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**A Tentative Guidance Program for the Kealing Junior High School  
Austin, Texas**

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A TENTATIVE GUIDANCE PROGRAM  
FOR THE KEALING JUNIOR HIGH SCHOOL  
AUSTIN, TEXAS

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A TENTATIVE GUIDANCE PROGRAM  
FOR THE KEALING JUNIOR HIGH SCHOOL  
AUSTIN, TEXAS

By  
Curtis McPhaul Collins

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

In The

Graduate Division


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Prairie View, Texas

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Accepted by the faculty of the Division  
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the degree of Master of Science.

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Curtis M. Collins

## ABSTRACT

### A TENTATIVE GUIDANCE PROGRAM FOR THE KEALING JUNIOR HIGH SCHOOL, AUSTIN, TEXAS

Samuel Huston College

Curtis McPhaul Collins

#### Purpose of the Study

It is the purpose of this study to answer the following questions:

1. What is the plan of guidance organization in the Kealing Junior High School, Austin, Texas?
2. Is the guidance program integrated with the program of studies?
3. Is the program incidental or a vital part of the school life?
4. What guidance services are offered?
5. How is the study of pupil personnel conducted?
6. To what extent does the guidance program aid the pupil in the following:
  - a. Orientating himself vocationally?
  - b. discovering and developing special talents?
  - c. developing hobby interests as training in worthy use of leisure time?
  - d. enabling him to succeed in formal school work?



## Procedures and Techniques

In making this study records of the Kealing Junior High School were examined. The chief method of procedure in the development of this problem may be classified as the "normative survey method," based upon library research and a critical analysis of the school and the community.

First, as a background of orientation, the findings from the field of professional literature were studied to determine: the purpose of the junior high school; the outstanding theorists in the field of guidance, the basic principles of guidance practice; and the need for guidance.

Second, as a foundation for the beginning of the evaluation of the guidance program, the organization and administration of the guidance program was outlined. The outline included the number of pupils enrolled in the school; the functionaries in charge of the guidance program and their duties; the scope of the guidance program and procedure followed in the administration of the program; record forms used in administering the guidance work; and the testing program provided through the Department of Research and of the school system for the objective measurements needed for scientific diagnosis in the guidance program.

Third, a study was made of test results of tests administered to the seventh grade. It was desired to know

if seventh grade pupils of Kealing Junior High School, under the organized program of studies and guidance were achieving the grade of work established by norms set forth by a standard achievement test. It was desired to know the per cent of retardation in various subjects as measured by the standard achievement test and if retardation was due to lack of mental ability.

Fourth, as another measure of the effectiveness of the guidance program the percentage of failures by subject was studied; for the extent to which pupils succeed in the required work of the school is the most objective measure of the effectiveness of the guidance program. It was desired to know if failures to attain success in the prescribed course of studies were due to lack of mental ability or to the failure of the guidance program to distribute pupils in the school program where they could achieve maximum success.

### Findings

A review of professional literature in the field of guidance revealed that:

1. There is a definite place and need for junior high schools in the educational setup.

2. Though the theories of guidance are as numerous as the theorists in the field of guidance, all agree that the chief function of guidance is the better adjustment of the basic principles.

3. There are certain underlying basic



principles necessary for good guidance practice in any guidance program.

4. The need for guidance today is greater than ever before.

In outlining the set-up of the guidance program in the Kealing Junior High School it was found that:

1. The plan of organization was the central type, with a faculty counselor; directly responsible to the principal of the school, carrying on the guidance program.

2. The guidance program was integrated with the program of studies and was a vital part of the school program. Guidance services are offered in the orientation of new pupils, vocational orientation of 8-B pupils, curriculum guidance and health and social guidance.

3. The study of pupil personnel was facilitated through the use of various personnel record forms and a testing program prescribed by the Department of Education Research of the school system.

The study of pupil personnel in the light of standard intelligence and achievement tests resulted in comparison with teacher ratings reveal the following:

1. That in a study of intelligence test data on pupils in the seventh grade over a period of two years were above average in intelligence.

2. In achievement, as measured by a standard achievement test a large percentage of seventh grade pupils were retarded below their normal grade placement of 8.0, in all subjects except reading comprehension, in which subject only a few were retarded.

3. In the school as a whole the percentage of failures in most subjects is low. Social studies had a large percentage of failures than any other with English and Mathematics second and third of

the major subjects. The failing marks showed that failure was due to other factors than lack of intelligence. There was a decrease of failures in 1947 as compared to June 1946.

4. The problem of drop-outs over a two year period was negligible. Few pupils left the school except for legitimate reasons.

Summarizing the findings and conclusions drawn from the data presented, the guidance program as organized has made for a more effective functioning of the school program. Data indicate that the number of retarded pupils in the seventh grades decreased, as did the pupil failures in the whole school; as a result of a study of these problems by guidance function arise and a more satisfactory distribution and adjustment of pupils in the program of studies.

The effectiveness of the guidance program, furthermore, is evident from the increased percentage of students remaining in school.



## RECOMMENDATIONS

From the findings and conclusions to be drawn from this investigation of the effectiveness of the guidance program of the Kealing Junior High School, it is obvious that the effectiveness could be greatly increased by the adoption of the following recommendations:

1. It is recommended that a broader selection of elective subjects be offered in the eighth grade, as electricity, printing, sex education, poster designing, advanced trade mathematics, journalism and speech work.

2. It is recommended that achievement results in the seventh grade be given consideration in the giving of average marks.

3. It is recommended that grade failures as such be abolished from the school.

4. It is recommended that provision be made for remedial classes in reading and arithmetic.

5. It is recommended that longer periods be arranged for certain integrated courses.

6. It is recommended that provision be made for follow up studies of pupils after completion of Junior High school; these studies to furnish the basis for the scientific evaluation of the organized guidance program, the revisions in the methods of guidance procedure, and revision in the program of studies.

7. That the Kealing School continue to gather information about students occupations and about social and economic life of the community as a basis for building a guidance program; and that the information gathered will be used in terms of students abilities, desires, interests, needs and problems.

8. That the teachers be trained in principles and techniques of guidance.

9. That the guidance set up in Kealing School be considered at all times a living, growing thing; never static, but always moving toward a smoother, fuller attainment; changing in accord with the social situations which it reflects and the educational standards it anticipates perpetuating.



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## CHAPTER I

### INTRODUCTION

The set up of junior high schools requires the inauguration of guidance programs. If education is to be effective it must start with the child as he is, with his abilities, desires, and his interests, his needs and problems, and his pattern of life and conduct. It must also help him organize his experiences in meeting these needs so that he will develop a fundamental life purpose that will be socially desirable and personally satisfying. Guidance may be applied to a multitude of situations and has been administered in a variety of forms, but the fundamental aim is to build upon that foundation which nature and previous experience have provided the individual, the happiest and most fully integrated personality possible.

For any degree of success to be attained in setting up such a program, it is necessary that several things be considered. There must be knowledge of the aims of education and the contribution of guidance to education. In addition to this preliminary information it is also necessary to consider the following: the purpose of the study, analysis of the study, the source of data and methods of procedure.



### Statement of Problem

It is the purpose of this study to answer the following questions:

1. What is the plan of guidance organization in the Kealing Junior High School?
2. Is the guidance program integrated with the program of studies?
3. Is the program incidental or a vital part of the school life?
4. What guidance services are offered?
5. How is the study of pupil personnel conducted?
6. To what extent does the guidance program aid the pupil in the following:
  - a. orientating himself vocationally?
  - b. discovering and developing special talents?
  - c. developing hobby interests as training in worthy use of leisure time?
  - d. enabling him to succeed in formal school work?

### Purpose of Study

The purpose of this study is to make a survey of the guidance program of the Kealing Junior High School, by means of a study of certain phases of the school program. Guidance is no longer an act of telling pupils what to do and expecting them to carry out that point of view, as the practice is in some of our schools. Guid-

ance is looked upon now as a highly significant phase in recent educational thought. It is definitely a part of the curriculum, and is serving its purpose only when it aids the individual in thinking for himself, in the solution of his problems, and in the adjustment of himself in his present environment.

The junior high school is commonly recognized as the school of the adolescent, a period of growth characterized by difficult problems of self adjustment. It appears to the writer that here is the place which most demands a guidance program.

Thomas-Tindal and Myers say:

The age of adolescence is a cross section of life characterized by idealism and distinctly marked by hero worship, love of authority and desire for freedom. Recognizing these facts, the junior high school is obligated to afford each child an opportunity to discover that though "one can not always be a hero, one can always be a man," that "the poise which makes possible successful leadership, is attained only by him who daily ruleth his spirit," and that the essence of true liberty is "freedom to do what one should, not what one pleases." Aiding the child to arrive at such conclusions may therefore be said to be the function of school guidance.<sup>1</sup>

Following somewhat the same thought, Davis says:

The junior high school teacher should

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<sup>1</sup>Thomas-Tindal, Emma V. and Myers, Jessie DuVal, Junior High School Life. New York: The Macmillan Company, 1927, pp. 12-13.



discover the important and immediate needs of the pupil in the junior high school and guide him in that direction.<sup>1</sup>

Through a system of guidance he advocates:

With all his tendencies toward individualism and his efforts to discover his own elements of strength and weakness through independent choices and procedures, the adolescent is a being who needs the advice and guidance of sympathetic teachers.<sup>2</sup>

Some administrators believe that the choice of a pupil, upon entering school, should be to accept, without reservation, the usual, planned program that has been worked out by the principal and teachers.

Where there is no choice to be made, there is no guidance. There is much controversy over the expression, "guidance is education." Due to the varied opinions of educational authorities on this issue, the writer is making no attempt to justify any argument, but she is led to believe that they are very closely related. So it appears that without guidance in an educational program, the principles of education fail to be functional.

Education involves the entire lives of pupils, and its purpose should be to do everything possible in developing efficient participation in the activities of life. Due to this fact guidance is a vital factor in any

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<sup>1</sup> Davis, Calvin Olin, Junior High School Education.  
Yonkers on Hudson, New York: World Book Company, 1926,  
p. 53.

<sup>2</sup> Ibid.

Jones holds that:

Guidance involves personal help that is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.<sup>1</sup>

The interpretation of these and other concepts of guidance, and the great need of a guidance program in the junior high school, prompted the writer to make this study.

#### Analysis of Study

First, as a background of orientation, the findings from the field of professional literature were studied to determine: (a) the purpose of the junior high school; (b) the outstanding theorists in the field of guidance, (c) the basic principles of guidance practice; and (d) the need for guidance.

Second, as a foundation for the beginning of the evaluation of the guidance program, the organization and administration of the guidance program was outlined. The outline included (a) the number of pupils enrolled in the school; (b) the functionaries in charge of the guidance

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<sup>1</sup> Jones, Arthur H., Principles of Education.  
New York: McGraw-Hill Book Company, 1934, p. 33.



program and their duties; (c) the scope of the guidance program and procedure followed in the administration of the program; (d) record forms used in administering the guidance work; and (e) the testing program provided through the Department of Research for the objective measurements needed for scientific diagnosis in the guidance program.

Third, a study was made of test results of tests administered to the seventh grade. It was desired to know if seventh grade pupils of Kealing Junior High School, under the organized program of studies and guidance were achieving the grade of work established by norms set forth by a standard achievement test. It was desired to know the per cent of retardation in various subjects as measured by the standard achievement test and if retardation was due to lack of mental ability.

Fourth, as another measure of the effectiveness of the guidance program the percentage of failures by subject was studied, for the extent to which pupils succeed in the required work of the school is the most objective measure of the effectiveness of the guidance program. It was desired to know if failures to attain success in the prescribed course of studies were due to lack of mental ability or to the failure of the guidance program to distribute pupils in the school program where they

could achieve maximum success.

Fifth, as a last measure of the effectiveness of the guidance program to be considered in this thesis, a study was made of the percentage of eighth grade dropouts for the year 1946-47 as compared with the dropouts for other than legal reasons.

Assuming the widely recognized need for some sort of guidance program in every school, the evaluation of the organized guidance program of Kealing Junior High School was justified because of the recent re-organization of the school and the inauguration of a guidance program. It was desirable at this time to determine the efficiency of the program as organized. No detailed study has been made since the changes have been inaugurated in the school program, and the organization and administration of the guidance program had not been definitely defined as to the scope of the program and the procedure to be followed in administering the program. Only by the study of the progress and achievement of preceding classes could the efficiency of the program be determined and definite criteria established and better methods developed for the guidance of future pupils.

#### Scope of Study

For this study to be at all practical the problem



must be clearly delimited. Since the development of any guidance program requires consideration of the school finances, consideration of the community in which the school is located and every guidance program is different; this study is delimited to a Junior High School in Austin, Texas.

Consequently, the objective is to develop a guidance program to suit the needs of youth of this particular community and school who are trying to find their way through that perplexing period of life which is common to most junior high school pupils.

#### Method of Procedure and Techniques Used

The chief method of procedure in the development of this problem may be classified as the "normative-survey method," based upon library research and critical study of the school and the community. A few other aspects of other methods are also used during the development of the study.

Recent professional literature in the field of guidance was reviewed to determine the place of the junior high school in the educational set-up, to learn the outstanding theorists in the field of guidance and their contribution to the guidance movement, to determine the basic principles of good guidance practice, and

the need for guidance.

The pupil personnel of the junior high school was studied in respect to achievement attained by seventh grade pupils at the end of their first year in junior high school - the percentage of failures for the school was as a whole, and mental ability of pupils receiving failing marks; the percentage of drop-outs in two comparative terms because of failures to attain a fair degree of success in junior high school. These various subjects of the school program were studied to determine in what degree the present practices of the program measured up to desirable practices as set forth in recent professional literature in the field of guidance.

#### Sources of Data

Data were secured from a review of recent professional literature in the field of guidance to furnish a background of orientation for the study.

Data to measure the efficiency of the guidance program of the junior high school were secured from the pupils cumulative record for:

1. The analysis of achievement of 7th grade pupils in regard to mental ability as measured by the Otis - S-A Tests of Mental Ability; Achievement as measured by the Modern School Achievement



Tests; and subject marks as recorded by subject teachers.

2. Scholastic marks of pupils electing academic subjects as recorded by subject teachers and mental ability as measured by the Therman Group Test or Mental Ability.

Data in regard to failures and enrollment of classes were secured from teacher's class record sheets and monthly attendance reports.

Data in regard to the percentage of pupils leaving school during the eighth year, without being promoted, were secured from the pupils' attendance record cards.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

## Purpose of the Junior High School

Before making a survey of the guidance program of the junior high school it is essential to know the real place and purpose of a junior high school in the educational set-up. It is also necessary to be familiar with the more recent theories of guidance as set forth by outstanding leaders in the field and to have firmly in mind the basic principles of a good guidance program before attempting an evaluation of the guidance program of the junior high school. The junior high school must serve all classes of pupils. Compulsory attendance laws require all pupils to attend school until the age of sixteen years. As the junior high school age for pupils is ordinarily under sixteen years, it can not select or exclude pupils under this age limit. It must admit them regardless to their economic, social, or intellectual status.<sup>1</sup>

To care for these pupils the junior high school must provide a program of studies and school activities adapted to meet the needs of widely varying capacities and inter-

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<sup>1</sup>Proctor, William Martin and Riccardi, Nicholas (ed), The Junior High School, Stanford University Press, 1940, p. 178.



ests of adolescent youth.

It must provide for individual instruction. Individual differences must be recognized in curriculum making as well as in organization of the school activities.<sup>1</sup> Interest must be stimulated and a desire created in the pupil to discover his own aptitudes and capacities. This attitude can be created partly through choice of subject matter but the personal interests and intelligent guidance on the part of skilled teachers are of far greater importance.<sup>2</sup>

It is evident that the junior high school has a special mission to fulfill and its existence cannot be justified unless its organization and program of instruction and guidance is effective in giving each boy and girl a full, rich and joyous life.

### Theories of Guidance

In the beginning, guidance was strictly a vocational guidance movement.<sup>3</sup> Its aim was to assist individuals

<sup>1</sup> Jones, Arthur H., Principles of Guidance, New York: McGraw and Hill Book Company, 1934, p. 369.

<sup>2</sup> Stuart, Milo H., Guidance at Work, New York: McGraw and Hill Book Company, 1931, p. 4.

<sup>3</sup> Reavis, William Claude, Pupil Adjustment in Junior Senior High Schools, New York: D. C. Heath Publishers, 1936, p. 20.

in making vocational choices and securing jobs. This work soon revealed shortcomings in the phases of the individual's life; as, lack of training for a particular line of work and poor health conditions--physical, moral, and social. The concept of guidance was soon broadened, and at the present time embraces all phases of living, with vocational guidance still holding an important place in the guidance programs of the secondary schools.

Reviewing recent professional literature there are a number of outstanding theorists in the field of guidance. Among these are: John M. Brewer, Leonard V. Koos, Grayson N. Kefauver, Arthur J. Jones, Milo H. Stuart, and Richard D. Allen.

John M. Brewer, in his interpretation of guidance, thinks the ideal is "self-education under guidance."<sup>1</sup> His plan is a curriculum of activities and guidance designed to give pupils the opportunity to learn living in the laboratory of life. The curriculum must be modified to furnish the sample activities; classes must be organized for information and discussion; and provision must be made for individual counsel in the program of guidance.

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<sup>1</sup>Brewer, John M., Education as Guidance, New York: The Macmillan Company, 1943, p. 98.



Koos and Kefauver present two main phases in their concept of guidance: the distributive--meaning to "distribute youth as effectively as possible to educational and vocational opportunities" and the adjustive--"helping the individual to make optimal adjustment to educational and vocational situations."<sup>1</sup>

Arthur H. Jones states that guidance is a definite part of the educative process and as such, must be concerned with the entire individual--his development from all-around point of view.<sup>2</sup>

Milo H. Stuart thinks that the larger service of the school today lies in the opportunity for developing every desirable personal attribute of which its pupils are possessed.<sup>3</sup>

Perhaps the most practical and workable theory today has been presented by Richard D. Allen, whose plan of guidance aims at a more intelligent adjustment of the pupil in his work.<sup>4</sup>

<sup>1</sup>Koos, Leonard V., and Kefauver, Grayson N., Guidance in Secondary Schools, New York: The Macmillan Company, 1932, p. 15.

<sup>2</sup>Jones, op. cit., p. 31.

<sup>3</sup>Stuart, op. cit., p. 4

<sup>4</sup>Allen, Richard D., Organization and Supervision of Guidance in Public Education, New York: Inor Publishing Company, 1934, p. 69.

Basic Principles of Good Guidance Practice As  
Revealed in Professional Literature

Assuming the recognized need for a more definite statement of what are considered the basic principles of good guidance practice in an efficient guidance program, the following principles are offered:

1. Guidance must be based upon the study of the entire individual; his abilities, desires, interests, and handicaps, to the end that he shall be aided in developing himself to the maximum of his capacities. The curriculum must be adjustable and adequate to meet these needs.<sup>1</sup>

2. The guidance program must be comprehensive and for every child. It must be continuous, assisting the individual in the gradual accumulation of facts and experiences that will lead him to look over the possibilities of various alternatives before making decisions, thereby enabling him to make wise decisions. It must have its setting in a favorable environment. Faculty members must be open minded; for the success or failure of the guidance program will depend ultimately upon the efforts of the classroom teachers. They must be counselors rather than dispensers of subject matter.<sup>2</sup>

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<sup>1</sup>Heck, Arch O., Administration of Pupil Personnel, New York: Ginn and Company, 1939, p. 5.

<sup>2</sup>Proctor and Ricciardi, op. cit., p. 178.



3. A complete record of each pupil's history is necessary for successful guidance, and direction of pupils. It is expedient to secure as much of those data concerning the life of each individual pupil as experience and research have shown to be most valuable.<sup>1</sup>

4. Careful diagnosis must precede wise counseling. Diagnosis must be based on the very best objective measurements which modern scientific procedures provide, plus all possible general or subjectively derived information. Conclusions must be drawn from the entire body of information.<sup>2</sup>

5. Follow-up studies are essential as an evaluation of the guidance program.<sup>3</sup>

#### Values of Guidance as Revealed in Professional Literature

Never before has the need for wise guidance of youth been so great. Increased enrollment in secondary schools has brought about decided changes in organization. To meet the needs of the varied personnel, course offerings

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<sup>1</sup>Eikenberry, D. H., editor, An Introduction To Guidance, Columbus, Ohio: J. F. Heer Company, 1940, p. 293.

<sup>2</sup>Boynton, Paul L., Guidance--A Science or A Philosophy?, Junior High School Clearing House, VIII, May, 1944, p. 520.

<sup>3</sup>Eikenberry, D. H., Op. cit., p. 334.

have increased. Instead of a required course which prepares pupils for college, schools now offer many courses from which pupils must make a selection, so the need for guidance is quite evident, particularly at the junior high school level.<sup>1</sup>

The development of educational facilities beyond the high school, bringing advanced educational opportunities within the reach of the majority, presents a young person with a bewildering number of schools from which a selection must be made. If he is to choose intelligently he must have facts and careful counseling as to the training offered by the various schools for his chosen life career.

Adjustment of pupils to the constant changes in the social and economic order in the complex world of today is no simple matter. The junior high school must be prepared not only to give educational and vocational guidance, but must assist boys and girls to develop right attitudes toward life and its problems.

The choice of an occupation today is a complex matter. To know what fields will offer the greatest opportunities tomorrow require thought and analysis of

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<sup>1</sup> Koos and Kefauver, op. cit., p. 7.



economic conditions. The multiplicity of jobs and occupations necessitate systematic help in selecting a life work.<sup>1</sup> The wage earner of tomorrow needs assistance as never before in making the right choice and taking his proper place in the industrial world where he can make efficient use of his particular powers and abilities, and thus contribute his best to his own welfare and to that of society.

### Function of Guidance

That function of the junior high school which seeks to aid pupils in discovering their own capacities, and making their own adjustments, may justifiably be labeled as guidance. Davis says:

Of all the functions of the junior high school, that which seeks to aid pupils in discovering their own capacities and limitations, interests and distates, powers and weaknesses, is, in the judgement of the writer, the most important. It is this function above all others that justifies the reorganization of schools on a new basis.<sup>2</sup>

Guidance is an educational service which should be considered an essential and integral part of a program of education. Alex B. Campbell, the children's consultant

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<sup>1</sup>Jones, op. cit., p. 17.

<sup>2</sup>Davis, Calvin O., Junior High School Education, New York: World Book Company, 1926, p. 99.

for the public schools of Ann Arbor, Michigan, says:

Guidance in education has ceased to be a stereotyped function concerned only with the academic adjustment and vocational preparation of the student. Today it conveys the impression of totality, of the total child from the physical, mental, and emotional aspects. It is concerned with the child both in<sup>1</sup> and out of school as an individual.

Campbell also stresses the importance of the happiness of pupils. He said those pupils who are able to work up to their capacities in school and will later develop into worthwhile citizens in the community, are those who are happy and well adjusted. He tells of Ann Arbor's attempting to understand and to answer the child's fundamental needs. He says through the program of guidance at Ann Arbor, the child is looked at in respect to his physical health; his home; his school; his mental capacities and working ability; his leisure time; and his emotional life. In the solution of pupil problems, he says the child's past life experiences are also definitely taken into consideration.

Jones says:

Guidance involves personal help that is designed to assist a person to decide where he wants to go, what he

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<sup>1</sup>Campbell, Alex B., "Guidance in the Schools of Ann Arbor, Michigan," Progressive Education, XVII (March, 1940), pp. 167-70.



wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.<sup>1</sup>

He also speaks of guidance under the following identifications: course, curriculum, and school guidance; vocational guidance; leisure time guidance; and leadership guidance. All human beings need help which is a fact upon which guidance is based, says Jones, and the possibility of education, as well as the necessity for it, is founded upon the essential dependence of people, one upon the other. He says in the ever-changing situations that confront pupils, whether in school or out of school, the need for guidance is seen. And he places emphasis on the fact that this always has been so and will continue to be so as long as human beings exist.

According to Jones, the term guidance is often misunderstood in consequence of the fact that the movement is new and has not found its proper place in our educational system. Instead of meaning to lead, or conduct, to regulate, to direct or any other implication, it means to give to the child as much freedom as possible in helping him to make necessary adjustments.

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<sup>1</sup> Jones, Arthur J., op. cit., p. 33.

Brewer<sup>1</sup> has a very broad conception of guidance. He does not place the responsibility on the home, the school, the community, or any other one agency, but on all these forces, with the common objective of helping each pupil in his maximum development.

His point of view is that there is need for guidance in all experiences and activities of the pupil.

The following types are considered very significant:

(1) educational guidance, (2) home guidance, (3) citizenship guidance, (4) vocational guidance, (5) leisure and recreation guidance, (6) personal well-being guidance, (7) activity guidance, (8) and ethical attitude guidance.

In regard to the character of guidance he says:

Guidance is neither adjusting nor suggesting, neither conditioning nor controlling, neither directing nor taking responsibility for anybody...Educate the oncoming generation, as we shall try to show, means guidance.

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<sup>1</sup>Brewer, John M., Education as Guidance, New York: The Macmillan Company, 1943, pp. 2-3.



Kilpatrick,<sup>1</sup> Professor Emeritus, Teachers College, Columbia University, gives his conception of guidance as that function of the educational program which helps boys and girls grow up into the best possible life, with the consideration of everything. Also much stress is placed upon pupil initiative and pupil activity, because his belief is that learning is the outcome of a full, rounded, responsible act, including seeing the situation, thinking, contriving, deciding, judging, and using habits and attitudes under wise guidance.

Arthur Gould,<sup>2</sup> Deputy Superintendent of Schools, Los Angeles, California, understands guidance as that part of education which aids in the development of the attitudes of children during their growth, under the direction of adults. He offers a challenge to every teacher to explore seriously the growth possibilities of every child, in school or community, and to live with him in a way so meaningful that his best possibilities are realized.

Cramer,<sup>1</sup> Superintendent of Schools, Eugene, Oregon, gives his point of view on guidance, which is similar to

<sup>1</sup> Kilpatrick, William H., "...What is Progressive Education Today?", Progressive Education, XVII, May, 1940, pp. 321-26.

<sup>2</sup> Gould, Arthur, "...What is Progressive Education Today?", Progressive Education, XVII, May, 1940, pp. 321-26.

<sup>3</sup> Cramer, John Francis, "...What is Progressive Education Today?", Progressive Education, XVII, May, 1940, No. 5, pp. 321-26.

that of Kilpatrick. That is, it is that function of education which deals primarily with pupil development, through the activity of the child, and not the teacher.

Koos and Kefauver<sup>1</sup> discuss in detail the tremendous need for guidance in all educational programs. Their point of view on the meaning of guidance is different from that of Brewer's. Their conceptions are, not to restrict guidance to vocation, nor attempt to make it synonymous with all education. They say the term education applies not only to the vocational aspects of life, but also to the recreational, health, and civic-social-moral aspects. They say that:

Guidance is only a part of the educative process, not the whole of it. It is significantly related to, but does not include such matters as discipline, methods of teaching, curriculum-making, vocational training and directing the extra-curriculum.

Myers, who has had wide experience in the vocational education field, says that guidance is an educational service which should be considered as an essential and integral part of a program of education. He does not give much consideration to educational guidance, because his conception is that vocational guidance includes most

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<sup>1</sup>Koos, Leonard V., and Grayson, N. Kefauver, Guidance in Secondary Schools, New York: The Macmillan Company, 1937, p. 609.



of that which is usually labeled educational guidance.

### Description of Better Practices

We find, in many schools today, guidance as an integral part of the curriculum program. There is no separation of guidance and classroom instruction. It is the opinion of many administrators that there has not been enough time allotted to guidance in school programs. In some schools it is said that the time for guidance is limited to fifteen minutes per day. So this is the question: What can be done in a curriculum program, in order that it would provide for an effective program of guidance?

Spears,<sup>1</sup> in giving his point of view on the modern curriculum, says the old idea of outside reading being required has passed out and the "so-called" outside reading moved into the classroom as free reading. Classroom libraries have been made a part of the classroom and they also have been supplied with reading materials to aid a program of reading for experience and pleasure, along the lines of the pupil's own interest.

He also speaks of the enriched experience program which calls for supplies, library books, cabinets for

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<sup>1</sup>Spears, Harold, The Emerging High School Curriculum and its Direction, New York: American Book Company, 1940, pp. 16-41.

classroom references, table and chairs to replace the fixed individual desk, radios, visual aids, and buses to take the school out into the community. He says the basic-text program, which means the same book in every pupil's hands, to be assigned and "recited on," page by page, with little time left for consideration of other materials or experiences, is the most inexpensive and unproductive program to be run by a school.

Since Spears is speaking of curriculum principles, one might ask this question: What does this have to do with guidance? As it was stated previously in this study, where there is no choice of the pupil there is no guidance. In the basic-textbook curriculum, the principal and teachers have everything systematically worked out for the pupil when he enters school. But according to Spears, this is not the right type of curriculum for modern education. For a pupil to be able to make a choice, the curriculum should be flexible and offer those things from which he will be able to choose according to his own interest. In making this choice, guidance plays its part in a school curriculum.

Denver teachers are rapidly becoming core-curriculum conscious, according to Spears.<sup>1</sup> Believing that

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<sup>1</sup>Spears, Harold, op. cit., pp. 243-73.



the primary concern of the schools should be helping pupils to deal with those problems or needs that arise as they seek to engage in personal and social activities, the five senior high schools of the Denver Public Schools are moving definitely toward a common core course program, which will include the work in guidance and counseling. Other courses which are offered will then be made elective. Within the core, care will be taken of needs which are relatively common to all pupils, while the other courses will meet needs and interests which are limited to a fractional part of the total school population.

In the study of the core-curriculum of the Central High School, Tulsa, Oklahoma, it was found that the opinion there is that the core-curriculum, which provides a common body of growth experiences, is gaining much popularity in curriculum reorganization. It endorses broad areas of experiences rather than specific experiences within areas.

Spears<sup>1</sup> points out that, in the high school area, licensing and other limitations mark the core as usually the last step in curriculum planning. Since the core-curriculum comprises at least a third of the school day,

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<sup>1</sup>Spears, Harold, op. cit., pp. 220-42.

and one teacher is usually responsible as coordinator for that long period, the necessity of handling guidance as a function separate from instruction diminishes. Close pupil-teacher relationships and the emphasis upon individual interests and needs, says Spears, mark the teacher of the core curriculum as the natural guidance official for the group.

More and more the schools of California are looking upon the program of guidance as a vital part of the instructional program. The junior high schools of Los Angeles, California, in the attempt to further curriculum development in terms of life problems of young people, are coming more and more toward the core curriculum. Spears, in describing the social living areas, says, the true core of the Los Angeles program is the lengthened period social-living courses which draws into its program experiences formerly considered part of such fields as the social studies, the sciences, language arts, and guidance. This course acts as a guidance center, including the planning of courses, social activities, personal problems, the development of work-study habits, and adjustment to the school environment.



## Principles for Setting Up a Guidance Program

Davis,<sup>1</sup> who is head of the department of education, Bucknell University, in giving his point of view on guidance, submits the simple statement that guidance consists in giving intelligent attention to pupils according to their individual needs. He enlarges this to include the forward-looking definition by Cox and Long, which states that:

Pupil guidance consists in helping pupils to set up for themselves objectives which are dynamic, reasonable, and worthwhile, and in helping them to attain these objectives.

Davis further states that it is generally agreed that guidance should be positive and not negative, and that the entire school set-up should be such that every pupil will be challenged to dynamic living on the highest plane attainable by him.

Ewart<sup>2</sup> says:

A modern junior high school, in order to be of greatest service to society, must incorporate activities that lead to objectives that make for good citizenship, good health, worthy use of leisure, worthy home membership, vocational fitness, civic responsibility and good character.

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<sup>1</sup> Davis, Frank G., "Training Classroom Teachers as Guidance Specialists," Clearing House, XIII, Sept. 1938, p. 43.

<sup>2</sup> Ewart, Merian R., "Homeroom Guidance," Journal Of Education, XIX, June 17, 1929, p. 676.

For all these factors to be considered in the development of youth, the administrators will be forced to focus their attention upon a curriculum that includes those principles which may serve as the bases of a guidance program.

The opinion of some administrators is that the word guidance is used too often in attempting to aid pupils. It is getting too common and is losing its value. If this point of view is accepted, the function of real guidance remains basic in this rapidly changing world, which demands a curriculum based on the future as well as the present, because guidance is just as functional, irrespective of its label. The writer is led to believe that there are no other principles more suitable for a guidance program than those given by Wood.<sup>1</sup> They follow:

The curriculum must satisfy both social or group needs and those of the individual. We must provide for those needs common to all (the core of the curriculum) and those unique to certain individuals (specialization).

The curriculum must draw upon the immediate environment of the learner for initial learning experiences.

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<sup>1</sup> Wood, Hugh B., "Basic Principles for the Junior High School Curriculum," Curriculum Bulletin, Eugene, Oregon: University of Oregon Co-op Store, March, 1940, No. XIII, pp. 1-2.



It should be closely related to the community in which the child lives. (This expands as the child matures.)

The curriculum must utilize teaching procedures which recognize interest, activity, recognition of need as essential aspects of the learning process. These include: community survey, excursions, committee and individual research, visual and auditory aids, laboratory experiences, dramatizations, forum discussion and debate, and group, school-wide, and school-community projects.

The junior high school curriculum must be considered as part of a 12 or 16 year sequence and as only one-fourth of a 24 hour day. It must contribute to the broader objectives of education as well as those specific to the junior high school age.

At present the junior high school curriculum can make no assumption as to the probable course of its graduates. It must prepare them to fit into a scheme involving further formal education, a place in the occupational world, or some other frequently unpredictable career.

These principles by Wood are given as "basic principles for the junior high school curriculum." It is his opinion that the curriculum must be organized so as to recognize the interests, activities, and choices of its pupils. Also, to make the individual the educational unit, and not the class, and fit the educational garment

to the child and not the child to the garment.

Considering these factors in a curriculum program, guidance plays such a tremendous part that it would be difficult for one to think of or consider the functions of a modern curriculum without the consideration of the principles of guidance.

Not only the schools which have been mentioned are operating on the types of programs which have been discussed, but also many others, both junior and senior high schools as well as elementary schools, according to Spears.<sup>1</sup>

It was found in this study that a real program of guidance should always have a place in the realm of pupil activities and pupil experiences. And the conception of the educational authorities is that there is a definite need for guidance in the development of youth. It was also found that administrators are coming more and more to realize the fact that guidance is a vital factor in a school program. In addition they realize that, for the youth to reach his maximum efficiency through its service, it will not be done through a much longer guidance period, with pupils spending more time with the same guidance teacher, and greater pupil-teacher relationship.

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<sup>1</sup> Spears, Harold, op. cit.



After making a careful survey of educational literature which deals with these aspects, (1) purpose of guidance, (2) guidance function, (3) better practices, and (4) principles for setting up guidance program, it is possible for one to reach this conclusion:

For a child to be understood, his behavior and personality must not be separated from his degree of development, his health history and present condition, from his adopted environment, or the environmental agencies which confront him. The writer is led to believe that the logical procedure by which to prevent this separation is through a well planned program of guidance, recognized as a definite part of the educational program.

## CHAPTER III

## DESCRIPTION OF KEALING JUNIOR HIGH SCHOOL

## Location of School

The Kealing Junior High School is located on the east side of Austin, Texas. Austin has a population of 116,000, of which approximately 23,000 are Negroes.<sup>1</sup> The greater part of the Negro population lives in the east side of the city. About 90 percent of the people who live in the community own their own homes, and are interested in maintaining the fine spirit of cooperation shown between churches, schools, and community.<sup>2</sup> This junior high school is one block from the senior high school and is within close proximity to four of the elementary schools. Kealing school occupies a two story brick building with fourteen classrooms, a cafeteria, an auditorium, a dental clinic, a book room, teachers' lounge, an office and an outside Manual Training Shop. There are 16 teachers, one secretary, one librarian, and a principal.

## Present Program

The Austin public schools operate under the unit executive organization, that is the superintendent has general jurisdiction over all the schools, teachers,

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<sup>1</sup> Austin Chamber of Commerce, Compilers Survey of Austin. Austin, Texas, 1947, p. 6.

<sup>2</sup> Ibid.



AUSTIN PUBLIC SCHOOLS

Daily Program of Elementary Grades

Revised January 8, 1948  
DATE September 4, 1947

PRINCIPAL T. C. Calhoun

SCHOOL, Kealing Junior High

Note: The principal will keep a copy of this program in his office and send two copies to the office of the superintendent

Name of TEACHER	SUBJECT	Home Room Grade No. in Home Room	Class Room No.	Time Minutes	Green	Brisby	Love	Hill	Johns	Norman	Tree	Harris	Jennings	Coleman	Conley	Corley	Hodge	Mosby	Seales	Lunch	Joyce	Collins	
					Eng.	In. Arts	Sp. Wk.	Math.	Math.	Sp. Wk.	Sp. Lit.	Sc.	Art.	Music	Ph. Ed.	H. Ed.	H. Ed.	Math.	Math.	Math.	Math.	Math.	Math.
	8:30-9:20	50			8-1	-	7-9	7-5	7-2	7-1	7-1	7-4	8-3	8-5	8-5	8-2	7-6	8-2	8-2	7-1	-	8-3	7-7
	9:20-10:10	50			8-2	7-1	7-1	8-5	7-2	7-2	8-5	7-3	-	7-9	7-4	8-3	7-4	8-3	7-4	7-10	8-4	7-5	
	10:10-11:00	50			7-9	7-8	7-6	8-2	7-1	8-3	-	-	7-10	7-3	8-5	8-1	8-1	8-4	7-10	7-5	-	-	
	11:00-11:30	30			Activity	Review																	
	11:30-12:10	40			Lunch																		
	12:10-1:00	50			8-4	7-2	7-5	7-3	7-8	8-2	7-4	7-3	8-5	7-6	8-7	8-3	7-6	7-5	7-9	7-10	8-1	8-1	
	1:00-1:50	50			-	7-3	7-8	7-4	7-7	8-4	7-6	8-2	8-1	7-10	7-10	7-10	7-10	7-10	7-10	7-10	8-5	8-5	
	1:50-2:40	50			8-5	7-5	7-4	7-6	-	7-10	7-8	8-2	8-1	8-3	8-3	8-3	7-9	7-8	8-4	7-7	7-9	7-9	
	2:40-3:30	50			8-3	7-7	-	8-5	8-1	8-1	7-6	8-4	-	-	-	-	-	7-4	7-4	7-4	7-10	7-10	
	3:30-4:00	30			Extra help to Pupils who need it.																		

7-1-2-3-4 are pupils who were transferred from the 7th grade at Kealing. Readjusted in the 7th grade at Kealing.

3rd. Home Science  
Ails Art Alternative

buildings, apparatus, et cetera, and sees to it that there is cooperation throughout each individual school set up. There are numerous supervisors for each department.

It is the purpose of the superintendent to have one system of schools for the city, and to make possible the best program for aiding pupils to develop that type of society for which they will be best fitted. The Kealing Junior High School houses the seventh and eighth grades and is operating on the Austin system, the six-two-four plan, until further provisions are made for the ninth grade. It has a student enrollment of approximately 571 pupils.

Its daily schedule for each school week is shown in Table A.

TABLE A  
DAILY SCHEDULE FOR EACH SCHOOL WEEK

DAYS	'TIME 'OPEN	'NO. CLASS 'PERIODS	'LENGTH OF 'PERIOD	'ACTIVITY	'LUNCH	'TIME 'CLOSE
MONDAY	8:30	7	50 Min.	11:00-	11:40	3:30
FRIDAY				11:30	12:10	



TABLE BE  
THE DEPARTMENTS OF INSTRUCTION

DEPARTMENTS	TEACHERS
English	2
Mathematics	2
Social Living	2
Science	2
Music	1
Physical Education	1
Language Arts	2
Industrial Education	3
Library	1
Art	1
Band	1

The teachers referred to in Table B are all college graduates and have permanent teaching certificates. Two have Masters' Degrees and thirteen have worked to their Masters' Degree. The Principal is doing advanced study on a Doctorate. They are selected by the superintendent and his committee on teachers. Due to the non-political organization, their services continue so long as they are

efficient.

Out of the seven class periods indicated in Table A, each teacher is required to teach six. All teachers report for duty at 8:00 a.m., and remain until 4:00 p.m. From 3:30-4:00 teachers aid study groups and assist unadjusted pupils.

Pupils are promoted at the end of the year, according to grades, achievements and age levels, and units acquired. Each year is divided into six six-week terms. At the close of the school year, report cards become permanent family property.

Required courses are Language Arts, Social Living and Mathematics. Among the courses offered are English, Mathematics, Language Arts, Physical Education, Music, Manual Arts, Home Economics, History, Social Living, Spelling and Writing, Art, Science and Library Science. There are ten divisions of the seventh grade grouped as follows:

The eighth grade is composed of 5 divisions, grouped from 8-1 through 8-5.

#### Record Forms For Pupils

Each teacher keeps a daily record of pupils, from which their record cards are made. Form 1, in the appendix, is made out by each subject teacher, at the end of



each six week term and turned into the office. Then Forms I, II, III, and IV, also in the appendix, are given to the homeroom teachers for transferring grades from Form I to Forms II, III, and IV. These forms are turned in to the office; with the exception of the end of the semester, after which time it is the property of the pupil. Forms I and III will remain in the office as permanent records. Form IV follows the pupil, whether it is to another room with the school or to another school.

## CHAPTER IV

## ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM IN THE KEALING JUNIOR HIGH SCHOOL

## Function and Duties of the Guidance Personnel

The principal as a guidance functionary. - The principal heads the guidance work in the general way, directing all guidance activities and advising with all guidance functionaries. The principal also has the direct responsibility of preadmission guidance of pupils in the elementary schools whose pupils will enter the junior high school upon completion of sixth grade work. The principal visits the school, discussing with the sixth grade pupils and their parents the new phases of school life offered in the junior high school.

The counselor as a guidance functionary. - The school has one counselor, directly responsible to the principal. The counselor is rated as a teacher and is a regular member of the faculty. The duties of the counselor fall into two divisions: those duties of an administrative nature, and duties relating directly to guidance activities.

1. Administrative duties - The duties of the counselor of an administrative nature are:

- a. To make the master program and schedule individual pupil programs.



- b. To issue clearance cards and transfers to pupils leaving school.
- c. To enroll new pupils entering the school and schedule their programs.
- d. To give all intelligence and achievement tests, direct the scoring of tests and recording of test results.
- e. To direct the recording of pupil's subject marks on the cumulative and permanent report cards.

2. Guidance duties - The duties of the counselor relating to guidance directly are:

- a. To gather and keep on file all data for the cumulative record cards for guidance purposes.
- b. To analyze and interpret test data for recommendations for corrective and remedial measures, and for reclassification of pupils.
- c. To give specific guidance in the selection of electives.
- d. To make adjustments in programs to meet individual pupil's needs.
- e. To confer with teachers and parents of pupils not making satisfactory progress in their program of studies.
- f. To provide for the orientation of seventh grade pupils.

Teachers as advisors. - The guidance activities of the classroom teachers are specific. There is home-

room organization and every attempt is directed toward aiding the pupils personally in as many ways as needed. The fourth period is the homeroom period and is used for individual development. Children are always scheduled to their homeroom first in the mornings and before being dismissed in the evenings.

Faculty committees. - The following standing school committees aid in the guidance program:

1. Committee on Character Education
2. Committee on Clubs
3. Committee on Student Council
4. Committee on Commencement

Each committee has definite responsibility. The committee on character education works out topics selected from student suggestions. Every Tuesday at Activity Period, homeroom programs are sponsored. These programs consist of papers, talks, skits, and songs. Student critics visit every room.

The duties of club and student council committees are covered in the next topic.

The committee on commencement gives guidance in special programs--class exercises, Junior-Senior banquet, and Commencement.

Group meetings are also sponsored by Faculty Committees where pupils are grouped according to age and sex. Lectures by physicians, health nurses, and faculty



members, are given on sex education, general conduct and character.

Assemblies are regular Wednesday features. Each homeroom presents its pupils in some type of auditorium program.

#### Type of Guidance Activities in the Junior High School

Scope of the guidance program. - The program as organized interprets guidance in its broadest sense, that of the whole child, and all of his needs. It aims to provide all those services for the pupil which shall enable him to find himself in relation to his total environment and to make successful adjustment to the various aspects of that environment. It aims to assist incoming pupils in orientating themselves to the new environment and to promote the growth of healthy mental attitudes. The development of healthy and happy mental attitudes early in the beginning of junior high school life reduces the probability of mental up-sets later in the senior high school.

Orientation of incoming pupils. - The principal visits each elementary school in the city, as the pupils are nearing the completion of their sixth grade work. This visit is to acquaint the pupils with the principal

and to give them an insight into the school activities and program of studies in the junior high school. Soon after the enrollment of pupils in the seventh grade of the junior high school, the counselor or homeroom guidance teacher interviews the pupils of the various seventh grade classes to gain information concerning their attitudes toward the school, their abilities and interests, to learn how extensive are their experiences; and to discover what plans are being made in the home for their future. The counselor also in these interviews gives information concerning the school in order to help these new pupils to understand and appreciate the opportunities offered them in their new surroundings, and to aid them in looking ahead and being prepared to take advantage of these opportunities as they are offered to them.

Vocational orientation in 8th grade. - Pupils of the eighth grade in the social studies department study a unit in occupations. The purpose of the unit is to enable pupils to acquire a background of information concerning advanced educational opportunities and occupational fields, so they may develop a certain degree of understanding of the world of work to enable them to make more intelligent educational and vocational plans. The course covers a study of the world of work today. Each student makes an extensive study of the occupations in which he is most



interested as his special project. The course precedes the period for choice of elective subjects in the ninth grade.

Incidental information regarding occupations is given to pupils of all grades by the various subject teachers, but no organized course in vocations is stressed.

Educational guidance. - Instructors and the counselor give group guidance concerning the selection of electives for the next semester program of studies. Information is given concerning the content of the various courses and their relation to advanced educational courses and fields of occupational endeavor, in an effort to aid pupils in making intelligent choices of courses. In individual conferences with these pupils, the counselor discusses with each pupil a realization of which his choice involves. Encouragement is given those pupils without a definite goal in view, that they may discover some particular interest and work for the goal to which that interest leads.

Courses in 8th grade exploratory. - The aim of these courses is self-discovery of interests and aptitudes, and a preparation for a broader selection of courses in the ninth grade.

After the selection of courses is made, the counselor is in close contact with all pupils not making satisfactory

progress in the subject of their choice. If the choice proves an unwise one, early in the semester, adjustments are made and the pupil is placed in another exploratory course.

Health and Social guidance. - Teachers of the Physical Education and Home Economics Departments are directly responsible for the physical welfare and social activities of the pupils in the junior high school.

Pupils are examined each year by the school doctor, dentist, and nurse, and records kept by the school nurse of the physical conditions of all pupils. Reports are sent to the parents concerning the health and teeth of the individual pupils.

The physical education and home economic teachers stress healthful ways of living, correct posture, habits of cleanliness, food values, and the proper hours of rest. Outside activities are planned for enjoyment, also after-school dances.

Personnel record forms. - In order to administer the guidance program successfully and to enable the counselor to have a background of knowledge and understanding of pupils enrolled in the junior high school, it is essential to have a complete record of each pupil on file. The schools of Austin have a system of records that are cumulative in character and are transferred with



the pupil from grade to grade and from school to school. A cumulative guidance record card accompanies each 7th grade pupil to the junior high school, giving a history of his elementary school life. Data concerning his junior high school life are recorded on the cumulative guidance record card. This card includes family history and relationships, special interests, abilities, educational and occupational interests, academic progress, data on achievement and mental ability as measured by standardized tests. This record card is transferred along with the elementary guidance record to the senior high school.

Other forms used in the guidance work and furnished to the Kealing Junior High School are: notices of unsatisfactory progress of pupils, which are sent out to parents upon the first indication of unsatisfactory progress of the pupils in any subjects; and the change of program blanks used in making adjustments in individual pupils programs.

Forms developed by the counselor as aids in pupil guidance are:

1. The seventh grade questionnaire and parent signature slip. During the period of orientation pupils fill out a questionnaire giving personal data impossible to incorporate on the cumulative guidance report card. The parent signature slip requires the signature of father and mother on data concerning the date of birth and physical condition of the child.

2. Report on reasons for subject failure of individual pupils. If the counselor is not aware of the reasons for unsatisfactory progress of the pupil, a blank is filled out by the subject teacher and the reasons are given.

3. Special check-up reports on unsatisfactory progress reports sent to parents. Duplicate copies of the notices are sent to the counselor's office. After sufficient time has elapsed for the pupil to show improvement, the subject teacher is asked for a report on the improvement shown since the date of the notice of unsatisfactory progress. If no improvement has been made by the pupil the counselor in an interview with the pupil attempts to find ways and means by which the pupil may overcome difficulties and keep the work up to the standard expected of him.

4. Counselor's report to individual teacher. This form is used to report information in the hands of the counselor about individual pupils to subject teachers.

5. Form letters to parents concerning graduation of individuals.

Testing program. - The testing program is directed from the Department of Education and Research. The results from the tests administered furnish objective data upon which classification of pupils is based; for diagnosis of individual pupil difficulties; and for use in the guidance of pupils in the selection of elective courses in later grades.

Intelligence data as disclosed by the Otis S-A Tests of mental ability; subject achievement and conduct rating precede each pupil entering the seventh grade group. These data enable the junior high school guidance person-



nel to provide an organization of the program of studies to meet the needs of the incoming group.

The first phase is the administering of the Modern School Achievement Tests; the second phase is the administering of the Terman Group Test or Mental Ability tests. This is given early in the semester and the results are utilized, as a measure of ability in the guidance work of the pupils.

At all times individual testing of difficult cases is available through the Testing Research Department of the school system.

Curriculum organization. - Grades in Kealing Junior High School are the seventh and eighth. They are subdivided into sections, the seventh grade into ten sections, and the eighth grade into five. Students are grouped into subdivisions according to their abilities, ages and intelligence quotient.

Extracurricular activities. - The extracurricular activities are another channel through which Kealing Junior High School has attempted to offer guidance to its pupils. Activities of this nature comprise leisure time guidance. These activities are (1) radio broadcasts directly from the Kealing Junior High School Auditorium over the local KVET system (Student participants make up the program.), (2) parties and dances, (3) movies, and (4) Safety Patrol.

The student council. - The student council is an organization made up entirely of students with a faculty advisor. This idea with guidance carries out the idea of democracy in education. It gives the students an opportunity for self-government and self-expression. A new council is organized each year, that is, the officers are elected each year. At the beginning of the school year the students have their Presidential Campaign. Candidates are selected from each grade subdivision. Each candidate has its campaign manager and personnel who direct the election of the president of the council. Officers are a president, vice-president, secretary, assistant secretary, and treasurer. Every member of the Kealing Junior High School is also a member of the Student Council having all the rights and privileges appertaining thereto. The student council makes its contribution to guidance because it serves--

1. To build up in the students a school spirit.
2. To give the students actual experience in self-government.
3. To create an appreciation of the problems of the school and a keener sense of cooperation between the student and teachers in the solving of problems.

Clubs and scouts. - Since clubs and scouts were merely mentioned in connection with the guidance program,



it is necessary to say more about them. In life every one is part of society, so it is essential to aid in becoming desirable parts. There are twelve well-organized clubs in the Kealing Junior High School. Every student must belong to club. Clubs are a part of routine school life and not rated as extra curricular. Rolls are kept as in class. Every student may join the club of his choice. First, second and third choices are given; and students, so far as possible, are placed in their first choice of an organization. Clubs meet every Thursday at activity period with their sponsors. The following clubs with their purpose are offered:

- ADVENTURE:** To create an interest in studying some new exciting events. Features hikes and enjoy nature study.
- BICYCLE:** Health through exercise in the open is the aim of this club.
- BOOSTERS:** Pep! Rally! Boost! Keep the school alive with yells, songs and pep for everyone.
- CAMERA:** To acquaint members with the art of taking, developing, and collecting a variety of pictures.
- BOXING:** The aim of this club is to teach the manly art of "self defense." The art of hitting the man without getting hit. One gets physical exercise as well as mental discipline along with the development of character.
- COMMANDOS:** To teach the boys certain military tactics, such as drilling and the manual of arms.

- DANCING:** To give the student an opportunity to learn the techniques of dance steps and ballroom or social dancing; to stimulate the desire to do beautiful expressions in dancing.
- DRAMATICS:** Poise, dramatic expression and stage acting are encouraged in this club. Plays are given annually.
- HIKING:** Here one gets pleasure and at the same time learns to become observant and walk gracefully. Long and short hikes are taken to places of interest.
- NEGRO HISTORY:** This club functions in order that its members may study records and explain facts of the Negro--living and dead. All contributions of the race are taken up during the year.
- ARTS AND CRAFTS:** "You learn to do by doing." This club gives an outlet for creative ability. Designs are created, made, and used in displays.
- MODERN MISSES:** Teen-age manners are made interesting. Manners for moderns are practiced, and skits in etiquette composed. Charm, poise and dress are of prime interest also.

In all the club groups there is a faculty sponsor. Emphasis is placed however, on pupil initiative. The "center of gravity" comes from the child. Membership in any desired club is voluntary, although each student must belong to one club. Club meetings have a definite place in the curriculum; in the activity period of every Thursday, and clubs never meet after school. All clubs



must have a definite aim, and a clear-cut program; in this way there is opportunity for advancement through levels of achievement. Each year opportunity is granged the student body to complete a list of clubs they desire sponsored on the campus. In this method the ones which have ceased to function are eliminated. In the selection the school does not sponsor clubs which represent sectional differences or one side of a controversial issue on which a community is divided.

Boy and girl scouts. - The scout troops are organized with an idea of building character for boys and girls. It gives students a chance to develop personality and also a chance for leadership. Troops meet in the evenings after school once a week. All meetings have a man sponsor for the boys and a woman sponsor for the girls. All troops have a live program that contributes to the guidance program of aiding pupils in adjusting themselves to life's problems.

## CHAPTER V

## PUPIL PERSONNEL AS REVEALED THROUGH TEST DATA

Since the junior high school testing program is practically new, there is need for the interpretation of test data in the light of intelligent guidance of pupils and as an evaluation and diagnosis of the school program to determine whether it is meeting the needs of individual pupils. The data analyzed in this chapter include results derived from the metropolitan Achievement Tests and the Otis S-A Tests of Mental Ability administered to seventh grade pupils from January 1946 to May 1948.

In the study of the relationship between ability and achievement the following comparisons are made:

1. The comparison of mental age as measured by the Otis S-A Tests of Mental Ability with the chronological age, first, in terms of grade placements, for the seventh class of May, 1946, to determine if ability of seventh pupils in terms of mental age is comparable with chronological age.
2. The distribution of intelligence quotient in relation to chronological age grade placement for the same group from the same test data is given in order to determine mental ability in terms of intelligence quotients.
3. The percentage of retardation in the seventh class of May, 1946 is studied as measured by the Modern School Achievement Tests. The same study of retardation is made for the seventh class of May, 1947 as a basis from which conclusions may be drawn as to the effectiveness of the guidance program.
4. Distribution of grade placement in subjects as measured by the Metropolitan Achievement Tests are made for pupils of the seventh classes of May,



1947 to give a picture of the achievement of pupils in subjects measured by the Metropolitan Achievement Tests at each grade placement level for the two groups as another test of the efficiency of the guidance program.

### Measures of Mental Ability

In a comparison of mental ages with chronological ages, as measured by the Otis S-A Tests of Mental Ability, the median mental age surpassed the median chronological age for the seventh grade group of May 1946 in terms of years and months as well as ages translated into grade placements. The median chronological age for the group was 13-0, while the median mental age was 14-0. In terms of grade placement the median chronological age for the group was 7.4 and the mental age grade placement was 8.6. In other words the seventh grade pupils of May, 1946 had the mental ability of pupils normally enrolled in the eighth grade.

Comparing the same data for girls and boys, the tables show that the median mental age for girls was 14-2 and the boys 13-11. The median chronological age for girls was lower than the median chronological age for the boys. The comparisons are shown in Tables I, II, III, IV, and V.

As another measure of mental ability a distribution of intelligence quotients of the seventh grade group of May, 1946 as measured by the Otis S-A Tests of Mental

Ability was made. The distribution for the group is given in Table I and shows the median intelligence quotient for the group to be 109, or average intelligence. The median intelligence quotient for the girls in Table II was 110.9 while the median for boys was 107.3 as given in Table III. Girls exceeded the boys in mental ability as measured by the Otis S-A Tests of Mental Ability, but on the whole, in terms of intelligence quotients, pupils in the seventh class of May, 1946 were capable of achieving successfully the work of the grade.

The range of intelligence quotient as shown in Tables IV and V was from 50 to 139, and the chronological age grade placement from 5.5 to 10.4. Three pupils with a chronological age grade placement of tenth grade had intelligence quotients ranging from 50-79. Three pupils with intelligence quotients ranging from 130-139 had a chronological age grade placement of 5.5 to 5.9. The significance of these data for guidance work is quite evident. Pupils of the tenth grade level chronologically with intelligence quotients below 80 must be enrolled in special opportunity classes, while pupils with superior intelligence and a chronological age grade placement of fifth grade must be placed in groups where they can adapt themselves socially as well as mentally. The range of intelligence quotient for the seventh girls of May 1946 did not fall as low as that of the boys. No girls had an intelligence quotient



below 70.

The per cent of retardation for the group according to the chronological age grade placement was 9.6 per cent retarded from  $\frac{1}{2}$  to two years. There was a larger percentage of retardation among the boys, the figure being 14.1 percent for the boys, while the percentage for the girls was 4.3 percent.

C. A.	Mental Age																	Total																	
	8-5	8-6	8-6	9-0	9-5	9-6	9-11	10-5	10-6	10-6	10-11	11-0	11-6	11-6	11-11	12-5	12-6		12-6	12-11	13-5	13-6	13-6	13-11	14-5	14-6	14-6	14-6	14-6	15-5	15-6	15-11	16-5		
16-5																																			
16-0																																			
15-11																																			
15-6																																			
15-5																																			
15-0	1																																		
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8-11																																			
8-6																																			
8-5																																			
8-0																																			
TOTAL	1	1	1	3	1	1	3	1	1	3	6	6	9	24	31	38	35	35	26	5	249														

NOTE: This table should be read as follows: 1 student with a chronological age of 15 years had a mental age of 8 years.

Median Chronological Age: 13-0.

Median Mental Age: 14-0.



TABLE II

## MENTAL AND CHRONOLOGICAL AGES OF SEVENTH GRADE GIRLS, MAY 1946

C. A.	Mental Age												Total				
	9-11	10-5	10-11	11-5	11-11	12-5	12-11	13-5	13-11	14-5	14-11	15-5		15-11	16-5	16-11	
16-5																	
16-0																	
15-11																	
15-6																	
15-5																	
15-0			1						1								2
14-11																	
14-6																	
14-5																	
14-0					1				1								2
13-11																	
13-6							1										12
13-5																	
13-0			1	2		1	4	6	5								32
12-11																	
12-6	1				4	4	4	6	6								50
12-5																	
12-0									1								11
11-11																	
11-6																	
11-5																	
11-0																	
10-11																	6
10-6																	
10-5																	
10-0																	
9-11																	
9-5																	
Total	1		1	3	2	5	9	16	16	17	19	14	9	3	115		

NOTE: This table should be read as follows: 1 girl with a chronological age of 15 years had a mental age of 11 years.

Median Chronological age: 12-11; Median Mental: 14-2.

## MENTAL AND CHRONOLOGICAL AGES OF SEVENTH GRADE BOYS, MAY 1946

C. A.	Mental Age													Total											
	8-5	8-6	9-5	9-6	10-5	10-6	11-5	11-6	11-11	12-5	12-6	12-11	13-5		13-6	13-11	14-5	14-6	14-11	15-4	15-6	15-11	16-0	16-6	
16-5																									
16-0																									
15-11																									
15-6																									
15-5																									
15-0	1				1																				
14-11																									
14-6					1																				
14-5																									
14-0	1					1																			
13-11																									
13-6					1			2	1	2		2	2	2											
13-5																									
13-0					1			2	1	1	7	5	4	4	9	5	4	4	4	1	4	1	4	4	4
12-11																									
12-6								2	1	4	4	5	9	6	6	6	6	6	6	3	8				
12-5																									
12-0																									
11-11																									
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9-5																									
9-0																									
8-11																									
8-6																									
8-5																									
8-0																									
TOTAL	1	1	2	1	2	1	2	3	4	4	15	15	22	13	16	11	17	2	134						

NOTE: This table should be read as follows: 1 boy with a chronological age of 15 years had a mental age of 8 years.

Median Chronological Age: 13-1.

Median Mental Age: 13-11.



TABLE IV  
 MENTAL AND CHRONOLOGICAL AGE GRADE PLACEMENT OF SEVENTH GRADE GIRLS, MAY 1946

C. A.	Mental Age																		Total
	4.4	4.9	5.4	5.9	6.4	6.9	7.4	7.9	8.4	8.9	9.4	9.9	10.4	10.9	11.4				
G. P.	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	11.0				
11.4																			
11.0																			
10.9																			
10.5																			
10.4																			
10.0				1														1	
9.9																			
9.5									1									1	
9.4																			
9.0																			
8.9																			
8.5										1								3	
8.4																			
8.0					1		2	2		1	2	1	1	1				11	
7.9																			
7.5				2		3	1	4	1	2	2		5	2	1			23	
7.4																			
7.0	1		1		3	3	3	3	3	7	7	6	1	4				44	
6.9																			
6.5						1	2	1	5	6	2	7	2					26	
6.4																			
6.0										1	2							3	
5.9																			
5.5																			
5.4																			
5.0																			
4.9																			
4.5																			
4.4																			
4.0																			
Total	1	1	1	3	2	7	13	10	11	18	16	15	9	8	1			115	

NOTE: This table should be read as follows: 1 girl with a chronological grade placement of seventh grade had a mental grade placement of fourth grade level. Median Mental age grade placement: 8.8. Median Chronological age grade placement: 7.3.

TABLE V

## MENTAL AND CHRONOLOGICAL AGE GRADE PLACEMENT OF SEVENTH GRADE BOYS, MAY 1946

C. A.	Mental Age															Total		
	2.9	3.4	3.9	4.4	4.9	5.4	5.9	6.4	6.9	7.4	7.9	8.4	8.9	9.4	9.9		10.4	10.9
G. P.	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	
10.9																		
10.5																		
10.4																		
10.0	1					1											2	
9.9																		
9.5																		
9.4																		
9.0				1			1		1	1							2	
8.9																		
8.5		1				1			1	2							5	
8.4																		
8.0				1		1		2	1	1							10	
7.9					1												14	
7.5																		
7.4																		
7.0																		
6.9																		
6.5																		
6.4																		
6.0																		
5.9																		
5.5																		
5.4																		
5.0																		
4.9																		
4.5																		
4.4																		
4.0																		
3.9																		
3.5																		
3.4																		
3.0																		
2.9																		
2.5																		
Total	1	1	1	2	1	3	3	3	9	11	14	21	17	13	9	19	7	134

NOTE: This table should be read as follows: 1 boy with a chronological grade placement of tenth grade had a mental grade placement of second grade level.

Median Chronological Age Grade Placement: 7.5. Median Mental Age Grade Placement: 8.5.



TABLE VI  
 PERCENTAGE OF FAILURES BY SUBJECT FOR EACH GRADE SECTION  
 FOR MAY 1947 - MAY 1948

SUBJECT	SEVENTH GRADE SECTION										TOTAL					
	7 <sub>1</sub>	7 <sub>2</sub>	7 <sub>3</sub>	7 <sub>4</sub>	7 <sub>5</sub>	7 <sub>6</sub>	7 <sub>7</sub>	1947	1948	1947		1948				
English	5.3	25.0	6.0	4.0	5.0	3.0	4.5	4.0	1.0	.5	4.5	5.6	2.0	3.0	4.0	3.6
Spelling-Writing	3.1	3.1	4.2	4.0	2.5	2.5	1.5	0	1.5	0	2.0	1.5	.5	1.0	2.2	1.5
Social Studies	8.5	6.0	5.0	5.3	9.5	9.5	8.4	8.0	5.0	1.0	3.	1.	2.	1.	5.8	4.5
Art	1.0	0	0	1.0	2.5	2.5	0	0	0	0	0	0	0	1.0	0	.063
Home Economics	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0
Manual Arts	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0	1.0	0
Mathematics	6.4	5.0	8.2	8.5	10.	8.0	5.0	6.1	3.0	1.0	2.5	2.5	6.5	3.0	5.8	4.8
Music	0	.3	0	.3	0	.3	0	.3	0	.3	0	.3	0	.3	0	.3
Physical Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	6.5	6.5	5.0	4.0	4.0	4.0	6.5	5.6	0	0	5.3	1.5	4.0	5.0	4.4	3.6

NOTE: This table should be read as follows: 4.0 per cent of pupils enrolled in the seventh grade in May 1947 received failing grades in English

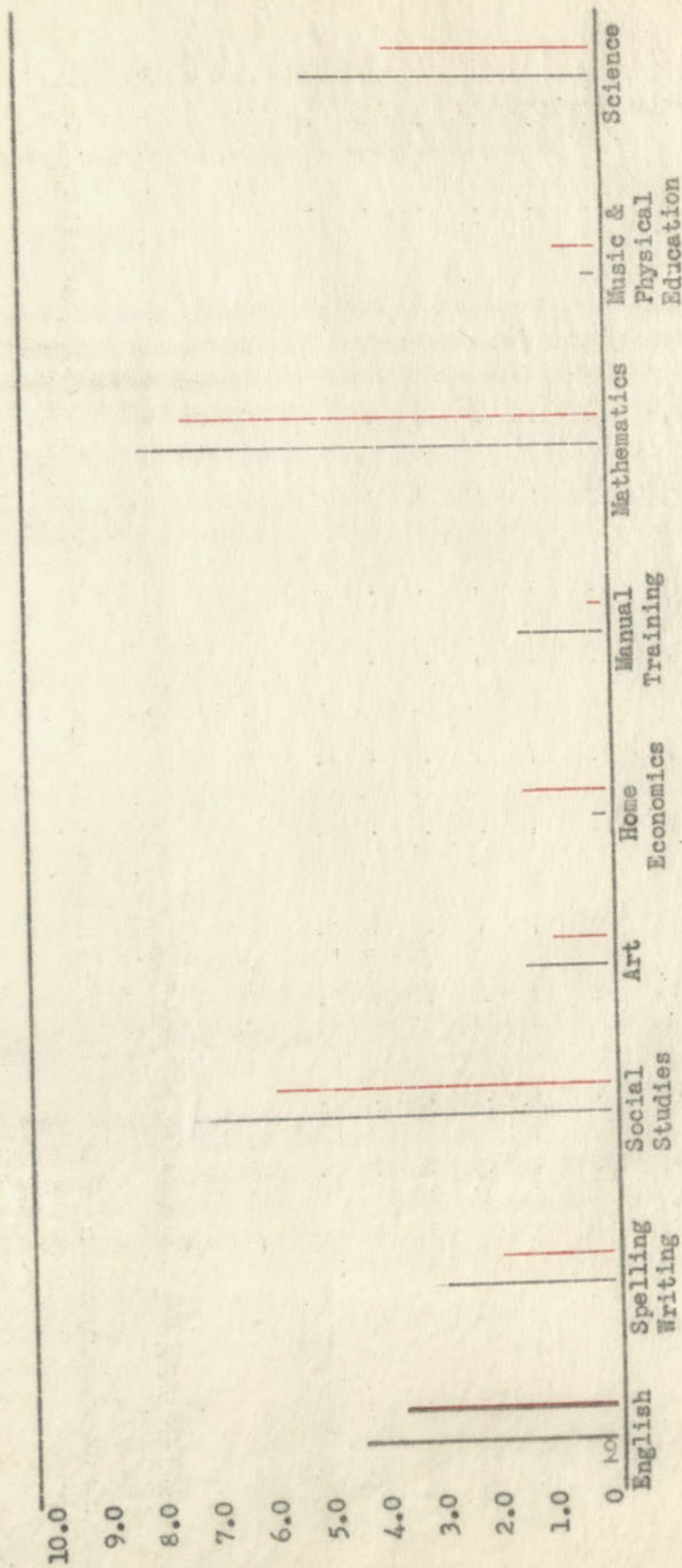
TABLE VII  
 PERCENTAGE OF FAILURES BY SUBJECT FOR EACH GRADE SECTION  
 MAY 1947 - MAY 1948

SUBJECT	EIGHTH GRADE SECTION										TOTAL	
	8 <sup>1</sup> 1947	8 <sup>1</sup> 1948	8 <sup>2</sup> 1947	8 <sup>2</sup> 1948	8 <sup>3</sup> 1947	8 <sup>3</sup> 1948	8 <sup>4</sup> 1947	8 <sup>4</sup> 1948	8 <sup>5</sup> 1947	8 <sup>5</sup> 1948		
English	3.4	2.1	6.0	4.0	1.0	.5	4.5	5.6	5.0	3.0	3.9	3.0
Social Studies	6.5	5.0	8.2	8.0	5.5	2.5	2.5	2.0	2.5	2.0	5.0	4.0
Art	2.5	1.0	1.0	2.5	3.5	1.0	1.0	-	-	-	1.6	.9
Home Economics	1.0	1.5	2.0	-	1.5	-	-	-	2.5	2.0	1.4	.7
Manual Arts	-	-	-	-	-	-	-	-	.5	1.0	.1	.2
Mathematics	6.4	5.4	8.2	8.0	6.2	5.0	4.5	3.5	2.0	1.0	5.4	4.6
Music	0	0.5	0	0	0	0	0	0	1.5	0	.4	.1
Physical Education	0	0	0	0	0	0	0	0	0	0	0	0
Science	-	-	5.6	5.1	5.5	6.1	2.3	1.5	6.5	5.0	4.0	3.5

NOTE: This table should be read as follows: 3.9 per cent of pupils enrolled in eighth grade in May 1947 received failing grades in English.



TABLE VIII



TOTAL PERCENTAGE OF FAILURES BY SUBJECTS FOR  
MAY 1947 AND MAY 1948

Black May 1947  
Red May 1948

TABLE IX

INTELLIGENCE QUOTIENTS OF PUPILS HAVING TWO OR MORE FAILING GRADES  
JANUARY 1947 AND JANUARY 1948

I. Q.	JANUARY 1947					JANUARY 1948					TOTAL	
	7A 5-6-7	7B	8A 1-2-3-4-9-10-4-5-6	8B 1-2-3-4-9-10-4-5-6	7A 5-6-7	7B 1-2-3-4-9-10	8A 1-2-3	8B 4-5-6	8A 1-2-3	8B 4-5-6		
120-124				1					1			3
115-119					1				1			2
110-114	1			1					1	1		4
105-109	1		2	1		2			2			6
100-104	2	1		2		1			1			6
95-99	1				1			2	2	1		7
90-94	2			2	1			2	2			7
85-89					1			1	1			6
80-84	1							1	1			2
75-79												
70-74										1		1
60-64												
Total	8	1	8	7	4	6	2	10	6	2		46



TABLE X

## SUMMARY OF PROMOTION LISTS MAY 29, 1948

GRADE	7th		8th		TOTALS		GRAND TOTAL
	Boys	Girls	Boys	Girls	BOYS	GIRLS	
Promoted	153	126	63	91	216	217	433
Retained	16	3	5	1	21	4	25
Dropped	21	21	3	4	24	25	49
					261	246	507

## SUMMARY OF PROMOTION LISTS MAY, 1947

GRADE	7th		8th		TOTALS		GRAND TOTAL
	Boys	Girls	Boys	Girls	BOYS	GIRLS	
Promoted	63	80	150	129	213	309	422
Retained	12	9	20	8	32	17	49
Dropped	14	20	22	40	36	60	96
					281	286	567

### Subject Failures as Measured by Teachers' Marks

The percentage of failures in a school is considered one measure of the effectiveness of the guidance program. The modern progressive school that focuses attention upon the individual pupil, his growth and development in personal traits, appreciation, understanding and character has no failures.

The percentage of failures in each subject is studied to determine whether the measures utilized through the guidance program in its distribution of pupils in the program of studies have been effective and whether the percentage of failure has been reduced under the program.

A distribution of intelligence quotients of pupils having failing marks is made, as it was desired to know if failing was due to lack of ability.



### Study of Drop Outs

No study of the school guidance program is complete without a survey of the holding power of the school. The purpose of this is to ascertain the number of pupils leaving the school and their reasons for leaving during the period September 1945 to May 1948, to determine if the problem of drop outs is a serious one and if the organized guidance program has aided in solving the problem.

TABLE XI

TYPE OF DROP OUT	Sept. 1945	Sept. 1946	Sept. 1947
	May 1946	May 1947	May 1948
	No.	No.	No.
Transfers to another city	18	22	12
Confining Illness	6	1	3
Irregular Attendance	38	50	23
Married	6	12	8
Deaths		0	1
Armed Forces	<u>14</u>	<u>11</u>	<u>2</u>
TOTALS	<u>82</u>	<u>96</u>	<u>49</u>

The percentage of pupils dropping out because of illness was .7 percent from September to May 1946. It was 1.1 percent for May 1947.

Summary of findings include the fact that the problem of drop outs was negligible except for legitimate reasons beyond control of the guidance functionaries.

## CHAPTER VI

## GENERAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

An evaluation of the guidance program is an essential part of the school program; first, to justify the expenditure of time and money in the operation of the guidance program; second, to ascertain if the guidance program is functioning, that is guiding, guiding the child in the development of habits, attitudes, and ideals that are conducive to an abundant life for himself and society; providing the opportunity for him to discover and develop his talents and capacities; and assisting him to make happy and harmonious adjustments to his present environment that he may assume the full responsibility of self guidance.

An evaluation implies criteria or standards by which the character or quality of the items may be judged, but due to the relative recency of the development of the guidance movement and the conflicting opinions as to its objectives there are few accepted criteria or appropriate testing techniques for the evaluation of a guidance program.

This study was prompted by a desire through the study of pupil personnel to ascertain if the guidance program was functioning and to establish some criteria for use in the guidance of future pupils.

An attempt was made, first, to discover if pupils in



the seventh grade were scholastically adjusted so that their development would go forward at a rate consistent with their abilities; second, to determine if pupils choices of elective subjects and curricula were in harmony with their abilities and vocational aspirations; and third, to ascertain if the number of failures could be reduced considerably through a plan of personal interview by the counselor and homeroom teacher with pupils not making satisfactory progress in their studies to discover the cause for lack of progress and the organization of special classes to meet the needs of individual pupils.

### Conclusions

A review of professional literature in the field of guidance revealed that:

1. There is a definite place and need for junior high schools in the educational set up.
2. Through the theories of guidance are as numerous as the theorists in the field of guidance, all agree that the chief function of guidance is the better adjustment of the basic principles.
3. There are certain underlying basic principles necessary for good guidance practice in any guidance program.
4. The need for guidance today is greater than ever before.

In outlining the set up of the guidance program in the Kealing Junior High School it was found that:

1. The plan of organization was the central type, with a faculty counselor, directly responsible to the principal of the school, carrying on the guidance program.

2. The guidance program was integrated with the program of studies and was a vital part of the school program. Guidance services are offered in the orientation of new pupils, vocational orientation of 8B pupils, curriculum guidance and health and social guidance.

3. The study of pupil personnel was facilitated through the use of various personnel record forms and a testing program prescribed by the Department of Education Research of the school system.

The study of pupil personnel in the light of standard intelligence and achievement tests results in comparison with teacher ratings reveal the following:

1. That in a study of intelligence test data of pupils in the seventh grade over a period of two years were above average in intelligence.

2. In achievement, as measured by a standard achievement test a large percentage of seventh grade pupils were retarded below their normal grade placement of 8.0, in all subjects except reading comprehension, in which subject only a few were retarded.

3. In the school as a whole the percentage of failures in most subjects is low. Social studies had a large percentage of failures than any other with English and Mathematics second and third of the major subjects. The failing marks showed that failure was due to other factors than lack of intelligence. There was a decrease of failures in 1947 as compared to June 1946.

4. The problem of drop-outs over a two year period was negligible. Few pupils left the school except for legitimate reasons.



Summarizing the findings and conclusions drawn from the data presented, the guidance program as organized has made for a more effective functioning of the school program. Data indicate that the number of retarded pupils in the seventh grades decreased, as did the pupil failures in the whole school; as a result of a study of these problems by guidance function arise and a more satisfactory distribution and adjustment of pupils in the program of studies.

The effectiveness of the guidance program, furthermore, is evident from the increased percentage of students remaining in school.

The guidance program studied in the light of the five measures considered essential to an effective guidance program in Connecticut in a state wide survey was found to have these five measures embodied in the guidance concept of the junior high school. These measures were:

1. To what extent does the guidance program aid the pupil in orientating himself vocationally?
2. To what extent does it aid him in discovering and developing special talents?
3. To what extent does it develop hobby interests as training in worthy use of leisure time?
4. To what extent does it habituate him to good citizenship conduct?
5. To what extent does it enable him to

succeed in formal school work?<sup>1</sup>

Answer to 1, 2 and 5 have been presented in this thesis.

Questions 3 and 4 were not included in the study of effectiveness of the guidance program, although they are included in the activities of the school program. The student body, safety patrols, and classroom organizations of the school afford opportunities for pupil participation in school activities thus giving training in citizenship conduct.

School playground activities give training in the worthy use of leisure time and also the many hobby clubs. The hobby clubs as arts and crafts, sewing, etc., that are under way have been so successful that interest in that activity is rapidly spreading.

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<sup>1</sup>Connecticut Taxpayers' Association, Compilers, Survey of Hartford City Schools. Hartford, Connecticut: Connecticut Taxpayers' Association, 1945, p. 253.



## RECOMMENDATIONS

From the findings and conclusions to be drawn from this investigation of the effectiveness of the guidance program of the Kealing Junior High School, it is obvious that the effectiveness could be greatly increased by the adoption of the following recommendations:

1. It is recommended that a broader selection of elective subjects be offered in the eighth grade, as electricity, printing, sex education, poster designing, advanced trade mathematics, Journalism and speech work.

2. It is recommended that achievement test results in the seventh grade be given consideration in the giving of average marks.

3. It is recommended that grade failures as such be abolished from the school.

a 4. It is recommended that provision be made for remedial classes in reading and arithmetic.

5. It is recommended that longer periods be arranged for certain integrated courses.

6. It is recommended that provision be made for follow up studies of pupils after completion of junior high school; these studies to furnish the basis for the scientific evaluation of the organized methods of guidance procedure, and revision in the program of studies.

7. It is recommended that the Kealing School continue to gather information about students occupations and about social and economic life of the community as a basis for building a guidance program; and that the information gathered will be used in terms of students abilities, desires, interests, needs and problems

8. It is recommended that the teachers be trained in principles and techniques of guidance.

9. It is recommended that the guidance set up in Kealing School be considered at all times a living, growing thing; never static, but always moving toward a smoother, fuller attainment; changing in accord with the social situation which it reflects and the educational standards it anticipates perpetuating.



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## APPENDIX A



SIX WEEKS SUBJECT  
AND  
CLASS REPORT CARD FROM  
ELEMENTARY SCHOOLS

Report of .....

SUBJECTS	6 Weeks Report						EXPLANATION
	1	2	3	4	5	6	
Days Absent							A—Excellent B—Good C—Passing D—Failure  NOTE. A grade of C is a danger signal.
Times Tardy							
Weight							
Lbs. Underwgt.							
Lbs. Overwgt.							
Care of Books							
Arithmetic							
Art							
English							
Music							
Pennmanship							
Reading							
Science							
Social Studies							
Spelling							
1st 6 Weeks							
2nd 6 Weeks							
3rd 6 Weeks							
4th 6 Weeks							
5th 6 Weeks							
6th 6 Weeks							
Average							

Home Room Teacher..... Promoted to.....  
 School..... Grade..... Retained in.....

## CITIZENSHIP

(Improvement in the traits noted below will aid in securing higher standards of citizenship.)

- OBEDIENCE. (Has respect for law and order. Is willing to follow directions.)
- COURTESY. (Is kind and considerate. Fairplay.)
- INDUSTRY. (Makes good use of time.)
- CO-OPERATION. (Works well with others. Willing to do team work.)
- DEPENDABILITY. (Keeps promises; respects property of others; honest with himself and others.)
- INITIATIVE. (Is able and willing to attack new problems without suggestions from others.)

## NOTICE TO PARENTS:

This card is sent you at the close of each six weeks. Please examine it carefully, sign, and return it promptly. If an unsatisfactory grade is reported in any subject, or if an (X) mark is placed opposite a character, or citizenship trait, it would be advisable for you to arrange to confer with the teacher or principal. We wish to work with you, and believe that this report will help you work with us for the good of your child.

J. W. EDGAR

Superintendent of Schools.

Principal

SIGNATURE OF PARENT

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



## APPENDIX B

AUSTIN PUBLIC SCHOOL

REPORT CARD





## APPENDIX C



PUPIL RECORD CARD





## APPENDIX D

REGISTRATION SLIP  
AND  
PUPILS PROGRAM CARD



Form H-4

### AUSTIN HIGH SCHOOLS REGISTRATION CARD

19..... 19.....

Name..... Last name..... Other name.....  
 Address..... Phone.....  
 If residence is outside Austin City limits, in which County School District? .....

Classification at close of last term..... Credits.....  
 Father's full name.....  
 Mother's full name.....  
 Nationality: Father..... Mother..... Pupil.....  
 Home Address..... Phone.....  
 Occupation of parent.....  
 Place of business of parent.....  
 Do parents live in Austin?.....  
 In which Austin School Dist. is residence of parent?;.....  
 Last School attended before this.....  
 When last successfully vaccinated?.....  
 Church preference.....  
 Age, Sept. 1..... Date of birth.....  
 Date of Registration.....  
 Cause of late Registration.....

Courses Last Semester	Pass or Failure	Courses Wanted This Semester
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

NOTE: Pupils are allowed to take only four courses except with special permission of the Principal and Superintendent.

.....  
Name of Registrar

H-2

### PUPIL'S PROGRAM CARD THE HIGH SCHOOLS

Name.....  
 Period      Subject      Teacher      Room

1.....  
 2.....  
 3.....  
 4.....  
 5.....  
 6.....  
 7.....

Approved by.....  
Date.....

Be prepared to present this card to teachers when called on to do so. Keep it with you until all changes have been made in your program.

Form H-1

Name.....  
Class..... Phone.....

### PROGRAM

Period      Subject      Teacher      Room

1.....  
 2.....  
 3.....  
 4.....  
 5.....  
 6.....  
 7.....

Parent's Name.....  
 Home Address.....  
 Do parents live in Austin?.....  
 Occupation.....  
 Report sent to whom?..... Vac.....  
 Previous School.....  
 Age..... Date of birth.....

## APPENDIX E



ADMISSION, DISCHARGE  
AND  
PROMOTION CARD





## APPENDIX F

JUNIOR HIGH SCHOOL PUPIL BACKGROUND



JUNIOR HIGH SCHOOL PUPIL BACKGROUND

Date \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Male \_\_\_\_\_ Female \_\_\_\_\_ Age \_\_\_\_\_

Residence \_\_\_\_\_  
City Town Rural

I. Elementary Academic Preparation.

1. School Location \_\_\_\_\_  
City Town Rural

2. Other Elem. School attended. Location \_\_\_\_\_  
City Town Rural

3. Subjects liked most in Elem. School \_\_\_\_\_

4. Subjects in which failing or condition grades were received \_\_\_\_\_

5. Reasons given for cause of failures or conditions \_\_\_\_\_

II. Extra-Curricular Activities

1. Interests outside Elem. School Classes \_\_\_\_\_

2. School and Community Organizations \_\_\_\_\_

3. Offices held in organizations \_\_\_\_\_

4. Elem. School Sports engaged in \_\_\_\_\_

5. Hobbies \_\_\_\_\_

6. Musical instruments played \_\_\_\_\_

7. Other abilities \_\_\_\_\_

8. Participation in speaking contest \_\_\_\_\_  
Yes No

9. Prizes or honors won \_\_\_\_\_

## III. Opportunities for Self-Improvement

1. Books read during past year \_\_\_\_\_  
\_\_\_\_\_
2. Number of books in home \_\_\_\_\_
3. Magazines read most, listed in order of preference \_\_\_\_\_  
\_\_\_\_\_
4. Magazines taken in home \_\_\_\_\_
5. Extent of travel \_\_\_\_\_  
None      Little      Considerable      Extensive

## IV. Incentive to go to Junior High School

1. Factor which influenced student most to come to Junior High School \_\_\_\_\_  
\_\_\_\_\_
2. Expectations from Junior High School \_\_\_\_\_  
\_\_\_\_\_

## V. Family Background

1. Father living \_\_\_\_\_
  - a. Occupation \_\_\_\_\_
  - b. Amount of schooling \_\_\_\_\_  
Grade S.      High School      College
  - c. Present address \_\_\_\_\_
  - d. Church \_\_\_\_\_ Member \_\_\_\_\_  
Yes.      No.
2. Mother living \_\_\_\_\_
  - a. Occupation \_\_\_\_\_
  - b. Amount of schooling \_\_\_\_\_  
Grade S.      High School      College
  - c. Present address \_\_\_\_\_
  - d. Church \_\_\_\_\_ Member \_\_\_\_\_  
Yes.      No.
3. Number of older brothers living \_\_\_\_\_ . Dead \_\_\_\_\_ .  
Number of older sisters living \_\_\_\_\_ . Dead \_\_\_\_\_ .  
Number of brothers and sisters graduated from Elem. S. \_\_\_\_\_ .
4. Number of younger brothers living \_\_\_\_\_ . Dead \_\_\_\_\_ .  
Number of younger sisters living \_\_\_\_\_ . Dead \_\_\_\_\_ .
5. Church attended \_\_\_\_\_ Member \_\_\_\_\_  
Yes.      No.



6. Parents own home \_\_\_\_\_. Heat in home \_\_\_\_\_. Electric light \_\_\_\_\_.  
 Gas \_\_\_\_\_. Bath \_\_\_\_\_. Number of rooms \_\_\_\_\_. Piano \_\_\_\_\_.  
 Radio \_\_\_\_\_. Kind of radio \_\_\_\_\_. Automobile \_\_\_\_\_. Make \_\_\_\_\_.  
 Parents own additional property \_\_\_\_\_. How much \_\_\_\_\_.

VI. Choice of vocation

1. Parents preferences \_\_\_\_\_
2. Students preference \_\_\_\_\_
3. Reason for student's preference \_\_\_\_\_
4. Factor causing student's choice of this occupation \_\_\_\_\_

VII. Health

1. Prolonged illness \_\_\_\_\_ Nature of illness \_\_\_\_\_  
   Yes      No
2. Ailments to which student is susceptible \_\_\_\_\_
3. Has student ever been injured \_\_\_\_\_ How? \_\_\_\_\_  
   Yes      No
4. What part of body \_\_\_\_\_
5. Does student wear glasses \_\_\_\_\_ How long have they been  
     worn \_\_\_\_\_ Yes      No
6. Defects which may be remedied \_\_\_\_\_ What \_\_\_\_\_  
   Yes      No
7. Defects which may not be remedied \_\_\_\_\_ What \_\_\_\_\_  
   Yes      No

VIII. Problems in which aid is desired.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_