information.

Arthur took advantage of the National Defense Education Act and obtained the Illinois State Wide School Examination which they gave to the seniors.

Last year the National Merit Test was given to any senior that wanted to take it. One girl received a scholarship to Millikin due to her high score on this test.

Information Service

The school bought the Chronicle Career Service in 1954, which has job descriptions in manila folders. It has been placed in a lost corner of the library, and only a few teachers have referred students to use it. There are no other up-to-date books on occupations. However, a qualified librarian was hired in 1958, and her interest in occupations is shown by her artistic displays of jobs on her bulletin boards. She is considering books dealing with occupational information in her 1959-1960 budget.

Volume I and II of the Dictionary of Occupational Titles and The Occupational Outlook Handbook have been suggested to her.

Films on occupations are shown by the economics teacher, Mr. Moore, as a supplement to units on big business, industries, and labor. Different teachers have taken their classes on trips to industries.

Other Services

Services of placement, follow-up, and health should be an important part of an organized guidance program. Placement in part-time and summer jobs is handled informally by all of the staff. The nearest state employment offices are in Decatur, Mattoon, and Champaign. There is some doubt if students have ever been referred to any of them. The only follow-up service is talking to former students, when the teachers happen to see them. Usually these students look up the teachers who were teaching them when they were in school and relate their present activities. Mrs. [REDACTED] has completed her first year as part-time nurse. She divides her time between two school systems, Arthur and Arcola. Her schedule is: Monday afternoon--the rural schools; Wednesday--elementary school; Friday--junior high and high school. Last year, most of her time was consumed by testing the hearing and sight of her students.

Counseling

Mr. [REDACTED] spent about one period with each of the 15 seniors, who planned to attend college. During this period, he helped students to obtain answers to their questions about costs, requirements, etc. about various colleges.

All other counseling was incidental. Mr. [REDACTED], as coach, quite often had the opportunity to listen and give advice to his athletes' problems with whom he had excellent rapport. An example of how he helped one boy, who was in serious trouble, is mentioned later in the chapter.

Board of Education

Mr. [REDACTED], president of the board, is also president of one of the divisions of Progress Manufacturing Company. One of his interests is to keep teachers' salaries comparable to that of personnel workers in his company. He also feels that tax rates have a direct relationship with the property tax that Progress pays.

Mr. [REDACTED] is typical of the four farmers on the board, in that the crop yields are the determining factor, as to whether he will support teachers' raises.

Mrs. [REDACTED] is a retired teacher from the Arthur schools, and is quite sympathetic to the teachers' point of view.

Mr. [REDACTED] was a captain in the Army Air Corps in World War II, and is now a manager of a grain elevator. A progressive, top notch school seems to be his goal.

Professional Staff

One of the most important aspects of a school's case study is the staff. If the readers will think about these peoples' good qualities, perhaps a good guidance program can be visualized. However, the reader has a right to know some of the glaring weaknesses of the staff, which will be mentioned in general. Individual criticisms will be avoided.

The staff of high school women teachers all have working husbands, which means that the income of these women only supplements their families' budget.

In a few cases, they seem to lack a concern for the students' feelings. Due to their lack of discipline, a poor learning situation is evident in their classrooms. When such situations develop, these

teachers often use harsh and violent methods of bringing the students back to a quiet stage. After such incidents, the students lose respect for these teachers, grow to dislike them, and ultimately appear to develop a mental block for the subjects which are associated with these teachers.

One of these negative techniques is the use of a loud, screaming voice, and another is to give a zero if a student talks during an examination. In the opinion of the writer, there is very little learning retained when the only goals presented in a class are grades and avoidance of punishment.

Another aspect of the personalities of the women teachers is their constant complaining about little things in the school system. One might hear such conversations as, "The noon lunch does not make up the right color combinations," or "The principal never tells us in advance when we are having an assembly," or "My room is as cold as an icebox," or "What a waste of time this teachers' meeting is."

It seems to the writer that if teachers could laugh a little more at such incidents, they would be more acceptable to students, perhaps be able to create better rapport, and become receptive to some of the big problems on the minds of the teen-age boys and girls.

As for the men, which includes the writer, they too have faults, which, if corrected, would make for a better school system. One of the main ones appears to be that of devoting more time to activities other than subject material and classroom teaching. The men are either concerned with outside activities, which will give them a livable wage, or they are wrapped up in the extra curricular activities such as coaching, yearbooks, clubs, contests, etc.

Administrators are a vital link between the school board and the teaching staff. The efficiency and personalities of these men could either make the guidance program a success or a failure.

Mr. [REDACTED] is serving in his eighth year as superintendent. Having received his B. S. Degree at Eastern Illinois University and his Master's Degree at the University of Illinois, Mr. [REDACTED] is not only superintendent, but is principal of the high school. Mr. [REDACTED] is a school man 24 hours a day, 365 days a year. His life is one of dedication to the Arthur Community Unit. His concern for finances and saving the school money has made him popular with the school board. In fact, more than one member has stated, before being elected, that Mr. [REDACTED] should be fired. However, Mr. [REDACTED] has always won these members' support by showing them an intricate set of books with a budget always under the tax rate limit. His detailed account of expenses, even being able to quote from memory shipping charges of articles that came to the school a year previous, has won the entire school board to accept him. In other matters, Mr. Wilson refuses to give responsibilities to others without constant worry on his part. This factor may have been a cause of the severe headaches and the collapse of Mr. [REDACTED] at his desk last year.

[REDACTED]

Most of the teachers have learned to keep the details that are important to Mr. [REDACTED] in order and find that he is quite fair with them.

Mr. [REDACTED], commerce teacher, assistant principal, and guidance director, is serving his second year as part-time principal and guidance director. He has taught in the Arthur unit six years as a commerce teacher, and his main achievement, outside of teaching, has been the

Arthurite Yearbook, which takes a great deal of his time each year.

Mr. [REDACTED] is a great help to Mr. [REDACTED] in the office, due to his assistance in keeping books. He was also given the title of guidance director because of the national emphasis placed on guidance. He has taken the beginning course in guidance, and when he completes the guidance requirements, he should be a competent counselor. Last year, he only had time for some testing, college placement help, and attendance at some guidance conferences. Mr. [REDACTED] is accepted by the students as their friend.

Mr. [REDACTED], elementary supervisor, is starting his sixth year at Arthur and his second as elementary supervisor. He supervises the grade school, the junior high school and ten one-room country schools. He is a tireless worker, and is a good public relations man with parents. Although at times he is a bit aloof with his teachers, he displays a congenial attitude at sporting events or other similar gatherings.

Mr. [REDACTED], building principal and 6th grade teacher, has an excellent rating by most of his students' parents. His students have developed keen interest in science due to his efforts in presenting projects.

The core of every school system is its teachers. This is true because of their daily associations with the students. A district might have a magnificent school plant, outstanding administrators, and eager, intelligent students; however, without a capable faculty there is less opportunity for a learning challenge. Consequently, a case study of a school system must include a study of those teachers who actually perform their duties in that system. These are the people who must cooperate,

if the guidance program is to be successful.

Mrs. [REDACTED], who teaches English I and II and American History, is a farmer's wife in her [REDACTED]. She is a thorough, well qualified, conscientious teacher, who has completed about one-half of her Master's Degree. Perhaps teaching would be more pleasant for her if she didn't take [REDACTED] teacher's manual so literally and not try to enforce every rule that is written. The school year 1959-1960 was her fifth at Arthur.

Mr. [REDACTED], basketball coach, physical education and commerce teacher, has taught and coached in grade schools in other towns for the past eleven years. Last year was his first at Arthur, and his team won 15 and lost 10. This was Arthur's best season in the last thirteen years. He lives for his love of basketball, but this fact doesn't keep him from speaking to every student in school, usually calling them by a nick name that he has made up. However, he can be very strict and serious when he has something to accomplish. The students know this and will work tirelessly for him. He rates high on the students' "liked list of teachers." Mr. [REDACTED] visited one of our delinquent athletes when this boy was in jail and Mr. [REDACTED] was teaching in Tuscola. The boy played basketball for Arthur last year with a noticeably changed attitude. Mr. [REDACTED] plans to complete his Master's Degree in business at the University of Illinois during the summer of 1960.

Mrs. [REDACTED], age [REDACTED], science teacher, has interesting, informal classes. During her three years at Arthur, she has displayed a positive outlook and interest in the students, which has created an atmosphere conducive to learning that makes for good discipline automatically. The

two courses in guidance which she has taken give her insight into many of the girls' problems and on occasion she has done some private counseling with them. Boundless energy is displayed by her, when she is an advisor on student float, dance, magazine, and other committees.

Mr. [REDACTED], band director, about [REDACTED] years old, has been at Arthur for sixteen years and has his Master's Degree. During his tenure, the band program has flourished, as is evidenced by the fact that there are 77 members in the band, and that Arthur takes first place in the State Class C competition about every other year. There seems to be a definite imbalance of the band program in relation to the rest of the curriculum, with students missing class time for private lessons, contests, and festivals. However, Mr. Smith co-operates with his fellow teachers and is well liked by students and parents. His present interest is to change the eight period schedule to one of ten periods so that there will be less conflict in scheduling lessons for students.

Mrs. [REDACTED], English III and IV and Latin teacher, a wife of a Panhandle Pipe Line Company engineer, has taught eleven years, including the last four at Arthur. She is in her early [REDACTED], and is a very capable, thorough teacher. She works well with her fellow teachers. At times, however, the students upset her emotionally, and she forgets for a moment her love for children and teaching.

Mr. [REDACTED], mathematics teacher, [REDACTED] years old, is married and has two children. He has completed about one-half of his Master's Degree in mathematics at the University of Illinois. Last summer he took advantage of the subsidized Federal Educational Program offered in science and mathematics. The stipend received during the course gave him

a bank account, which must have had a bearing on his happy outlook at the beginning of the fall term. One can tell by talking to him that the summer program has helped to modernize his mathematics courses being taught at Arthur. Mr. [REDACTED] has a pleasant personality, which is welcomed by many of the students who have to struggle with the difficulties of mathematics.

Mr. [REDACTED], the vocational agriculture teacher, is well liked by the students because he uses good practical thinking in his dealings with them. His F.F.A. boys have won several awards in parliamentary procedure and grain judging contests. The present year of 1959-1960 is his fourth year at Arthur.

Mr. [REDACTED], the social studies and driver education teacher, is serving in his eighth year at Arthur. He will probably complete his Master's Degree in Education during the year with his major field being guidance.

Mrs. [REDACTED], the girl's physical education instructor and librarian, is a graduate of the University of Illinois. This year is her second year of teaching. Her main interest is in bringing the library up-to-date. She is quite willing to include guidance materials in her library budget.

Mr. [REDACTED], the industrial arts teacher and a former coach, has had eleven years of experience and is deriving his second in the Arthur unit. Painting and refereeing provide his supplemental income. Mr. [REDACTED] has the quality that is evident in most former coaches, that is, one of being liked by young people.

Mrs. [REDACTED], the home economics teacher, a 1959 graduate of Eastern, is beginning her first year of teaching this year. She has shown a

definite interest in guidance, due to the practice teaching she had at Casey, Illinois. During that time, she had close association with Mr. [REDACTED], a dynamic guidance director.

In the Arthur unit, the junior high and high schools are both in the same building, which creates a close association between the students and teachers of both schools. Due to their past experiences with the present high school students, the junior high teachers' suggestions could prove invaluable in case studies. Therefore, it would seem practical to include the junior high school teachers in a case study of guidance.

Mrs. [REDACTED], an 8th grade teacher, is teaching in her eleventh year at Arthur. Mrs. [REDACTED] is very artistic, and her class always wins the homecoming float because of her imagination and work. She is an accepted good teacher by the community, which is her home town. [REDACTED]
[REDACTED]

[REDACTED] She is about to complete work on her undergraduate degree at Eastern Illinois University, with a straight "A" average.

Mr. [REDACTED], 7th grade teacher and grade school coach, was hired 3 years ago in an effort to give students a man teacher in the junior high. It had been possible for students to reach high school without having a man teacher. Mr. [REDACTED] enjoys teaching, and the students enjoy his progressive methods. Often he can be seen playing softball or football with his students, when he is on playground duty. Needless to say, the students appreciate this.

Mr. [REDACTED], 8th grade teacher and high school football coach, has

an enthusiastic personality which can inspire boys to play up to their potential. Mr. [REDACTED] teaching of junior high school and coaching of high school is a poor combination, because his interests are in high school sports, with most of his school day being spent in the junior high school.

Mrs. [REDACTED], 7th grade teacher, is [REDACTED] from Kentucky, who cannot say "No" when the administration asks for volunteers for committees. She is a very thorough teacher, who can be seen each evening with a stack of papers to be graded. She has worked with the cheerleaders, grade school yearbook committee, social studies survey committee, etc.

CHAPTER II

GUIDANCE IN ACTION

Introduction

Action seems to be the most difficult part of inaugurating a guidance program. This is usually the case when that action is stimulated by a few of the teachers and not by an enthusiastic administrator. Of course, there are some advantages of a program if it is started by the teachers. This is especially true if the organizing teachers have the respect of their fellow teachers. If this respect exists, then strong support is more likely to be forthcoming than if it were presented by a domineering administrator with the message that his way would be the only way. Another advantage of the "grass root's idea" of a guidance program starting with a few teachers, is that as the program progresses, the point of view of other teachers will quite naturally be kept in mind.

Arthur's guidance program was more or less a combination of the two extreme ways of beginning a program. The time and encouragement was given by the administration, but it was left to a guidance director of limited guidance background and a group of teachers to organize the program. This action movement slowly and cautiously began during the first week of October, 1959, with the forming of a guidance committee. With meetings of the committee scheduled about one month apart, it would seem that the progress of such a committee would move too slowly. However, when any change of a curriculum is involved, slow movement seems to have

the best results. Committee procedure, at its best, seems to drag at times for those who are anxious for a quick change. However, the discussions which accompany these meetings are basis for making teachers feel a part of the program and make for better end results, which are definitely more lasting.

The members chosen for the guidance committee were as follows:

[REDACTED].
In the beginning, only high school teachers made up the committee.

October Guidance Committee Meeting

Mr. [REDACTED] was in charge of this first meeting of the guidance committee as he was during all following meetings. The members decided those issues of guidance which were of most importance in satisfying the immediate needs of the students for the present year. Those needs were: A student handbook, scheduling, testing, information service, and cumulative records. These issues were to be brought before the other teachers during their professional meeting, which took place one hour each month, following each regular, monthly teacher's meeting. Psychologically, 4:30 P.M. is a bad time for these meetings, due to the fact that most of the teachers are thinking about the preparation or partaking of a family meal, and they are also weary of school problems. Nevertheless, the faculty has been conditioned to this type of training during past years, and a guidance program had perhaps a better chance of arousing interest at this hour, than did other less appealing subjects.

It was decided that all guidance committee meetings would precede each professional discussion by about a week in order to preview the subject that was to be presented at the professional meeting. A short

summary of the six meetings held during the 1959-1960 school year follows.

October and November Meetings

During the October and November meetings, Mr. [REDACTED] went over regulations and rules of the school that were to be included in the student handbook, on which he had been working for over a year. Such items as: activity schedule for the noon hour, student council, the constitution, study suggestions, daily schedule, course descriptions, make-up and grading, information for parents, and extra curricular activities, were especially helpful information for an orientation program for 8th grade students. It was decided to have this book explained to the 8th grade students in the spring.¹

Perhaps the greatest benefit of the handbook is the communication link between the school and the parents that this book created. Good communication usually makes for less chance of misunderstanding between people.

After suggesting a few minor changes, the faculty whole-heartedly recommended the handbook. Later, the school board approved an appropriation for the printing costs, and thus the handbooks were in the hands of the students by January 1, 1960.

December and January Meetings

Mr. [REDACTED], the band instructor, presented a proposed change in the

¹
See Appendix.

present schedule. In his proposal, he suggested changing the eight period school day to either a nine or ten period day. His hope was to give more time to the scheduling of private band lessons with perhaps less conflict with the academic subjects. Some of the teachers also suggested that the extra periods would enable more subjects to be added to the curriculum plus a new teacher. However, Mr. [REDACTED] put a damper on this proposal, when he commented that any additional teacher would mean less money for the present teaching staff. Needless to say, the teachers voted down any change in the schedule that might have meant more courses and study halls for them.

It would seem, then, that this venture for improvement met with failure. It must be remembered, however, that change does not come about easily, because there are usually forces of strong resistance. Consequently, the guidance people prepared themselves for an approach in a different area.

February Meeting

At this meeting, Mr. [REDACTED] discussed testing, a topic that all teachers were interested in and eager to hear more about. During the meeting tests that had been given during the present year were discussed. They were: Differential Aptitude Test to the 8th grade, the National Merit Qualifying Test to juniors, the Illinois State Wide High School Testing Program to the seniors, and the American College Testing Program to the seniors. Scores and the purposes of the tests were also discussed.

There was a general opinion of the group that the Arthur Unit had made a good start in a testing program. However, it was pointed out

by the guidance committee members that there is a definite need for personality tests, several different I.Q. tests, and prognostic tests, in the near future.

March Meeting

Mr. [REDACTED] discussed the school's need for an information service. He explained that each student in high school should be given individual counseling at least three times a year. During these interviews, job aspirations of the students could be one of the topics discussed. The student would be helped in finding job information, and in addition, the counselor would clarify the information. Next, Mr. [REDACTED] gave a brief explanation of the value and use of several occupational books.

During the second part of the meeting, a lively discussion developed concerning the question: "How does an occupational goal of a student arouse his interest in academic subjects?"

Mr. [REDACTED] seemed to be vitally interested in the meeting and he implied that he would support an information service, if Mr. [REDACTED] schedule could be so arranged as to help Mr. [REDACTED] with it.

Conclusion

These professional meetings were somewhat gratifying since the discussions were about curriculum problems and not about unrelated details that often prolong faculty meetings.

From a very realistic point of view, perhaps the guidance program has had a beginning. At least, it is proceeding in an organized pattern, with a guidance committee working with the rest of the faculty through a type of in-service training. There have been some definite steps made

in the areas of the handbook, testing, orientation of the 8th grade students, and hopes of progress on an information service.

On the darker side of the picture, it was discouraging to find lack of administrative support, when enriching the curriculum was suggested. There is still a vital need for a qualified counselor and individual counseling. Perhaps, before some of these bigger issues can come about, the improvement of our public relations is the key. This key has proven many times that what the public wants, it shall have. Consequently, it is the school's task, or more specifically, the guidance committee's task, to educate the public as to what it wants!

CHAPTER III

RECOMMENDATIONS FOR THE GUIDANCE PROGRAM OF ARTHUR COMMUNITY UNIT

Introduction

This chapter will discuss important factors that must play an important part, if the needs of a guidance program are to be met. These factors are: A guidance committee, good public relations, cumulative records, junior high orientation, state qualifications for a qualified counselor, information service, the budget, future goals, and evaluation.

Guidance Committee

The continuous existence of the present guidance committee is of the utmost importance, because such a committee made up of teachers and administrators, has obvious advantages in the part it plays in providing an acceptable guidance program. Many people planning and working together to put ideas into operation will acquire the feeling of being part of the program. Once this feeling prevails, the school has a team working rather than a one man operation.

Humphrey and Traxler¹ relate that this type of committee should continue to work on improving the guidance program and periodically submit recommendations to the entire staff for study, discussion, and

¹ J. Anthony Humphrey and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associations, Inc., 1954), pp. 376-379.

decision. Guidance should supplement and complement instructional services, in the all-around development of individual personalities. This integration of all educational services is not always easy to accomplish. In the typical school, most teachers are deeply concerned with the organization and presentation of their subject-matter fields. In general, they do not have the time, the interest, the knowledge, or the skills required to provide the guidance activities needed to help students to develop balanced personalities. However, if these teachers become involved in guidance services, these services tend to supplement their usual classroom activities. Ideally, each member of the teaching staff can and should be an active assistant in the guidance program. Each should have an understanding of the guidance point of view, and he should be a guidance worker in the sense that he renders his own best contribution to the total program of guidance services.

Since the present guidance committee has worked effectively thus far, it would be advisable for them to continue. In addition, Mrs. Woods and Mr. Peters should be appointed, in order to extend the program to the junior high school.

Some of Mr. [REDACTED] responsibilities to the program are:

1. Financial backing. The administrator must educate the school board to the need and importance of having a guidance program as part of the school's curriculum, after which it is hoped that the board will finance the facilities, staff, and equipment that is needed to begin the program and to keep it functioning at top performance.

2. Providing for personnel. Mr. [REDACTED] has been acting as part-time counselor, but he will need the help of other teachers from the

guidance committee. Mr. [REDACTED] must be the leader who inspires the teachers to give their time to work on guidance.

3. Must provide facilities. The administrator should provide suitable quarters and facilities for the counselor. There will be available rooms when the building expansion is completed. It is up to Mr. [REDACTED] to reserve one of these rooms for counseling.

4. Support. The administrator should be aware of the need and importance of a guidance program, and give it his full support.

Mr. [REDACTED], the grade school principal, should be on the committee in order to become familiar with the program in the high school. Consequently, at a later date when he forms a committee for the grade school and junior high school, the two committees will have similar methods and work toward the same goals.

Mrs. [REDACTED], as an experienced and capable 8th grade teacher, would gain some of the same experiences as Mr. [REDACTED]. In addition, her advice about former students in case studies would be most valuable.

Mr. [REDACTED], as the guidance director, would be the main link between the students and the guidance committee. Since he will spend much of his time in counseling and collecting data on the students, he represents a vital cog in the program.

Mrs. [REDACTED] and Mr. [REDACTED] should remain on the committee because both of these teachers have had several guidance courses and both have shown interest in working on such a commmmttee.

Mrs. [REDACTED] qualifies as a good choice for the commmmttee because of her youth. Perhaps she could remember the feelings of the students more easily than some of the older teachers. She has also shown a great deal of interest in guidance work.

Mr. [REDACTED] has been in the system longer than any other teacher, and his choice has given the committee a flavor of experience.

Good Public Relations

Without public support, the guidance program is bound for oblivion. Consequently, from the very beginning, every effort must be made to publicize, promote, and propagandize the guidance program to its utmost.

There are various media for advertising what type of program is being attempted. Some of the obvious means are via newspapers, parent-teachers meetings, notices to parents, letters to parents, and talking to people every chance that arises.

So often schools hide their school activities as if they are pertaining to a secret subversive movement. No wonder many parents are suspicious of testing, counseling, interviewing, etc. of the guidance program.

If the public is aware of the advantages that come from a program, it will act as a real pressure group on a school board. Thus, funds for maintaining and expanding a guidance program will come about much easier.

Cumulative Records

One of the first tasks of manual labor the guidance committee must encounter is the screening of the cumulative records and starting anew. After which, it should include items similar to those suggested by Erickson:

1. Personal
 - Name
 - Date of birth
 - Birth place
 - Sex

Color or race
Residence of pupil and/or parents

2. Home and community

Names of parents or guardians
Occupation of parents or guardians
Are parents alive or deceased
Ratings on home environment and/or economic status
With whom does pupil live
Birth place of parents
Language spoken in home.
Marital status
Number of siblings older and/or younger

3. Scholarship

School marks by years and subject
Special reports on failures
Record of reading
Rank in graduating class (with number in class)

4. Test scores and ratings

General intelligence test scores
Achievement test scores
Other test scores
Personality ratings

5. School attendance

Days present or absent each year
Record of schools attended, with dates

6. Health

Complete health record, to be filled in by the school nurse

7. Miscellaneous

Employment record during school years
Vocational plans
Anecdotal records
Counselor's notes
Extra-curricular activities
Follow-up record after leaving school¹

Need for a Qualified Counselor

In consideration of meeting the State of Illinois recommendations

¹ Clifford E. Erickson, Practical Handbook (New York: The Ronald Press Company, 1949), pp. 3-4.

for requirements of a qualified counselor, the Arthur Unit must contemplate hiring such a counselor, if an outstanding guidance program is to be carried out.

The question of understanding what constitutes a qualified counselor can best be answered by the following information, published by the Guide to Supervision, Evaluation and Recognition of Illinois Schools. It states:

Guidance. Although guidance is a responsibility in which the entire school staff should share, the services of professionally qualified guidance counselors should be available to every school. Every staff member who is assigned guidance duties for one-half or more of his school day must be certified as a teacher and should have eighteen (18) semester hours of credit in the field of guidance, at least twelve (12) of which are at the graduate level. The eighteen (18) semester hours of preparation should include work in the following areas: (1) principles and techniques of guidance; (2) appraisal techniques; (3) growth and development of the individual; (4) principles and practices of counseling; (5) occupational, educational, and personal and social information; (6) organization of guidance services; (7) mental hygiene and/or personality dynamics. A counselor should have had a minimum of one year of successful experience as a teacher. It is desirable that he have had some wage-earning work experiences outside the classroom.²

Individual Counseling by the Counseling Interview

When the school board can be convinced of the need for hiring a qualified counselor who could devote one-half of his time to teaching, the following recommendations could be greatly improved. However, Mr. Mosier, the part-time counselor, for the time being must carry on the duties of interviewing. According to the present schedule, he has the

²Guide to Supervision, Evaluation and Recognition of Illinois Schools (Springfield, Illinois: Circular Series A, No. 119, 1958), p. 38.

7th period free, and this time could be used for the individual interviewing of the students. During this sixty minute period, it would be possible for him to see each of the 167 students for a thirty minute period, twice a year. If additional time were needed or if a student wanted to see him about an immediate problem, a morning appointment could be arranged, when Mr. [REDACTED] is in the principal's office.

The interview would take place in one of the new rooms of the building program. The guidance committee would be responsible for making this room appear very comfortable, suitable for a permissive atmosphere. This is an important factor in creating good rapport between the counselor and the client.

It is hoped that the counselor will have made good use of test scores and other cumulative record information before any interview takes place. The success of the actual interview will depend upon the counselor's personality and training.

Information Service

Mr. [REDACTED], a tentative member of the guidance committee, would probably agree to accept the responsibility of the information service. Having had several guidance course, including one on occupations, his concentrated efforts in this field would be good experience for him, and he would be performing a needed service to the students.

One of his first duties should be to place the school on the Department of Labor's mailing list. This will start a stream of up-to-date literature, which would be a good start for the occupational file, coming regularly to the school.

The students will have access to this information in the library, where Mr. [REDACTED] is located during the 7th period. This is the same time that Mr. [REDACTED] would be doing individual interviewing, and the two teachers will be able to work together with the students when questions about occupations arise. Mr. [REDACTED] had expressed a hope for such an arrangement at one of the guidance committee meetings.

Other appointments with the occupational director could be arranged during the noon hour for those students who are not free during the 7th period.

In order for the counseling interview to be successful, this information service is vital. When students ask questions about their future job aspirations, there must be material and qualified counseling available.

The following budget for occupational books and material would be needed:

<u>Dictionary of Occupational Title Classification</u>		
Vol. I and Vol. II, Department of Labor.		\$6.50
<u>Occupational Literature</u> by Forrester.		6.50
<u>Occupational Outlook Handbook</u> , Department of Labor.		3.25
Guidance Index and Counselor Information Service (One year subscription)		7.50
<u>Standard Industrial Classification Manual I and II</u>		3.75
Heavy folders--Alvah Bushnell Company (12)		3.50
Manila file (100)		4.00
Telephone Directories of all nearby cities		free
Total:		\$35.00

Junior High Orientation

The present situation of giving 8th grade students proper orientation about the high school curriculum leaves a lot to be desired. It is true that the junior high students are in the same building and that they

acquire some understanding of high school life merely by watching and talking to the high school students during the two years that they are attending the 7th and 8th grades. It would seem that an organized approach could accomplish much more.

What could be a better aid to the counselor in learning to know his pupils and their needs than to visit them in the school from which they are moving? The counselor will be like an old friend to the entering student at the time of admission, if the student has had an opportunity to meet him and discuss his problems with him before the change of schools. This visit should provide the first step toward giving the prospective pupils information about the high school, facts about the curriculum, the extra-curricular program, the advisory system, etc.

As much of this material as possible should be furnished pupils not only by word of mouth in a group meeting, but also by means of printed information. A handbook, similar to the one prepared by the Lake Forest High School and described by Hamrin,³ would be prepared and given to each 8th grader to be taken home to his parents. It would be a question-answer type handbook, which would help the students select a program of studies for their first year of high school and to acquaint them with the variety of studies that they may take in later years to complete their high school course.

¹ Shirley A. Hamrin, Guidance in the Secondary School (New York: D. Appleton Century Company, 1955), pp. 338-339.

Budget

A good guidance program will not run itself - it must have financial support. If the guidance committee could become a pet project of Mr. Wilson, his influence could cause an adequate amount of money to be appropriated for the annual maintainence of the guidance program in the high school. With this start, more funds could be increased gradually each year with the school board's becoming accustomed to having guidance as a part of the school budget. Eventually, the school board might agree to hire a qualified counselor for one-half time duty, which would, of course, be one of the biggest expenses of the guidance program.

There are already many hidden expenses of the present incidental program of guidance. However, these expenses have already been accepted, and silence on the part of the administration is probably the best policy to follow.

Future Goals

If the aforementioned goals of the writer's recommendations were reaching during the first organized year of guidance, the program would be considered a success. However, the program would still need to be critically judged and areas of placement service, follow-up service, homerooms, case studies, a more thorough testing program, etc., should be carefully planned in the hope that expansion could take place in some of these areas.

Evaluation of the Guidance Program

No guidance program would be complete without some evaluation, even though proof of its success might be hard to establish.

The guidance committee cannot evaluate its program as being successful by claiming improvement in any one area. However, if several areas are evaluated and improvements are evident in them, then the evaluations prove the value of the program. Here is a list by Smith which might give justification of the guidance program:

1. Improved school attendance;
2. Better study habits;
3. Increased level of scholastic achievement;
4. Fewer scholastic failures;
5. Fewer school-leavers before graduation;
6. Immediate employment of drop-outs;
7. Fewer changes in school subjects subsequent to initial selections;
8. Better and quicker occupational adjustment;
9. Educational and occupational planning more consistent with individual interests and aptitudes, and more realistic in terms of available job opportunities;
10. Better home, school, and community adjustments;
11. Increased demand for counseling services by former pupils and parents.⁴

Conclusion

It can be hoped that through dedicated work by the guidance committee, the teaching staff, the counselor, the administrative staff, the school board, and parents, an effective program may be inaugurated at Arthur High School.

⁴ Glenn E. Smith, Counseling in the Secondary School (New York: MacMillan Company, 1955), p. 165.

BIBLIOGRAPHY

Arthur Chamber of Commerce Bulletin. Arthur, Illinois: Arthur Graphic Publishing Company, 1957.

Arthur Handbook. Arthur, Illinois: Arthur Graphic Publishing Company, 1960.

Erickson, Clifford E. Practical Handbook. New York: The Ronald Press Company, 1949.

Guide to Supervision, Evaluation, and Recognition of Illinois Schools. Springfield, Illinois: Circular Series A, Number 119, 1958.

Hamrin, Shirley A. Guidance in the Secondary School. New York: D. Appleton Century Company, 1955.

Hatch, Raymond N., and Buford Stefflre. Administration of Guidance Services. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1958.

Hoppock, Robert. Occupational Information. New York, Toronto, London: McGraw-Hill Book Company, Inc., 1957.

Humphrey, Anthony J., and Arthur E. Traxler. Guidance Services. Chicago: Science Research Associates, Inc., 1954.

Ohlsen, Merle M. Guidance. New York: Harcourt, Brace and Company, Inc., 1955.

Smith, Glenn E. Counseling in the Secondary School. New York: MacMillan Company, 1955.

Tyler, Ralph W. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953.

APPENDIX

TABLE OF CONTENTS OF
ARTHUR HANDBOOK

Knight's Oath	3
Purpose of a High School Education	5
Personnel	5
Board of Education	5
Student Council Members and Officers	6
Faculty Sponsors and Class Officers	6
Information for Parents	9
Calendar	10
School Organization	10
Attendance	10
Absences	10
Make-up and Grading	10
Tardiness	11
Detention	11
Leaving the School Premises	11
Semester Examinations	11
Disaster Drills	11
Parking and Traffic Light Regulations	12
Library Regulations	13
Study Hall Regulations	13
Assemblies	14
School Bus Safety and Regulations	15
Lockers	15
Daily Bell Schedule	15
Marks	15
Textbooks	16
Lunch Program and Cafeteria	16
School Parties	16
Classification and Promotion	16
Graduation Requirements	16
College Visitation	17
Corridors and Stairs	17
Funerals	17
Gum	17
Smoking	17
Use of Alcohol	17
Field Trips	20
Activity Schedule for the Noon Hour	20
School Song	Inside Back Cover
Arthur Fight Song	Inside Back Cover
Lost and Found	20
Telephone	21
Student Council and the Constitution	21
Care of Property	26
Dress, Appearance	26
Communication to the Students	27
Homework and Lesson Preparation	27
Study Suggestions	27
Daily Schedule	18-19
Subjects	29