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## A Proposed Guidance Program for the Goliad Colored School in Goliad, Texas

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A PROPOSED GUIDANCE PROGRAM FOR THE GOLIAD  
COLORED SCHOOL IN GOLIAD, TEXAS

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A PROPOSED GUIDANCE PROGRAM  
FOR THE GOLIAD COLORED SCHOOL IN GOLIAD, TEXAS

Approved:

Thesis Advisor

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

Master of Science

In the

Graduate Division

of

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Prairie View, Texas

August, 1950

## Acknowledgements

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TABLE OF CONTENTS

	Page
Preface.....	ii
Chapter I. INTRODUCTION.....	1
A. Statement of Problem.....	2
B. Purpose and Importance of the Study.....	7
C. Scope of Work and Method of Study.....	8
II. RELATED STUDIES.....	10
III. SURVEY OF THE LOCAL COMMUNITY.....	12
IV. PROPOSED PROGRAM OF GUIDANCE FOR THE COLLEGE COLLEGE STUDENT.....	40
DEDICATION	
The writer wishes to dedicate this thesis to her sons; Marshall and Edwin Taylor and her mother; Mrs. Sarah Elizabeth Marshall.	
V. COUNSELING SERVICES TO BE FURNISHED BY THE COLLEGE.....	56
A. Placement Service for the College-Colored Student.....	58
B. Follow-up Service.....	64
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	66
BIBLIOGRAPHY.....	70

# TABLE OF CONTENTS

	Page
Preface.....	ii
Chapter	
I. INTRODUCTION.....	1
A. Statement of Problem.....	6
B. Purpose and Importance of the Study.....	7
C. Source of Data and Method of Study.....	9
II. RELATED STUDIES.....	10
III. SURVEY OF THE LOCAL COMMUNITY.....	15
IV. PROPOSED PROGRAM OF GUIDANCE FOR THE GOLIAD COLORED SCHOOL.....	45
A. Adjusting the Curriculum for Adaptability to Student Participation.....	51
B. Service of the Guidance Program.....	52
C. Testing Program for Goliad Colored High School.....	53
D. Counseling Service to be Used by the Goliad Colored School.....	54
E. Placement Service for the Goliad Colored School.....	54
F. Follow-up Service.....	54
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	56
BIBLIOGRAPHY.....	58

## CHAPTER I

### INTRODUCTION

Broad changes have been occurring within the past century that are definitely affecting the American people. Home conditions are no longer what they formerly were. At one time youth could learn by observation and imitation of their elders; now youth must depend for much of their training upon agencies outside the home. In different kinds of work in the early home the children learned much that they have little chance of learning today. Experience was their teacher.

As new discoveries, inventions, and labor saving devices have become more numerous, people have found that they have increased amounts of leisure time. No longer is theirs a life of continuous toil; the physical conquest of nature has been well begun, and people are now free from the laborious work of the early colonists.

With the increase in population and in urban migration, there has come a marked change in labor and industry. The apprentice has given away to specialist and this has not been without its effect on the individual. Business knowledge, industrial skill, executive capacity, and personal efficiency have been emphasized more than ever before. Today, the home is being conditioned by this change in industry and trade, and, in the cities, it is often little more than a place in which to eat and sleep. Still, all classes are noting a rise in the standards of living, since the necessities

of life have been made more common and more economical.

People are demanding more; no longer are radios, telephones, and electric lights considered luxuries for the wealthy alone. Greater comforts are possessed by the many; finer clothes, greater varieties of food, and better homes are common today. At the same time, many moral and civic problems have developed with the increasing number of amusements and temptations of life. Parents everywhere are less strict than formerly, and the church has lost much of its influence over its members. Training in quality of obedience, respect, courtesy, honesty, and virtue are often being neglected in this more complicated life. The need for effective leadership has become more and more evident with the changing years. People need individuals whom they can trust to lead them in the right directions. Equally important, followers must be trained that they may intelligently emulate their leaders.

Since 1890, the number of pupils enrolled in the secondary schools has more than doubled. About 65 per cent of all boys and girls of high school age are now enrolled in high school.<sup>1</sup> Gradually, the school year has been lengthened, educational requirements have been raised, a new compulsory attendance law has appeared. The youth of today find that they must have a broader and better knowledge than did their

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<sup>1</sup>

R. E. Longfitt, and F. Cyr, and W. Newsom, The Small High School at Work, p. 38.

parents if they are to succeed. As social life becomes more complex, it is the school that is being depended upon more and more to help society face its new problems. Under old aims of education--transmitting to the next generation the knowledge and accumulated experiences of the past--the school was incapable of much aid.

Present day educators have come to realize that education is a continuous process and not just a short period of each day when pupils are herded into a school building to memorize and recite. A more important function of education than the learning of facts is the development of personality.<sup>1</sup> Today, the emphasis of education is being placed on social behavior, so that individuals may become better citizens in a more democratic society. As Kitson observes, the nineteenth century is remembered as a period of physical and mechanical factors; the twentieth century is being marked by the recognition that the physical point of view is not sufficient but there are other factors to be taken into consideration.<sup>2</sup>

Those youths of the nation, many of whom have depended upon small schools for their training find very little in the traditional college preparatory courses, common to small

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<sup>1</sup> Milo H. Stewart, and Dewitts S. Morgan, Guidance at Work, p. 4.

<sup>2</sup> Harry D. Kitson, The Psychology of Vocational Adjustment. p. 1.

schools, that will aid them in their social life. Not only are the students unable to cope with the vocational world outside of the school; but in matters of citizenship and character, use of leisure time, health, and worthy home membership they are ignorant unless such training has been provided elsewhere in the school.

It has been necessary that some provisions be made to prepare well rounded individuals. Thirty years ago education took one of its most important steps forward when it inaugurated guidance programs in the schools. There are critical situations occurring in an individual's early life that requires assistance from older and more experienced persons. The fact that all human beings need help becomes the basis of all guidance education.<sup>1</sup>

Throughout the country there are numerous small communities where the youth find their problems of health, recreation, educational training, occupation, and morals more or less baffling. One such community, Goliad, Texas, has been chosen as the subject for this study.

As an initial step, a survey of the community was undertaken, an inquiry as to the youths themselves as well as the social and educational institutions within their supervision. Personal interviews were held with 182 boys and girls who had graduated or dropped out of school within the last 20 years. This group included all of the out of school youths

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<sup>1</sup> Proctor, William M., Educational and Vocational Guidance  
p. 1.

of the community between the ages of 14 and 22 years. The term drop-outs, used throughout the study refers to those boys and girls who left school before the completion of the high school courses.

To understand the community better, personal interviews were held with all employers in the town and also the principal of the school. Results of the inquiries have been compiled and are presented as data of the study. To combat the undesirable failures discovered to be present in the lives of the boys and girls, a prescribed program for the development of guidance in Goliad Colored High School was formulated. Through the aid of various agencies, it is to be hoped that the youth of Goliad will have a better outlook on life.

2. What opportunities exist for the Negroes in Goliad?

## Statement of Problem

The problem in this study is to determine what happens to the students who withdraw and those who graduate from the Goliad Colored High School. In the light of the findings the writer attempts to make some suggestions for a guidance program.

Among the questions to be answered in the attempt to solve the problem are the following:

1. What is the family status of those who withdraw?  
Of those who graduate?
2. What do the withdrawals and graduates do after leaving school?
3. What are their vocational ambitions?
4. Why have the students withdrawn from the school?
5. How do these groups spend their leisure time?
6. What opportunities exist for the Negroes in Goliad?

## Purpose of the Study

For the last twelve years the leading business men and women and educators of Texas have been engaged in a very important matter, known as a study of the curriculum of high schools in this State. It was the original purpose of this conference "to acquaint as many state educators as possible with significant phases of Negro Education in the Southwest". It was believed that this information would serve as a stimulant to greater interest and more constructive activities. The Creators of the conference, with Principal W. R. Banks of Prairie View College as head, further aimed to stimulate attitudes towards the Negro and therefore secure a more scientific basis for a program of improvement. The problems growing out of the deficiency of organization, equipment, and personnel of the Negro schools of Texas had the attention of these educators. This attraction was such that the State Department of Education, with county and city superintendents, Negroes and white membership of school faculties and representatives of philanthropic foundations responded readily to the first call to conference on education, April 11, 1930. In the meeting of this conference a general survey was made of Negro Rural Schools, High Schools and Colleges. The conditions of these schools were of such that the members of the conference unanimously voted to repeat the conference the next year.

Some said that the present high school curriculum is not suitable because it only prepares one to enter a college

## Source of Data and Method of Study

To obtain the necessary information, the writer made a thorough analysis of conditions prevalent in the Goliad Colored High School, in Goliad, Texas, and from this information formulated questionnaires that would include the necessary data (See appendices A, and B)

The questionnaires were given to: Graduates, Drop-outs, Community Employers, and to the High School Principal. The questionnaires were filled out by each individual. The writer then studies the data received, compiled it, and analyzed the findings.

are finishing high school every year to get a suitable position for making a tolerable living the high schools must change their curriculums at least partly to that of a technical one instead of liberal arts. In an effort to arrive at the real solution to the problem, an idea was advanced to make a vocational status survey of the high schools of Texas. After studying the situation, it was found that a special revised study would not only furnish the public with the solution or standing of the vocational status of the graduates of the various high schools but would furnish other material pertaining to personal guidance, family, parents, marriage and the like. All of this information will help to find out just what the children of our race and state should be taught in the high schools.

for liberal arts. We all know that we have at present, and for a long time to come, too many Negro men and women finishing college with only that which it takes to teach a few high school subjects. Knowing that the success of any nation or peoples depends very largely upon the occupational status of its individuals, it was advanced in one of the sessions of the vocational education group that many of the graduates who finish from various high schools in Texas do not profit; because after finishing high school there is nothing for them to do in the line of making a living.

It was made plain that in order for the graduate who are finishing high school every year to get a suitable position for making a tolerable living the high schools must change their curriculum at least partly to that of a technical one instead of liberal arts. In an effort to arrive at the real solution to the problem, an idea was advanced to make a vocational status survey of the high schools of Texas. After studying the situation, it was found that a special revised study would not only furnish the public with the solution or standing of the vocational status of the graduates of the various high schools but would furnish other material pertaining to personal guidance, family, parents, marriage and the like. All of this information will help to find out just what the children of our race and state should be taught in the high schools.<sup>1</sup>

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<sup>1</sup>  
Proceedings of the Fifth Educational Conference Bulletin. p. 3.

## CHAPTER II

## RELATED STUDIES

The first attempt at formal guidance was begun by Frank Parsons, a lawyer and an instructor in Boston University.<sup>1</sup> Parson's efforts were first independent of the school. It was in 1905 when he became the director of the Bread Winner's Institute, a branch of the Civic Service House at Boston, that he became acutely interested in youth. Steps were taken to organize a vocation bureau to aid imigrant young men and women to secure employment. In 1908, the organization of the Vocation Bureau was completed.<sup>2</sup> The general aims of the first guidance bureau were: (1) to study the cause of the waste in the passing of unguided young people from school to work; (2) to help children, parents, and teachers in choosing, preparing and advancing the individuals in a choosen life work; (3) to work out programs of cooperation between schools and occupations; (4) to publish vocational studies with their career building possibilities; (5) to conduct a training course for men and women who desired to prepare themselves for vocational guidance service; and (6) to maintain a clearing house of information dealing with life career

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<sup>1</sup> Neubery, Maurice J., Principles and Methods of Vocational Choice. p. 27

<sup>2</sup> Brewer, John M., The Vocational Guidance Movement. p. 23.

problems.<sup>1</sup>

Meyer Bloomfield succeeded Parsons and in 1909 was asked by the Boston School Committee to present a plan of vocational guidance for the Boston Public Schools. By 1910 every high school in the city had accepted the plan. Gradually, publishing bulletins, and drawing up plans for school systems--duties that would expend the idea of guidance and further its growth, representatives of the Bureau took the wholesome attitude that their purpose was not to give guidance, but mainly to demonstrate its value to the public so it would be recognized as one of the duties the school should perform; that the most effective vocational counseling came through close association with individuals or groups, and that a counselor in a school system was a better person not only to observe the needs and growth of an individual, but also to secure cooperation from those who were equally interested in a particular individual's welfare.<sup>2</sup> Since 1910, other schools throughout the country have adopted the work of vocation bureau in their cities.

In 1910, a national conference on vocational guidance met in Boston under the auspices of the Vocation Bureau and Boston Chamber of Commerce, and by 1913, activities of the National Vocational Guidance Association had become fully organized. Its publication appeared first in 1915 as a

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<sup>1</sup> Bloomfield, Meyer Youth School and Vocation p. 39.

<sup>2</sup> Brewer, op. cit., Pp. 26-27.

bulletin known as The National Guidance Bulletin, later changed to the Vocational Guidance Magazine and finally to Occupations.

In 1913, the Chicago Board of Education gave office space for vocational counselors whose activities included the investigation of industries, publication of bulletins, procuring of placement, and periodical check-up on children receiving employment. This step marks the first actual recognition of a full guidance program by administration of a public school system.

Connecticut passed a state law permitting any town, city or borough to establish vocational guidance as a part of its educational program. New York City, during the winter of 1914-15; secured the assistance of Bloomfield to investigate the school history of boys and girls at work. As a result, a comprehensive plan for vocational guidance was established in three schools in Manhattan. Los Angeles, Cincinnati, Milwaukee, and Philadelphia followed suit and in 1916, there was published a list of over 150 high schools claiming to have made beginnings in vocational guidance work.

In 1917, Congress passed the National Vocational Education Act providing aid to the states for vocational courses in the public schools. In 1918, the published report of the committee on the reorganization of Secondary Education included the vocational education objective as one of its seven cardinal principles of education.

One of the most important steps to aid vocational

educational guidance was taken by the State of New York in 1923 when the state law was passed empowering towns and cities to employ vocational guidance teachers. Under this law the state promised to pay two-thirds of the salary of the first counselors so employed and one half of the salaries of the others.<sup>1</sup> As a result of these efforts, guidance is today a recognized necessity in many of the schools of the country.

But where these pioneer schools stressed only vocational guidance, a more inclusive purpose for guidance has developed in modern education. The individual is now being aided through counsel to make wise choices, adjustments, and interpretations in connection with critical situations in life, school, vocations, leisure time, and leadership.<sup>2</sup> It is acknowledged that the student's whole life is not determined solely by the vocation he follows, but there are aesthetic, recreational, civic, and moral phases to be considered. Therefore, education must be concerned with preparing youth from all worldly points of view so that the entire personality is developed.

Jones' opinion as to guidance needs is representative of more recent educational writers in this field. He included such needs as health and physical development, home and family relationships, leisure time, personality, school

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<sup>1</sup>Allen, F. J., Principles and Problems in Vocational Guidance p. 9.

<sup>2</sup>

Jones, Arthur J. Principles of Guidance p. 49.

religion and church affiliation, social and vocational problems.<sup>1</sup>

A comparison of the seven problems with the seven cardinal principles indicates a striking similarity. The development of guidance in all the seven points is a goal toward which all present day education must strive. Until such an accomplishment has been realized, education will not have fulfilled its purpose, that of training the entire individual.

A small town with great need of guidance for its youth is Colliad, a farming and ranching town located in the southern part of Colliad County, Colliad, Texas. In 1940, the population was 8,798 with most of the citizens connected in some manner with farming.

There are two elementary schools and a high school in the county. In these elementary schools, the children begin their education but many of them leave before entering high school, and those that enter the secondary school, many drop out before finishing the course. The boys and girls feel that the high school offers them little, a just complaint as long as the typical college preparatory curriculum is all they can pursue. A new commercial course has remedied the situation to a slight degree, but there still is a great need for the enlightenment on matters pertaining to

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<sup>1</sup>

Ibid., P. 55

## CHAPTER III

## SURVEY OF THE LOCAL COMMUNITY

Leaders in any community must be concerned with the total social behavior of that community and its exact influence in the behavior of the individual before education can take place effectively.<sup>1</sup> The background of the child, the occupations of the community, and the possibilities of the school in developing more rounded personalities must be considered. With knowledge gained from such studies a more effective program of guidance can result.

A small town with great need of guidance for its youth is Goliad, a farming and ranching town located in the southern part of Goliad County, Goliad, Texas. In 1940, its population was 8,798 with most of the citizens connected in some manner with farming.

There are two elementary schools and a high school in the county. In these elementary schools, the children begin their education but many of them leave before entering high school, and those that enter the secondary school, many drop out before finishing the course. The boys and girls feel that the high school offers them little, a just complaint as long as the typical college preparatory curriculum is all they can pursue. A new commercial course has remedied the situation to a slight degree, but there still is a great need for the enlightenment on matters pertaining to

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<sup>1</sup> R. E. Longfitt, and F. Cyr, and W. Newson, The Small High School at Work. p. 5.

better living. It is in this high school that the boys and girls of Goliad must secure the guidance that will help them to live better in a social world.

To determine the guidance opportunities in the community of Goliad, questionnaires were prepared and given to certain school pupils, representative business enterprises of the community, and the school principal. Personal interviews were made with 114 boys and girls who had dropped out of school and 68 who had graduated within the last 20 years. A copy of the pupil's questionnaire known as questionnaire A, may be found in the Appendix of this study. Not all of the inquiries of the questionnaire produced replies of any consequence and only those of significance are embodied in the study. The data secured reveal facts as to school relations, personal problems and home conditions of each of the 182 young people who are an important part of the county and the community survey.

One of the essential aspects of the guidance problem in any school community concerns itself with school mortality.

Table I is presented to show the age distribution of the 114 boys and girls who had dropped out of school in Goliad during the past 20 years.

Table I

## Ages at Which Drop-Outs Have Left School

Age	Number of Boys	Number of Girls	Total	Per cent
14	1	1	2	2
15	5	6	11	10
16	35	31	66	58
17	13	13	26	23
18	3	2	5	4
19	2	2	4	3
Total	59	55	114	100

The table shows that 70 per cent of the drop-outs were between 14 and 17 years of age when they left school. A new compulsory attendance law passed in Goliad in 1939, if it had been enforced would have kept many of these 79 youth in school for several years longer. The present group of students would have to remain in school until they were 17 years of age. If by that time, they can be shown the need of an education and offered something that benefits them immediately, there would probably be a decrease in the total number of drop-outs in the future. It is noted that the peak of this school mortality was reached at the age of 16, or exactly the year which marked the boundary of the influence of the attendance law. Therefore, it is the 17 year old youth who must be interested; he must be made to see the value of education and must be given what he needs.

Table II shows the school grades from which the 114 boys and girls withdrew at the time of leaving.

Table II

## Grades in Which Leavings Have Occurred

Grade	Number of boys	Number of girls	Total	Per cent
6	4	6	10	9
7	13	7	20	18
8	10	6	16	14
9	21	22	43	38
10	5	10	15	13
11	5	2	7	6
12	1	2	3	2
Total	59	55	114	100

There were 59 per cent of the drop-outs who left school after the completion of an elementary education. These were the pupils whom the high school failed to interest or hold. Only 8 per cent of the students quit after the third year high school had been reached.

Of the 41 per cent who quit while in elementary school, there were more boys than girls. But if the table is examined for later years, a far different situation will be noted. Thirty-two boys and thirty-six girls withdrew during the four high school years.

Table III is presented to show the reasons for withdrawal as given by the drop-outs themselves

Table III

## Reasons for Drop-Outs Leaving School

Reasons	Number of boys	Number of girls	Total	Per cent
Did not like school	28	19	47	41
Took jobs	22	8	30	26
Were slow	8	9	17	15
Were needed at home		14	14	12
Married		3	3	3
Became ill	1	2	3	3
Total	59	55	114	100

According to this table, 41 per cent of the students dropped out because they did not like school. Obviously, it was not interesting and they could see no way in which the school could help them. One fourth of those leaving school secured jobs, although it is doubtful if any appreciable number of them were forced to do so by family circumstances. Some of the pupils who left school because they were slow in learning were no doubt likewise influenced by the type of school offerings. Poor grades and a feeling of inferiority continued to discourage them until there seemed to be no better solution than to leave. Only girls dropped out to help at home, as in shown in table III, and most of those who quit in the elementary grades assigned home necessities as the reason. In large families, girls are often needed at home and when they reach the end of

the compulsory attendance age, their school days are over. Of both boys and girls, 82 per cent dropped out for reasons which seem to permit the inference that revising the school curriculum in Goliad could materially aid in reducing school mortality.

The second division of the pupil inquiry concerns itself with the personal problems of the 182 pupils who have left school in Goliad, 114 of whom dropped out before graduation and the remaining 68 of whom finished the high school work. Table IV and V show the present occupational distribution of both groups. For obvious reasons the data on boys and girls are presented separately.

Table IV shows the distribution of occupation for 95 boys. Nineteen per cent of the boys are reported as not working, while only six per cent of the graduates fall in this group. As might be expected the largest per cent of the boys take up farming, 55 per cent of the graduates securing jobs there as compared with 46 per cent of the drop-outs. In the community high school graduates are preferred, though not required, in most jobs and this situation makes it hard for the non-graduates to find employment. It is interesting to note that 24 per cent of the boys who have left school before graduating have either enlisted in the army or have enrolled in Civilian Conservation Corp Camps. It is encouraging to consider the fact that this significant portion of the drop-outs are receiving profitable physical, vocational, and educational training in these

organizations; no graduates are to be found in either service. Eleven per cent of the boys are continuing their education beyond high school. This is a small per cent of all those boys who graduated from high school in the last 20 years.

Table IV

	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
Ranching	27	46	20	55
Not working	11	19	2	6
In Civilian Conservation Camps	11	19		
In College			4	11
In the Army	3	5		
Farming	2	3	2	6
Working in Garage	1	2		
Selling Papers	1	2		
In prison	1	2		
Working in Stores			7	19
Music			1	3
Total	59	100	36	100

Table V presents the occupational distribution for girls, 32 of whom were graduated from high school and 55 of whom left before graduation.

Table V

## Places of Employment in Goliad

	Number of Places	Number of Employees		Total
		Male	Female	
Farming	1	750		750
Grocery Store	11	12	15	27
School	3	5	19	24
Beer Garden	3	3	5	8
Lumber Company	1	7		7
Garage	3	6		6
Hotel	1	4	6	10
Theater	1		1	1
Church	4	4		4
Bank Janitor	1	2	2	4
Telephone Exchange	1		4	4
Hardware Store	2	2	1	3
Post Office	1	1	1	2
Courthouse Janitor	1	2		2
Barber Shop	2	2		2
Shoe Maker's Shop	2	2		2
Liquor Store	1	2		2
Confectionery	1	1	1	2
Clothing Store	1	1	1	2
Funeral Parlor	1	1		1
Pool Room	1	1		1
Tailoring Shop	1	1		1
<b>Total</b>	<b>45</b>	<b>811</b>	<b>56</b>	<b>857</b>

From table V it is seen that there are 45 places of employment in Goliad, with 867 employees. In that number, 811 or 93% are men. The farm alone counts for the employment of 750 men, the few remaining males holding jobs chiefly in grocery stores, churches, schools, and individual enterprises. The 56 women who are employed have found they secure jobs of men in comparatively few occupations; only as clerks, teachers, telephone operators, and waitresses do women find employment in preference to men. It is the women then, with

more spare time, who could create more work for themselves that would make the town a better place in which to live. From ideas developed in school, more worthy use of leisure time might be established so that the entire community could be benefitted.

The small number of available places for employment can be publicized by guidance leaders. Other occupations that might be established in the community could be discussed in school and new vocational opportunities might be opened.

To better understand the characteristics of the positions now available in the town, employers were questioned as to the type of work, requirements for entrance and the salaries of the various employees. These facts are presented in table VI.

In school	1	1	1	1
In college	1	1	1	1
Total	25	100	32	100

Forty-two per cent of the girls who dropped out of school are working at home, while only 19 per cent of the graduates are counted in this group. Fifty-six per cent of graduating girls are remuneratively employed while only 46 per cent of those who quit school have found employment. The graduates have a slight advantage in securing positions, there being 16 per cent more graduates than drop-outs have found work. These drop-outs who are employed are mostly house maids, while the graduates are employed in a greater

Table VI  
Present Occupations For Girls

	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
Home Work	23	42	6	19
Maid	19	34	7	22
Married	10	18	6	19
Clerk	2	4	2	6
Beautician			5	16
Telephone Operator	1	2		
W. P. A. Worker			1	3
Post-Office Clerk			1	3
Teacher			1	3
Elevator Operator			1	3
Attending business school			1	3
In college			1	3
<b>Total</b>	<b>55</b>	<b>100</b>	<b>32</b>	<b>100</b>

Forty-two per cent of the girls who dropped out of school are working at home, while only 19 per cent of the graduates are counted in this group. Fifty-six per cent of graduating girls are renumeratively employed while only 40 per cent of those who quit school have found employment. The graduates have a slight advantage in securing positions, there being 16 per cent more graduates than drop-outs have found work. Those drop-outs who are employed are mostly house maids, while the graduates are employed in a greater

variety of positions. Other than housekeeping, beauty culture has interested most of the girls in the latter group; one is still attending business school, one is in college and one has become a teacher. The drop-outs discovered that house work was all that they were fitted for with their limited education; only a very few were able to find work elsewhere. It is to be noted that approximately an equal number in each group have been married.

Table VII shows that the salaries received by graduating are generally higher than the salaries received by drop-out boys.

Table VII  
Annual Salaries of Boys

	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
Less than \$300	1	2		
\$300-500	16	34	2	7
\$500-700	3	7	7	23
\$700-900	18	38	14	47
\$900-1100	9	19	7	23
Total	47	100	30	100

Eighty per cent of the drop-outs and eighty-three per cent of the graduates among 95 boys studied are gainfully employed, the slight margin being in favor of the boys who have finished high school work. While 36 per cent of the drop-out boys are earning less than \$500, only 7 per cent of the graduates are earning so small a sum. However 70

per cent of the graduates are earning from \$700 to \$1100, and 57 per cent of the drop-outs are found in the same wage class. It is significant, too, that no one of the drop-outs or graduates receives a salary in excess of \$1100 a year. The median wage for both groups of boys is strikingly close, the graduates receiving \$785 a year with the non-graduates averaging \$745. The fact that most of the boys are employed in farming and ranching and all laborers, whether high school graduates or not, receive approximately the same amount accounts for the similarity in the annual average wage. While none of the salaries are high, the fact that living expenses are low in the small town and that all the boys stay at home, compensates to a certain extent for the relatively low income.

Table VIII shows the range of salaries earned by graduates and drop-out girls.

Table VIII

## Annual Salaries of Girls

	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
\$300-500	19	86	7	39
\$500-700	3	14	5	28
\$700-900			5	28
\$900-1100			1	5
Total	22	100	18	100

That a smaller number of girls than boys among both

the school leaving and graduating groups will be found as wage earners is indicated in Table VI and VII. The difference is aptly accounted for in the fact that a number of girls are engaged in home making in their own homes. Also, few positions are available to the girls. Eighty-six per cent of the drop-outs and 39 per cent of the graduates are found in the lowest wage class. This fact is of more significance when it is considered that 65 per cent of all the girls gainfully employed receive only \$25-40 per month. The entire twenty-two of the girl school leavers are found in the two lowest wage classes, while the graduates have at least one representative in all the classes which contains boys. The median salary of the graduate girls is much higher than that of the drop-outs, being \$580 in comparison with \$416 a year. This probably accounted for the fact that many of those who are earning the most money are those who continued their education beyond high school and received better positions than those of house maids.

An interesting picture is presented by data furnished by 95 boys when asked what their early ambition as to life careers were.

Table IX

## Early Ambitions of Boys

Ambitions	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
Teachers			9	25
No preference	19	32	3	8
Aviator	3	5	6	17
Farmer	13	22		
Electrical Engineer			4	11
Artist	3	5	1	3
Foot-ball player	3	5	2	5
Sailor			1	3
Ranch boss			1	3
Mechanic	5	8	3	8
Musician	1	2	2	5
Chemist			1	3
Doctor	1	2	1	3
Butcher			1	3
Preacher	1	2		
Lawyer	1	2	1	3
Army Officer	4	7		
Policeman	2	3		
College President	2	3		
Salesman	1	2		
Total	59	100	36	100

Table IX shows that 20 different occupations, some of them professions, are represented in the group of choices which these boys had made for themselves earlier in life. It may be noted, however, that 32 per cent, or nearly one third of the drop-outs and only eight per cent of the graduates reported themselves as never having expressed an occupational preference.

It is of interest that 22 per cent of the drop-outs had been contemplating some form of farm work but that none of the 36 boy graduates had entertained such aspirations. Fifty-three per cent of the graduates' ambitions lay in three choices; teaching, aviation, and engineering, and thirty-seven per cent of the drop-outs chose three forms of work; farming, mechanics, and army life. The small range of choices can probably be explained in realizing that boys of both groups knew of few occupations outside of those already established in their own community. If more occupations applicable to Goliad were understood the picture might be changed; especially as relates to the possibility of accomplishing life ambitions.

A study of the girls ambitions in table X reveals a smaller range than occurred for boys.

Table X

## Early Ambitions of Girls

Ambitions	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
No preference	22	40	2	6
Clerk	1	2		
Nurse	8	15	8	25
House-maid	9	16		
Teacher	4	7	4	13
Beautician	3	5	10	31
Business woman	5	9	5	16
Dancer	1	2		
Artist	1	2		
Dress maker	1	2		
Actress			3	9
Total	55	100	32	100

The table reveals that forty per cent of the girls who dropped out of school and six per cent of the graduates had expressed no preferences. Most of these 24 girls indicated that their earlier plans had been in the direction of remaining at home and doing house work. The highest early ambition of 16 per cent of the girls who had dropped out of school had been to do house work, but for pay. Fifteen per cent of the drop-outs had been attracted by nursing and 25 per cent of the graduates had aspired to the same life career. Only the work of beautician surpassed nursing in the interest of these graduates, as 31 per cent of them

had been wishing to become beauty operators. Business and teaching interested a larger per cent of graduates than drop-outs; these evidently realizing earlier their limitations in this respect. None of the graduate girls desired to be house maids, although several became so employed when they found they could not achieve their ambitions.

A more interesting and compelling situation is shown when data are studied as to the realization of life ambitions on the part of both girls and boys. Interview with the 59 boys who had left school revealed the fact that only 3 of them were in occupations for which they had planned early in life; among the 36 boys who had graduated, 5 had realized earlier dreams. Only two of the girls dropping out and six of those graduating had found themselves in occupations planned earlier. Thus, only 16 of the entire 182 boys and girls studied had encouraging prospects of succeeding in life careers to which they had aspired during school days.

The survey was extended to a study of the homes and families of the 182 boys and girls whose personal problems have just been considered. Table XI and XII are presented to show the sizes of families from which these youth came.

Table XI

Number of Children in Families of Drop-outs

Number of Children	Boys	Per cent	Girls	Per cent
2			3	5
3	2	3	4	7
4	3	5	4	7
5	7	12		
6	13	22	8	15
7	7	12	7	13
8	8	14	6	11
9	5	8	10	18
10	4	7	8	15
11	4	7	3	5
12	3	5		
14	3	5	2	4
Total	59	100	55	100

In table XI, it appears, the number of children in family groups ranged from two to fourteen. It may be noted that 92 per cent of the boys who had dropped out of school were from homes where there were at least five children and that 81 per cent of the girls were found in this same group. It is evident that under such conditions both educational and occupational opportunities are severely limited and that family conditions may be largely responsible for school mortality and failure to find a desired place in the working world.

Table XII

Number of Children in Families of Graduates

Number of children	Boys	Per cent	Girls	Per cent
2	5	14	2	6
3	5	14	4	13
4	9	25	3	9
5	7	19	8	25
6	5	14	8	25
7	3	8	4	13
8	2	6	2	6
9			1	3
Total	36	100	32	100

Table XII reveals the facts as for family sizes among the graduating group. Here, only 47 per cent of the boys and 72 per cent of the girls are members of families with five or more children. The problem of the educational and vocational adjustment of their children has not been quite so baffling for these parents as for those in the other group.

In the matter of educational status of parents, both the mothers and fathers are considered. Table XIII reveals that 12 per cent of the drop-outs and 10 per cent of the graduates came from families in which the father has never attended school.

Table XIII  
Education of Father

Number of years of schooling	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
	14	12	7	10
1	3	3		
2	10	9		
3	11	10	4	6
4	6	5	2	3
5	20	17	10	15
6	8	7	4	6
7	5	4	6	9
8	18	16	15	22
9	6	5	6	9
10	7	6	2	3
11	1	1	2	3
12	3	3	5	7
2 years college	2	2		
College Graduates			5	7
	114	100	68	100

The table also reveals that approximately one-fourth of the drop-outs and one-tenth of the graduates are children of fathers who have spent less than three years in school. In only 16 per cent of the cases of those leaving school have the fathers ever attended high school and for the fathers of 29 per cent of the graduates has this been

true. Two of the drop-outs are sons or daughters who have spent two years in college and the father of five of the high school graduates are college graduates themselves.

In studying the education of the mothers, as table XIV shows, one finds that comparatively few mothers have received adequate school training.

Table XIV

## Education of Mothers

Number of years of schooling	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
	14	12	6	9
1	4	4	1	1
2	6	5	3	4
3	9	8	2	3
4	11	9	4	6
5	17	15	8	12
6	9	8	5	8
7	5	4	3	4
8	20	18	18	27
9	5	4	6	9
10	10	9	2	3
11	2	2	2	3
12	2	2	4	6
One year College			3	4
Normal Graduate			1	1
	114	100	68	100

Table XV

## Fathers Occupations

Occupation	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
Farm Labor	90	79	37	54
School Official	4	3	7	10
W. P. A. Worker	1	1		
Policeman	1	1		
Mechanic	2	2	2	3
Railroad Worker	5	4		
Garage Owner	1	1	1	3
Minister			2	3
Merchant	1	1	3	4
Carpenter	1	1	5	7
Not Employed	8	7	10	15
<b>Total</b>	<b>114</b>	<b>100</b>	<b>68</b>	<b>100</b>

A slightly larger per cent of the graduate's fathers than the drop-outs fathers are employed outside of the school. It is also to be noted that there are very few adult occupations which appear to offer promise for the on-coming generation of workers.

The salaries earned by the fathers of all students interview are shown in table XVI. It is interesting to note that none are earning less than \$1,000, the fathers' salaries being slightly larger than their childrens'.

Table XVII  
Tenure of Employment for Fathers

Years	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
1-5	8	7	11	16
6-10	16	14	10	15
11-15	29	26	6	9
16-20	19	16	9	13
21-25	14	12	9	13
26-30	17	15	8	12
31-35	4	4	2	3
36-40	2	2	3	4
Undetermined <sup>1</sup>	5	4	10	15
Total	114	100	68	100

There are 45 per cent of the graduates and 49 per cent of drop-outs fathers who have held their present positions for more than fifteen years. Fathers of 19 per cent of the graduates and 21 per cent of the drop-outs have been in their present positions more than 20 years. The median time in the same position for the fathers of graduates is 19 and for drop-outs is 17 years. Twenty-one per cent of the drop-outs and thirty-one per cent of the graduates fathers have held their present positions for less than ten years. These are mostly the few people who have had advanced higher positions or who have made a change from some other occupation. The report shows others to be younger men who are just starting jobs they will continue to hold for years.

<sup>1</sup>

The fathers of 15 are dead, tenure could not be secured.

Table XVIII  
Number Working in Family

Number	Drop-outs		Graduates	
	Number	Per cent	Number	Per cent
One (Father)	27	24	12	18
Two	37	32	29	42
Three	28	25	15	22
Four	16	14	10	15
Five	6	5	2	3
Total	114	100	68	100

In 76 per cent of the drop-outs families there is at least one other person gainfully employed in addition to the father. Eighty-two per cent of the graduates families have more than one in the family at work. With such large families as there are, it is practically necessary that more than one work; but there is no reason why some members of the family cannot complete their high school education and, through their formal training, benefit both themselves and the community. Only a small number of students come from families in which the father alone works; 24 per cent of the drop-outs and 18 per cent of the graduates are included in this class. The graduates are slightly better off, there being a smaller per cent of their families with only one employed. The largest per cent of families have two people gainfully employed; 32 per cent of the drop-outs and 42 per cent of the graduates are in this group. In 44 per cent of the graduates cases there are at least 23 wage earners;

in 27 per cent of the cases of drop-outs is this situation to be found. From the data of the table it appears that only a small percentage of the drop-outs were compelled to leave school for financial reasons. Some forms of intelligent guidance might prove of value in avoiding this strong tendency of dropping out of school.

So that an understanding might result concerning the community that Goliad youth must face, Questionnaire B (see Appendix), was presented to all employers in the town. The findings are presented in Table XVII and XVIII. From data presented here, it is revealed that there are few places of employment in the community, eighty-seven per cent of the people receiving jobs in one occupation.

From table XIII the fact may be established that little education is required for any of the positions in Goliad. This is probably one of the reasons why youths can see little benefit in continuing in school work. Few jobs require more than an eighth grade education, with most of them not demanding more than sixth grade training. Only teachers, bankers, postal clerks, and liquor agents are required to finish high school, teachers, being the only ones for whom college training is demanded. Although many farm foremen are without a high school education, today such a person could not secure so desirable a position. A high school education is demanded and even college training is strongly desired, though not required by the high officials. Many youths who have dropped out of school are employed,

but the high school graduates have a better chance, employers placing more confidence in the graduates.

It is also to be noted from table XII that few positions are open to any youths under eighteen years of age, so most of the students continue their education and not feel that they are wasting their time. They would probably remain unemployed even if they were out of school. The drop-outs might find jobs as clerks, ushers, or catering, but such jobs are few and poorly paid. The only advantage is that these jobs can be entered at an early age. A man cannot be a foreman until he is eighteen years of age and cannot become a boss until he has reached the age of twenty-one. Employers of liquor stores and store managers must be twenty-one years of age because of a state legal requirement for the first, and because of the responsibility for the second.

Compulsory retirement from the local position is seldom set at any age. Teachers are to retire at the age of 62, liquor agents at 60, and postal clerks at 65. All other employees usually continue working as long as they are able.

Since farming is the dominant industry of the community, the regularity of work and pay in most of the town occupations centers around the farm. When there is a failure on the farms, other business fails likewise because they are depending on the farms. Only the teachers, theater workers, postal workers, bankers, and telephone operators, continue their regular work and salary. Several types of workers continue, but there is a reduce in income - these include

the tailor, the banker, and the shoe maker; still others work little but continue drawing their same salaries - these are the liquor agent, a few clerks, and the store managers. Many waitresses and clerks are laid off completely during the failure on the farms.

The chance of promotion in any occupation is very slight. A redeeming feature of this problem, as disclosed in the interview, is that there are little chances of employees losing their jobs. Without this worry, the people are more likely to possess a happier mental state so that they may better participate in community activities.

The table shows that few employees are required to work unusually long hours. Working hours in the various jobs range from six to twelve hours. This leaves plenty of time in a person's day for sleep, recreation and study. From the personal interview with the boys and girls, it was learned that 30 families, or 16 per cent of the total, have spent money on higher education. The people have been helped to realize the importance of study, so they lose the chance of helping themselves during their leisure time. The main forms of entertainment according to the interview, are dancing listening to the radio, and attending movies and church socials. Two valuable means of recreation, travel and books receive little attention. Thirty-six per cent of the families own musical instruments, with the playing much of their leisure time is spent. It would be worthwhile if more of the families could become interested in such an enjoyable

use of their spare hours. With a little effort at guidance, these people could learn to create and participate in many activities that would provide worthy leisure time.

As already stated, it has more and more become the duty of the school to provide guidance for youth in matters of health, worthy home membership, worthy uses of leisure time, citizenship, character development and vocation. Goliad Colored High School is poorly equipped to give guidance in any but the last named as data from Questionnaire C, (appendix) reveals.

The school itself was built in the year 1917. It has neither a gymnasium, nor an auditorium, having been built solely to develop the mind; children's bodies and social interest were completely ignored. The building is a six-room frame building. There is no place in the school where children may indulge in recreational activities, which is probably one reason why teachers find it difficult to interest the youth in the formal classroom program.

No provision is made for club activities; the only social life provided by the school is that which is found in the few parties each class holds during the year.

There are 151 pupils enrolled in this school who are taught by seven teachers. These teachers have neither a heavy pupil load, averaging 22 to a class, nor a heavy subject load. Their time could be well spent in informal guidance for the benefit of the individuals whom they teach. From the educational standpoint, all of these teachers are

well equipped. All have their Bachelor of Science degree. As yet no organized guidance program has been attempted by these teachers, the need of such work has been neglected in a zeal to perfect the regular classroom studies.

A study of the native mental abilities of the present group of high school students has been made and the results are shown in table XIX. The intelligence score achieved by pupils are ranged according to Binet's classification of intelligence.<sup>5</sup>

Table XIX

Intelligence Quotient	Classification	Number	Per cent
Above 140	Near Genius		
120-140	Very Superior	5	4
110-120	Superior	12	11
90-110	Normal	102	73
80-90	Dull	14	10
70-80	Border line	3	2
	Deficiency		
Below 70	Mental Deficiency		

According to Binet's grouping, 88 per cent of the students have an intelligence quotient that is normal or above. Below the bracket of normal individuals are 12 per cent of the total who may be considered dull or on the border line of deficiency; none are mentally deficient. In the upper bracket are 15 per cent of the pupils who may be classified superior. These are the people who could do well in college and should

be encouraged to continue their education. The median intelligence quotient is 105 which is considered average rating.

It is not fair to these students to impose upon them a curriculum practically devoid of any activities common to normal living will be very hard; some provisions must be made to help them make their life as interesting as possible or discouragement is certain to result. Likewise the more intelligent students are going to be dissatisfied if they find no outlet for their energies. As a result, the community will suffer, for discouraged and dissatisfied individuals cannot be happy and therefore will not be capable of helping society.

## CHAPTER IV

## PROPOSED PROGRAM OF GUIDANCE FOR THE GOLIAD COLORED SCHOOL

Certain definite lines of procedure were adhered to in the formation of the proposed guidance program. The following suggestions have been thought to be helpful in developing an adequate guidance program for the Goliad Colored School.

The guidance program should be administered in terms of needs, interests, abilities and opportunities of the pupils.

Guidance is concerned with the best development of the total individual. It must be so organized that all pupil experiences are coordinated and related. Guidance service should be available to all pupils at all educational levels.

The guidance program must be organized to enlist the understanding, interest, ability and energy of every member of the staff.

The guidance program should be so organized to care for problems that have developed to prevent such problems from arising, and to help each pupil secure for himself the production and positive experiences. In other words, the guidance program should be organized to cure, prevent and enrich.

The administration of the guidance program should insure planned services which are purposeful and unified.

The guidance program should be so administered that personal contacts and the human touch are provided. The guidance program should help members become increasingly able to guide themselves. 1

In order to formulate a guidance program in Goliad community with the school as its center of community activities, the community leaders were called upon to assume responsibilities for certain designated activities. Members of the Parents and Teachers Association were called upon to assume responsibilities for certain designated activities. A similar procedure will be carried on in the school's organization

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1

Hamin and Erickson, Guidance in Secondary Schools. p. 34.

to make a more effective guidance program.

In planning a guidance program it should be kept in mind that guidance is an integral part of every activity of the school and that every educational employee has a part to play in the guidance program. The program should be planned for every pupil, not merely for the "problem child" such as truants, failures, and the physically handicapped. In order that there may be proper coordination of effort, and that none of the guidance functions will be neglected, it is necessary that there be a definite organization of the guidance program. In planning the organization it is worth repeating that guidance should be regarded as a uniting process in which every part of the pupil's life should be integrated. Special attention should be given to guidance when the pupil enrolls in the school and when he leaves it.<sup>1</sup>

In keeping with the trend of reorganization of the guidance program in the Goliad Colored School, the curriculum is under revision to meet the situations as they arise in this transition era.

only to the person who provides individual professional assistance to the pupil faced with a problem; it also refers to this person as a leader and coordinator, under the jurisdiction of the school administrator, of many activities which were considered effective, but which also furnished the school with those basic facts without which the school cannot

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<sup>1</sup> Reeder, Ward G. Fundamentals of Public School Administration p. 798.

## Guidance Personnel And Their Duties In The Program

Principal. The principal of the Goliad Colored High School heads the guidance work in a general way, directing all guidance activities and advising with all guidance functionaries. To the administrator of the school, falls the task of providing an adequate program of guidance. It is his responsibility to provide trained personnel. It is the duty of the administrator to provide an adequate philosophy and understanding of the guidance program for all the staff members.

Counselor. The counselor is subject only to the principal of the school. As a member of the teaching staff, his guidance responsibilities fall into two categories. First, that of an administrative nature relating directly to the guidance program, and second, that of keeping other staff members informed of fields of activities in which a greater participation may be held. He is a key person in the center of activities referred to as the guidance program. A broad interpretation of terms as used in this report, refers not only to the person who provides individual professional assistance to the pupil faced with a problem; it also refers to this person as a leader and coordinator, under the jurisdiction of the school administrator, of many activities which make counseling effective, but which also furnished the school with those basic data without which the school cannot bring about the fruition of the plans which individual pupils

have made as a result of this counseling.

#### Counselor's Duties.

1. To gather and keep on file all data for the cumulative record.
2. To analyze and interpret test data for recommendation for corrective and remedial measures, and for the classification of pupils.
3. To give specific guidance in the selection of electives.
4. To make adjustment in program to meet individual needs.
5. To confer with teacher and parents of pupils not making satisfactory progress in their program of study.
6. To provide for orientation of seventh grade pupils.

#### Teacher's Duties.

1. To adapt educational experiences to individual pupil needs.
2. To identify and help to remedy the instructional difficulties of pupils.
3. To teach students how to study.
4. To observe educational progress.
5. To develop favorable social and personal habits and traits in the individual.
6. To cooperate with parents.
7. To create a favorable psychological relationship in the classroom.

These functions as outlined above can hardly be classified as "guidance functions" of teachers. They really represent good teaching techniques.

The major responsibility of the teacher is to teach and to use techniques designated to facilitate the learning process. In addition to the major responsibility of teaching,

there are supplementary responsibilities that the teacher has in relation to the guidance program. The teacher is contributing to the major purposes of the school guidance program when he:

1. Identifies the non-instructional problems of the students and aids in their adjustment.
2. Assumes counseling and advising responsibilities for pupils which he cannot handle.
3. Is aware of, and assist in educational and vocational planning of his students.
4. Participates in the development of the school's guidance program.
5. Participates in staff conferences to discuss problems of individual students.
6. Supplies sufficient information for the cumulative record.
7. Is on the alert for the discovery of interest, aptitudes, and personal behavior problems.
8. Cooperates in the dissemination of occupational information.

In general, the guidance program will be more effective when it is shared between the teachers and staff members for whom it is a chief responsibility - providing that the respective functions of each are carefully defined following as a general guide the type of distinction brought above.

#### In Service Training.

Special problem cases, such as maladjustment because of diet, retardation because of lack of exposure to public school training are not only the cases in which counseling services are necessary. Beginning teachers and often experienced teachers benefit much from the right kind of counseling

service.

According to Strang and Hatcher: The best principles of individual development and guidance, discussed with references to pupils should be applied to teachers. In every institution for the education of teachers an adequate personnel program should be instituted. This would include counseling service to help prospective teachers. In addition to having counseling service, students should themselves experience the kind of personal relationships and group contacts which they desire for their future pupils. If teachers of children are to acquire the personnel point of view and real proficiency in discovering their pupil potentialities and helping them to make the most of themselves, these dual aspects of personal work must be developed in institutions for the direction of teachers. 1

In the Goliad Colored School, the counseling services are made a part of the general daily program. Often teachers will be called in for special training, not to reprimand, but to check upon procedures, and accomplishments on certain phases of the school's program. It is also often that in the regular teacher's meeting a certain amount of counseling is to be carried on. Counseling with experienced teachers differ greatly from that of counseling with beginners. Both principal and teachers sometimes equally benefit from closed door discussions of specific student or campus problems. For in-service teachers with experience, there is the likelihood of finding one's self in the role of receiving rather than giving instruction.

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<sup>1</sup> Strang and Hatcher, Child Development and Guidance in Rural Schools. p. 171.

Adjusting The Curriculum For Adaptability  
To Students Participation

High school students are mostly dynamic. They are eager to find some thing new. They are investigative, but mature enough to respond to influence emanating either from a good source or a bad one. To formulate a program of adjustment, is to acknowledge first there is a need for one.

Smith, Slandley and Hughes<sup>1</sup> defines curriculum: The term "curriculum" has come to mean "all the experiences children have under the guidance of teachers", or state otherwise, curriculum is broad enough to include materials or activities that will affect learning, development, or behavior of the child.

It is acknowledged that a readjustment in the curriculum at the Goliad Colored School is necessary. Reasons proposed for the change is that the pupils are being exposed to so many more different influences than usual and that the mode of operating the farms in this neighborhood has undergone a radical change in the past decade. Tractors are being substituted for the horse drawn plows, automobiles for wagons for transportation, access to daily bus on the newly constructed hard surfaced highway to carry them to town. Weekly payrolls from farmers and ranchers, all contribute to an ever moving local society whose basic training has been more static than dynamic.

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<sup>1</sup> Smith, Slandley and Hughes, Junior High School Education. p. 16.

Moehlman<sup>1</sup> states that: The assumption that the educational process is purely intellectual is a difficult one to maintain.

#### Service of The Guidance Program

Self Inventory. The function of the self inventory service is to give the individual an awareness of his personal assets and liabilities.<sup>2</sup>

A vocational guidance program that undertakes to provide an adequate service of this type will give much attention to what are generally called exploratory courses.<sup>3</sup> Self analysis check lists will also be used.

Cummulative record cards are very important. Records must be kept from day to day, from year to year, if the Goliad Colored School is to make an earnest attempt to render assistance to boys and girls who are acquiring intelligence and forming personalities.

The cummulative record may be placed on one large sheet or card with the front for subjects taken, and grades assigned also future intentions. The back of the card may carry information concerning the pupils interests, abilities, and limitations as revealed by his extracurricular activities, his intelligent test records, his personal traits and his

<sup>1</sup> Moehlman, Arthur B., School Administration. p. 219

<sup>2</sup> Briggs, T. H., The Junior High School. p.48

<sup>3</sup> Myers, G. E. Principles and Techniques of Vocational Guidance. p. 125.

record of school employment. It is suggested that this record be left at some central place.

Testing Program for Goliad Colored High School

The testing program will be directed from the superintendent's office. The results from the test 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 courses in later grades.

Intelligence data were disclosed by the Otis S-A Test of Mental Ability. These data enable the guidance personnel to provide an organization of the program of studies to meet the needs of the seventh, eighth, and ninth grades.

The first phase is the administration of the Modern School Achievement Test. The second phase is the administration of the Terman Test or Mental Ability Tests. This is to be given early in the semester and the results are utilized as a measure of ability in the guidance of the pupil. At all times provisions for the individual testing of difficult cases will be available.

The author of this discussion thinks that pupil reaction to specific instruction should be analyzed as to results of special help to direct the students thinking and action.

In the Goliad Colored School, counseling, placement, and follow-up service is being planned to ascertain the results of guidance training.

## Counseling Service To Be Used By The Goliad Colored School

The person chosen for counselor in the Goliad Colored School should perform these duties during the nine month school period:

1. Deal with those individual cases when a high degree of specialized training is necessary which may be beyond the ability of the classroom teacher.
2. Furnish information to the Goliad teachers that will enable them to fit their class work.
3. Make available to the teacher and high school pupils current educational and occupational information.
4. Assume responsibility for the testing program of the school.
5. Be an approachable person for conference with parents, teachers and students concerned with the adjustment of individual pupils.

### Placement Service for the Goliad Colored School

The purpose of the placement service in the Goliad Colored School is for the placement of the individual in some line of work or in a higher school.

The person in charge of the placement bureau will;

(1) Arrange for interviews for employment, (2) Arrange for further training of the student in a specialized field.

### Follow-up Service

The Goliad Colored School cannot afford to do less, or fail to extend their services in needed areas in giving careful attention to the pupil while he is in school, then abruptly terminate interest in him when he leaves.

The follow-up services are carried on in the following way:

1. Interviewing the student.
2. Carefully watching the progress of the student toward educational and vocational goals.
3. Advising him when changes may be desirable.

In any program there must be a means of evaluation, from the data received in the follow-up program the counselor may evaluate the guidance program in the Goliad Colored School.

The school, consisted of the following personnel: The principal as administrator; the counselor who was a member of the staff, along with 40 or more room teachers and pupils. In the discussion which followed, an effort was made to show their respective relationship to the guidance program. Citations were quoted from outstanding authorities in the field of guidance. These were significant works: Principles of Guidance in the Guidance Program, Strang and Tolson, Child Development and Guidance in Rural Schools, Child Development in the Principles and Techniques of Vocational Guidance.

It was shown through this discussion that adherence to the principles of organization and administration, which are the backbone of the guidance function, is what the principal and staff, were used as the basis for the organization and operation of the program.

It was further shown the importance of responsibility which is shared by members of the staff in the development of the school's overall guidance program.

Conclusion

This study has been made with the hope that it will provide a background for the requirements of a guidance program.

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study of guidance practices of Goliad Colored School reveals a definite need for organized guidance. The writer proposed an organized guidance program.

The organization for the guidance program in the Goliad Colored School, consisted of the following personnel: The principal as administrator; the counselor who was a member of the staff, class room or home room teachers and pupils. In the discussion which followed, an effort was made to show their respective relationship to the guidance program. Citations were quoted from outstanding authorities in the field of guidance. Those most significant were: Harold J. Mahoney in his Guidance Program, Strang and Hatcher in their Child Development and Guidance in Rural Schools, George Meyers in his Principles and Techniques of Vocational Guidance.

It was shown through this discussion that adherence to the principles of organization and administration, duties of the guidance functionaries in which the pupils were made a part, were used as the basis for the organization and operation of the program.

It was further shown the division of responsibility allotted to members of the staff as special assignments in the schools' overall guidance program.

## Conclusion

This study has been made with the hope that it will provide a background for the organization and administration

of the Goliad Colored School Guidance program. It is made in the belief that the philosophy implied will predominate in the development of good guidance practices.

Social, economic and physical conditions, as well as other factors will make the frequent revision of the guidance program necessary.

### Recommendations

In the light of the preceding conclusion, the following recommendations seem defensible:

1. That a school organize some type of guidance program.
2. More situations be provided that will stimulate and enable the pupils to discover and appraise his abilities, needs and interests.
3. That educational tours and local resources be made an integral part of the guidance program.
4. That exploratory courses be added to the curriculum as need arises.
5. That more thought and effort be given to assisting pupils in acquiring a technique of making adjustments to unfavorable aspects of their environments.
6. Failures as such be abolished from the school.

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WEEKLY STATE

Marital status (State whether you are single, married, wid-  
owed, divorced or separated)

Please give the information requested below concerning your  
relatives (Father, mother, brothers and sisters).

Relation- ship	Age	Present Occupation	Time in Army	Annual Income	Education Completed
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APPENDIX

State the person or persons (e.g., father and mother, aunt,  
etc.) with whom you were living when you were in grade  
school. If not with both parents, give names.

Your age \_\_\_\_\_ Where were you born? \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

How long were you in school? \_\_\_\_\_

Give the following information for the two you may remember (check):

Item Yes No

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are your parents church members? \_\_\_\_\_ Are you? \_\_\_\_\_

Name the newspapers and magazines which you read regularly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix A

FAMILY STATUS

Marital status (State whether you are single, married, wid-  
owed, divorced or separated) \_\_\_\_\_

Please give the information requested below concerning your  
relatives (Father, mother, brothers and sisters).

Relation- ship	Age	Present Occupation	Time in it	Annual Income	Education Completed
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

State the person or persons (e.g., father and mother, aunt,  
etc.) with whom you were living when you quit school or grad-  
uated \_\_\_\_\_ If not with both parents, give reason \_\_\_\_\_

Your age \_\_\_\_\_ Where were you born? \_\_\_\_\_  
City State

How long have you lived in Goliad \_\_\_\_\_  
Years

Indicate (check) whether you now own the following:

Item	Yes	No
Home	_____	_____
Automobile	_____	_____
Radio	_____	_____
Electric Refrigerator	_____	_____
Piano	_____	_____

Are your parents church members? \_\_\_\_\_ Are you? \_\_\_\_\_

Name the newspapers and magazines which you read regularly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List your dependents (people whom you support); give their relationship to you. Do not give their names.

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What additional training or education have you had since quitting school or graduating?

Name of school or organization and location	When attended From	To	Did you Finish	Name of course
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What kind of course would you like to take? \_\_\_\_\_

List the activities in which you engage during your leisure (e.g., dancing, movies, cards, hunting, beer drinking, reading, etc.)

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Jobs held since leaving school:

Kind of work (What were you called and what did you do	Dates Employed From	To	Monthly Pay
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What kind of work did you do for money while going to school? \_\_\_\_\_

Appendix B

Questionnaire Given To Community Employers

Questionnaire B

What is the total number of employees in this occupation?

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

What are the different types of positions in this occupation?

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

For each position what are the hours of labor, wages, and the regularity of work and play? \_\_\_\_\_

\_\_\_\_\_

What is the line of promotion in each position? \_\_\_\_\_

Are there health and safety problems to be considered? \_\_\_\_\_

What are they? \_\_\_\_\_

What education is needed? \_\_\_\_\_ Desirable? \_\_\_\_\_

What is the age necessary for entrance? \_\_\_\_\_ Retirement \_\_\_\_\_

Are there any physical, moral and social qualifications needed? \_\_\_\_\_

What is the oversupply of workers? \_\_\_\_\_

Undersupply \_\_\_\_\_ Over of employers? \_\_\_\_\_