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A guidance handbook for teachers in the Cherokee Junior High School Cherokee Iowa

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A GUIDANCE HANDBOOK FOR TEACHERS
IN THE CHEROKEE JUNIOR HIGH SCHOOL
CHEROKEE, IOWA

by


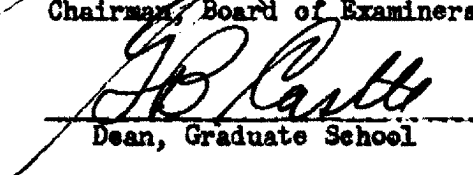
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requirements for the degree of
Master of Education

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1956

Approved by:


Chairman, Board of Examiners

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PREFACE

Guidance is a term that has literally leaped into the thinking of teachers, lay people, and even of pupils during the past fifteen years. Guidance is usually thought of as personal help given by someone to assist a person to decide where he wants to go, what he wants to do, and how he can best accomplish his purpose.

The guidance services of a school attempt to help each individual to understand himself; to make the most of his capacities, interests, and other qualities; to adjust himself satisfactorily to the varied situations within his environment; to develop the ability to make his own decisions wisely and to solve his problems independently; and to make his own unique contributions to society to the fullest possible extent.

The classroom teacher can no more be divorced from guidance than can the counselor; in many ways he is fundamentally more important. On the other hand, to identify all of guidance with the teacher would be equally fatal. Adequate guidance requires the cooperation of all parts of the school--administrators, teachers, personnel workers, and specialists.¹

¹Arthur J. Jones, Principles of Guidance. (New York: McGraw-Hill Book Company, Inc., 1951), p. 90.

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CHAPTER I

THE PROJECT AND DEFINITION OF PRINCIPLES

I. THE PROJECT

The purpose of a guidance handbook. This handbook in guidance, compiled by the principal of the Cherokee Junior High School, is the result of the co-operative efforts of counselors, teachers, administrative staff, members of the student council, and the advisory committee of the local parent-teacher association. Its purpose is to reflect the philosophy of guidance with which students and teachers live and work together in this school. Those rules and regulations which are applicable to all cases, stem naturally from this philosophy. The Guidance Handbook is intended to be in the hands of every member of the staff; the staff believe together that it can be used with much profit.

II. DEFINITION OF PRINCIPLES INVOLVED

The junior high school is the "middle school." Highly transitional in character, enrollment, and program, it is particularly obligated to provide an adequate guidance service to young adolescents in order to meet adequately their needs and problems. Each phase of the total junior high school program has certain guidance aspects which involve all staff members of the school to a greater or lesser degree. Therefore it is essential that the entire staff be guidance conscious, and fully aware of each member's relationship to the individuals who

comprise the student body.

In reviewing the work of the past, the staff realizes that many difficult and peculiar situations have been encountered. It is apparent that guidance is inherent in every part of the school concerned with assisting the pupil to make choices, adjustments, and interpretations. Any attempt to confine guidance to a given area of assistance, or to restrict its function to a particular group of the school staff, is almost certain to fail. Such an attempt to simplify the situation by an arbitrary division of the complex whole into separate parts inevitably would sacrifice the unity of the process and result in greater confusion.

Guidance involves all types of choices and must include within its scope the curriculum, teaching, supervision, and all other activities of the school. The classroom teacher can no more be divorced from guidance than can the counselor; in many ways he is fundamentally more important. On the other hand, to identify all of guidance with the teacher would be equally fatal. Adequate guidance requires the cooperation of all members of the school staff--administrators, teachers, personnel workers, and specialists.

III. LIMITATIONS AND RESTRICTIONS

By no means do the faculty and administration want future staff members and counselors to feel that this handbook is conceived with the idea that this is an iron-clad program, or that they have all the solutions to the problems of the guidance program. Rather do the faculty members feel that this is a confession on the teachers' part to want to

do and achieve a more functional guidance work in the Cherokee Junior High School.

Changes in personnel. Many problems are encountered in the guidance program. The changing of guidance personnel presents a definite problem, and has often resulted in the change of guidance goals. A state of confusion exists when all teachers are headed in different directions with no common starting point or goal to achieve. Consequently, the student has been neglected at times, and his needs have not always been met.

Meeting basic needs. Guidance involves personal help given by someone; it is designed to assist a person in making decisions that are vital to him now and in the future; it assists him in solving the problems that arise in his life. It does not actually solve problems for the individual, but helps him with their solution. A purpose of guidance is to assist and to promote the growth of the individual.

The challenge of time. One of the shortcomings of the program at Cherokee is the element of time—teacher time and teacher-counselor time. So that the program might be functional, the staff extended the homeroom time from fifteen minutes a day to twenty-five minutes a day. This, of course, will give an opportunity for the home-room teacher to do a more adequate job of counseling.

The first six weeks of school (each Wednesday afternoon from 2:00 o'clock to 4:30) will be used for home visitations. School will be dismissed for this purpose. Each teacher will have an opportunity during the teacher workshop, previous to the starting of the school year, to be oriented by the two guidance personnel workers in techniques used to gain

special information during the home visitation. The school board and administration have felt that the staff was sincere in asking for this time to improve the guidance program.

All staff members have agreed that one hour out of five free hours each week will be devoted to guidance records, cumulative folders, and teacher-counselor methods. This time will be pro-rated at the discretion of the teacher.

The staff has agreed also that while time is a factor in the program, the greatest single factor is not time--rather it is the desire, interest, and the cooperation of the entire staff, plus the experience which all teachers obtain together and put to even greater use in the future development of the guidance program.

IV. DEVELOPING A PHILOSOPHY

The following general principles have been found helpful in the development of the school's guidance philosophy:

1. The guidance service should arise out of the interests, needs and purposes of the students.
2. The guidance service should be continuous and serve all youth.
3. The guidance program should be concerned with the whole individual in his total environment and with specific needs and problems.
4. Guidance efforts should be organized to deal, not only with serious problems after they arise, but also with causes of such problems, in order to prevent them from arising or to prepare better for their solution.
5. All guidance should be directed toward improved pupil self-knowledge and self-direction.

6. It should enlist the interest and effort of every member of the school staff.
7. It should be as simple as possible.
8. It should provide for securing and recording adequate information regarding occupational and educational requirements and opportunities.

CHAPTER II

RELATED LITERATURE AND MATERIALS

The sources of information referred to here have been of inestimable help to the faculty and administration of the Cherokee Junior High School in setting up this guidance handbook, which aims to discuss the spirit of the program, together with some pertinent regulations found helpful in practicing the philosophy which all those in any way concerned with guidance services have arrived at in working as a team.

I. CURRENT TRENDS

A survey of related literature revealed that handbooks in general were becoming a trend in the schools of today. The tasks of both teacher and student seemed to be increasing in number and variety. In many schools the handbook has helped to orient both the teacher and the student to these increasing tasks. Turner stated that a handbook was a statement of general information pertaining to one school system and the policies of a particular school in that system.¹

Bolmier thought that a handbook should outline the purpose and goals which the school was endeavoring to achieve. Schools which were without a philosophy of education lacked purpose and nourishment.

¹Lawrence E. Turner, "How to Develop a Handbook," American School Board Journal, 125: 24-25, April, 1953.

Teachers were entitled to be vitally involved in the building of the goals to be attained. A better relationship would then exist between teacher and school administrators.²

II. PROBLEMS INVOLVED

The study by Broad found the school administrators occasionally forgetting about the orientation of old and new teachers. Teacher orientation was a very important step in the development of a successful school system. Broad questioned one hundred thirty-six teachers about their viewpoint, dealing with problems which they felt caused them a feeling of unrest and of being uninformed.³ Following are the six problems most frequently mentioned:

1. Problems related to understanding the school's philosophy.
2. Problems related to conditions of work.
3. Problems involving teacher-community relationships.
4. Problems involving administrative, supervision, and teacher relationships.
5. Problems related to the establishment of good teacher and pupil relationships.
6. Problems relating primarily to instruction.⁴

²E. C. Bolmier, "Basic Principles of School Administration," The American School Board Journal, 122: 21-22, March, 1951

³George E. Broad, "Orienting New Teachers," National Association of Secondary School Principals, 34: 67-68, April, 1953

⁴Ibid.

Kyte thought the principal who developed a handbook prior to the starting of school was developing a worthwhile project. When the staff and administrators felt a need and definite purpose for the development of a handbook, and if they worked together, then the benefits were infinitely greater.⁵ Huggett explained that teachers had a right to know the basic philosophy which has been previously developed in the school.⁶

According to Edmonson handbooks had a very economical value which saved a great deal of time.⁷ Teachers became aware of the time saved by handbooks and placed confidence in the information contained in the books.

Parents and students in most cases felt more confidence in the school when they had an opportunity to examine the handbook which answered many of their questions.⁸

The junior high school of Clinton, Iowa developed a handbook which was divided into three parts: orientation, extra-curricular activities, and guidance. The staff there felt that the handbook made it possible for the teachers to develop a better school. The student body and the teachers knew exactly what was expected, and there was

⁵George C. Kyte, The Principal at Work (New York: Ginn and Company, 1953), p. 117.

⁶Albert J. Huggett, Practical School Administration (Champaign, Illinois: The Garrard Press, 1950), p. 142.

⁷J. B. Edmonson, The Modern Secondary School (New York: The Macmillan Company, 1941), p. 171.

⁸John L. Bracken, "Let the Handbook Answer These Questions." School Executive, 73: 54-55, October, 1953

little room for misunderstanding.⁹

Douglas and Gruhn believed that pupil handbooks, more than any other school publication, had guidance as their prime purpose, especially educational guidance.¹⁰ Pupil participation in the preparation of the handbook should increase educational guidance values, because the material used was likely to be more definitely from the pupil's point of view.

The high school at Cherokee, Iowa, developed a handbook for extra-curricular activities. The handbook informed the teacher of every activity sponsored by the high school. The educational benefits and goals were explained so that teachers might see the purpose of each activity. The handbook explained the duties for each teacher in connection with these activities.¹¹

Noar believed that it was the duty and obligation of every junior high school to let the community know what the school was doing. The handbook was one method which could do this in a suitable manner.¹²

⁹Handbook Committee, "Handbook for Junior High Teachers," (Clinton, Iowa: Clinton Public Schools, 1951).

¹⁰Harl R. Douglas and William T. Gruhn, The Modern Junior High School (New York: Ronald Press Company, 1953), p. 286.

¹¹Handbook Committee, "Handbook for High School Teachers," (Cherokee, Iowa: Cherokee County Department of Education, 1954).

¹²Gertrude Noar, The Junior High School (New York: Prentice-Hall, Inc., 1953), p. 144.

III. GUIDANCE FACTORS EMPLOYED

The State Department of Education in Oregon recently published a booklet on guidance services for that state.¹³ This booklet was apparently a more complete handbook than that which the average school would need. The ideas expressed were unusually meaningful. The summary of what the Oregon State Education Department felt should be in its booklet is as follows:

1. Guidance services are fundamental in providing young persons information on the wide range of educational and occupational opportunities and in helping them to solve their many personal problems.
2. Guidance Services might well be termed those educational activities which pertain to choosing, adjusting, and planning.
3. The establishment and maintenance of an active faculty guidance committee is a key factor in developing a practical and an effective guidance services program.
4. Every school, no matter how small, should designate one teacher to serve as "head" of the guidance program.
5. Essential guidance activities are generally considered to involve these six broad areas:

Individual Inventory and Analysis
Providing Information
Counseling
Selection of Training
Placement
Follow-up

¹³State Department of Education. "Guidance Services Booklet for Oregon." (Salem, Oregon: 1953), p. 12.

6. Every classroom teacher is important in the success of a school's guidance service program.
7. Test results are very helpful when considered in the light of other important information about the individual.
8. Scholastic aptitude is coming to be recognized as only one of several important kinds of intelligence.
9. Today there is a growing number of non-college educational opportunities beyond high school, such as apprenticeship and other on-the-job training opportunities which young persons should know about through guidance services.
10. An unbound Occupational Information file is a valuable asset to the guidance services program.

The review of related literature indicated clearly that handbooks were being used by many schools as a means for in-service training, orientation, articulation and other important uses. The students and staff members of schools having handbooks seemed to use them successfully. Handbooks developed by staff and administration together seemed to be more readily accepted than handbooks written by the administration alone. Parents seemed to be pleased when the handbook was used as a means of providing answers to many of their questions. This seemed to be an ideal way to develop good public relations for the school.

CHAPTER III

ORGANIZATION OF THE NEW GUIDANCE PROGRAM

I. GOALS TO ATTAIN

The staff of the Cherokee Junior High School felt that some part of the guidance program must be ineffective. Student attitude indicated little interest in guidance opportunities. Consequently, the staff set up goals to facilitate further experimentation in the guidance area. The goals have been listed below.

1. Assist the child to adjust himself to a broader and more complete way of life.
2. Help the child recognize and understand individual differences.
3. Help each individual student evaluate his own abilities and interests.
4. Acquaint boys and girls with problems of the future.
5. Help boys and girls live with people in a democratic way.

In working toward these goals, the staff has had to remember that they were seeking to remove minor obstacles before these created major problems in the minds of the students. This did not mean that the maladjusted student should be avoided, but rather that he was only one part of the program; guidance existed for everyone.¹⁴

¹⁴ Raymond N. Hatch, Guidance Services in the Elementary School Dubuque, Iowa: Wm. C. Brown Company, 1951), p. 14

II. GUIDANCE PROCEDURES

The success of any guidance program will depend upon the staff members. To limit beforehand the ways in which a program can be successful would be an error. Individual teachers will develop methods which tend to get the job of counseling done. The staff has taken this into consideration in listing the following procedures. These procedures are to be used as guidelines rather than definite rules to be followed.

1. Establish a friendly relationship between counselor and counselee.
2. Be pleasant, understanding, friendly, and cooperative.
3. Be calm and at ease, regardless of the counselee's attitude.
4. Encourage the client to express himself as freely as possible.
5. Be alert, not only to the content which is being stated, but to the feelings which are being expressed.
6. Do not be cast in the role of an all-knowing authority. Let the counselee make the decision. If he wished to reverse himself, give him an opportunity.
7. Use the indirect approach to problems, information, or topics to be considered.
8. Have control of the interview at all times, but help the client to talk freely according to his desire.
9. Assist the client to drop any defensiveness.
10. Keep the interview moving. Terminate with a plan of action, referral, or a time for the next interview.

The personality, mannerism, and attitude of every teacher concerned in any way with personnel work will make a difference in the ability to help students. At all times let the staff remember that the

student is the object of the school's goals, and that the procedures by which the teacher obtains these goals are very important.

III. CUMULATIVE RECORDS

The cumulative records are accounts of the student's school history which began with his entrance into the elementary school and have been maintained up to the time of his entrance into the junior high school.¹⁵ The record does not stop with the staff. The teacher's duty becomes that of developing further the value of these records by adding the pertinent information which unfolds here. These records, with that accumulated in the elementary school, will be used further by the student and his teachers in the high school of the district.

Cumulative records from the sixth grade will contain the student's family history, home environment, health, school attendance, test scores, academic reports, personality tests, and extra-curricular interest. There will also be inserts of the child's tendencies and attitudes previous to his experience in the junior high school. It is agreed that the staff will not draw final conclusions from these records alone, but that the tabulated information will be used as a means to help the student, not to hinder him.

The records occasionally may not be complete. The homeroom teacher then will find it necessary to complete the essential information. This can be brought about by home visitation and parent-teacher

¹⁵Henry S. Otto, Elementary School Organization and Administration (New York: Appleton-Century Company, 1944), p. 272

conference.

New students will present a report card to the principal, who will then assign the student to a homeroom. The principal's duty will be to contact the former school of the new student and secure all the available information possible. The new material will then be recorded and added immediately to the cumulative records, to which all teachers have access.

IV. TESTING

A primary objective of guidance services is assisting the pupil in gaining a better understanding of himself in relation to the present and future. The collection of information about the pupil is the first step in this process.

Past experiences have proved that tests are basic tools for collecting information. Research has proved a guidance program is not as effective without a testing program.¹⁶

Staff members on the testing project have related the fields in which pupils in the seventh grade will be tested. These fields are scholastic aptitude and achievement. The tests to be given are the California Mental Maturity and the Iowa Every Pupil Test. These tests will be administered the first four weeks of school by the guidance counselor during a group meeting of all seventh graders.

The eighth grade will be given an algebra aptitude test at the

¹⁶Arthur E. Traxler, Technique of Guidance, (New York: Harper and Brothers, Publishers, 1945), p. 230.

end of the third nine weeks period. The test will be given by the eighth grade mathematics teacher and the freshman algebra teacher. The results of this test, plus what the eighth grade mathematics teacher has evaluated, will help determine whether the student will be in an algebra or general mathematics class.

Ninth graders are scheduled to be given a test for special aptitude and vocational preference. The test will be administered by both guidance directors at the end of the first three weeks of school.

Teachers sometimes assume that test manuals are so clearly and completely written that it would be impossible to make an error in administering a test. This, of course, is a fallacy; past experience has proved that the manuals are not always adequately written. Staff members should discuss the work prior to administering the test, and take these points into consideration:

1. Study the test manual thoroughly and take the test before giving the test.
2. Have all test booklets, answer sheets, pencils, and erasers ready before test time arrives.
3. Proper ventilation and lighting in the room, and a seating arrangement which will let students be comfortable are all very important for a testing situation.
4. Directions should be explained thoroughly.
5. Time is important, and the stop watch can be obtained from guidance office upon request of the teacher.

V. MEETING THE TIME ELEMENT

Time provided for teachers and students is an important factor in

the success of the guidance program.¹⁷ Lack of time means that some part of the program has to be limited. The hope of the administration is that the teachers can manage time in a manner which will not let any part of the staff functions be forgotten.

The twenty-five minute block of time each day for homeroom will be used largely for guidance. The need for a well-planned program that will allow teachers the maximum use of time is very important because the staff realize that many educators advocate a longer period of time for the homeroom than the twenty-minute period which the staff have in the program here.

All of the teachers realize that guidance is being carried on at all times of the day just as is learning, but the homeroom is a special time to observe students in a natural role.

The staff is in agreement that one hour of the five hours used for preparation will be used for the guidance service. This time is left to the discretion of the teacher and shall be the teacher's own responsibility to use as he finds most profitable for the welfare of his students.

¹⁷Gertrude Noar, The Junior High School, (New York: Prentice-Hall Inc., 1953), p. 8.

CHAPTER IV

PROCEDURAL PROBLEMS

I. ORIENTATION

The junior high school has a responsibility for helping new pupils to become adjusted to the school's customs, traditions, activities, policies and regulations. The staff agree with the idea that loyalty and respect for what the junior high school stands are recognized as important characteristics of the student. Students participating in extra-curricular activities gain an opportunity to know democratic ideas according to group work.¹⁸

Each teacher is expected to spend two hours with his homeroom the first day of school, explaining the contents of the orientation booklet. As a group, the faculty feels the need of contributing enough time for explaining fully the rules and policies, so that the student will not feel strange and unadjusted. Indeed, this handbook is the result of the joint efforts of the school staff of the Cherokee Junior High School and its student council, representing the student body, to orient new teachers to rules and regulations, and constantly to reorient the old teacher to satisfactory conditions of living together.

¹⁸Arthur D. Hollingshead, Guidance in Democratic Living, (New York: Appleton-Century Company, 1941) p. 29.

Every spring each prospective seventh grader has the opportunity to visit the junior high school to make him feel more at ease. All eighth and ninth graders are given the opportunity to follow through their future class schedules.

The lockers of the school are old and very difficult to operate. Experience has shown that this is a hardship which has caused many a seventh grader a mental handicap. Teachers can help eliminate this problem by explaining the exact method of operating the lockers. The general feeling of the administrative staff is that each teacher should spend at least one hour in learning how these lockers work.

II. ARTICULATION

Articulation is the process of making several levels of the school system into a unified program so that the student may pass from one level to another with little difficulty and discomfort.

The staff members realize that the junior high school is only one part of the total school system and that each teacher should try to be as consistent with school policy and procedures as that of the elementary and high schools. This is the reason for holding a joint meeting at three o'clock on the third Thursday of each month for the teachers of all three schools.

The school board allows each teacher one day of visitation in another school system in the state, as well as one-half day in the Cherokee school system. The agreement of the staff is that the teacher shall visit one of the Cherokee elementary schools one year and the

Cherokee high school the next year. A brief report of the benefits derived from the visits is the only necessary requirement for this absence from the teacher's work. There is no salary deduction for this opportunity.

The goal in the articulation program is to narrow the gap between the different grade levels of the school system, so that the student will feel at ease and learn more readily in a contented situation.

III. ADJUSTMENT

In the Cherokee Junior High School the student has approached a period in which his decisions may affect seriously his whole life. Here, then, leadership tempered with understanding is essential in the development of the overall program of adjustment.

The departmental organization of the junior high school requires that students adjust themselves to a variety of teachers. Students no longer remain inside the same room all day. Students must adjust to the variance in teacher discipline and to the differences in individuals generally. Likewise, physical aspects of the school plant and the requirements of this building must be observed.

Emotional disturbances are particularly prevalent at this stage of child development. Physiological growth brings with it increasing size and strength, sex impulses, and responsibility resulting from greater maturity. These problems may cause the child emotional instability. Therefore, teachers must endeavor to understand all the adjustments the adolescent has to make. Staff members proclaim that a student

who is adjusted to this system should be a happy student and one who is likely to profit from his experience with the staff of this school!

IV. STUDENT LEARNING

Staff members must realize that some students will have difficulty learning content material. The testing program is designed to assist teachers in ascertaining approximate scholastic aptitudes of individuals.

The staff should use special interests of students to motivate them to want to learn, thereby assisting them to reach maximum achievement commensurate with their abilities. The staff members agree that a total of all the experiences which result in learning may be referred to as the curriculum.¹⁹

Learning problems are not new, but many have become of increasing importance. Reading difficulties, differences in the rate of learning, likes and dislikes, study habits, differences in aptitude for school subjects--all present problems that are difficult for the pupil to solve without help.²⁰

In the Cherokee Junior High School, as in all other educational institutions, the objective of instruction is learning--which results in the development of a thinking, understanding individual. Teachers

¹⁹Roy D. Willey, Guidance in Elementary Education, (New York: Harper and Brothers, Publishers, 1953), p. 536.

²⁰Arthur J. Jones, Principles of Guidance, Fourth Edition, (New York: McGraw-Hill Book Company, Inc., 1951) p.325.

sometimes show dissatisfaction with the student because he does not accomplish the learnings desired. Guidance personnel should recognize, however, that learning is not a simple process, and desirable learning cannot be achieved by A-B-C procedures.

V. ATTENDANCE

Attendance has been a problem since the days of the first junior high school, and this school is no exception. Research has proved that attendance is one of three major problems involved in the referral of students to guidance consultants.²¹

A student who has been absent from the Cherokee Junior High School must first report to the principal's office with a written excuse from his parents. The principal will determine whether the absence is excusable. The slip which the principal gives the student will indicate the merit of the excuse. Then it becomes the duty of each of the student's teachers to give him all the help possible to make up the lost work in as short a time as reasonable. Past experience indicates that the sooner teachers get the student started, the better the results will be.

Each teacher is expected to explain the importance of attendance to the student. The staff realizes that a student who remains in school can be trained more easily for a skilled occupation.²²

The staff feels that in the junior high school the social growth

²¹Ibid., p. 64

²²Ibid. p. 350

that a student makes cannot be measured accurately, but no doubt the growth made in this period is tremendous when compared with the growth of out-of-school youth.

VI. SOCIAL NEEDS

The social needs of the average junior high school youth are tremendous. The students seem to agree that social activities account for the greatest educational benefits derived from experiences in the junior high school.

The informal social activities consist of dress-up day, homeroom programs, science club, photography club, dramatics, dance club, speech club, student council, creative writing club, intramurals, athletics, and music. Each teacher has been assigned one or more of these activities, but no one of them is considered to be more important than the others.

Formal parties are less frequent in junior high school as the staff feels that a few formal parties are sufficient. All parties are held during school time. They consist of a party held in the fall for each class, a Christmas party, an Easter program, and a spring dance.

The success of the party is determined by the planning and work which is done by the students. The staff is present at the parties only for the purpose of properly chaperoning such events.

The junior high school's various social activities should serve as a laboratory in which pupils can develop desirable social skill,

habits, and attitudes.²³

The staff is in agreement that all members will set the example of dress around the school. Students of the junior high school like to follow and imitate worthy examples. Teachers realize that when young boys and girls dress up, their actions are of a nature which reflect social growth and attitudes of developing maturity.

VII. FURTHER EDUCATION

Cherokee Junior High School provides vocational guidance activities which give students the background for making vocational or educational choices. In the seventh and eighth grades emphasis is placed upon the exploration of vocational interest, acquiring vocational information, and learning the importance of careful reflective thought. Stress is placed upon considerations necessary for selection of vocational occupations.

Each ninth grade student makes an appointment with a staff consultant of vocations. The staff is in agreement that definite plans should not be formulated in this critical period of life, but serious thought in this area is encouraged.

Ninth grade students are assigned teachers to help plan the first semester of tenth grade work. Each teacher will be furnished with complete instructions about the requirements and other pertinent information dealing with the senior high school curriculum. These instructions are

²³Will T. Gruhn and Harl E. Douglas, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 369.

given by a high school counselor and the high school principal at one of the regular teacher meetings.

VIII. HEALTH AND PHYSICAL DEVELOPMENT

Serious maladjustment often results during the period of adolescence. The fast growth of young people at this time must be considered a problem to be faced by all youth as well as their teachers.

The school nurse should help prevent and determine any unusual health or physical development. The nurse will be available every morning from nine to twelve in the nurse's room.

A check-list may be found in the teacher folders, upon which should be recorded pertinent facts relating to physical and mental disorders. This material is later compiled by the guidance counselors.

During the first two weeks of school all students are given a physical examination by the school physician. This is part of the school's program, thus being no expense to the student. Any defects or ailments should be recorded on the cumulative record by the homeroom teacher. One of the duties of each teacher is to notify the student's parents of the result of the examination only if the results are unfavorable.

Students and teachers have no place or purpose in the junior high school if they are physically ill. The staff should at all times observe a child who appears to be ill and immediately send the child to the school nurse. Upon dismissing the child from class, the teacher should at once inform the principal.

IX. LEISURE TIME

The mode of living today has developed a need for leisure time. People can no longer think of leisure time as an exclusive privilege of the rich. The student must be guided so that he can best use his leisure time in a manner that will reflect the type of growth which society desires.

The explanation of our leisure time activity is very important. The staff members should read carefully the student handbook and be able to explain to their students each activity and the values to be found in it.

The school philosophy is that very little, if any, home work is required. Therefore, teachers must learn to substitute at school worthwhile activity for the extra home work which has been eliminated.

Leisure time is not to be a period of waste in the school program, but a period of learning in which the teacher will try to arouse interest in the students.

The goal of the junior high school activity program is not to develop a desire to win (or perfection), but to strive for participation and value in social growth. The duty of the staff is to develop in this school more than academic skill alone. Teachers are expected to try to develop an individual who can appreciate leisure time and know how to pursue it.²⁴

²⁴ Frank G. Davis and Pearle S. Morrise, Guidance Hand-Book for Teachers, (New York: McGraw-Hill Book Company, Inc., 1949), p. 279.

CHAPTER V

MAINTAINING THE PROGRAM

I. HOMEROOM SPONSOR

Cherokee Junior High School has been fortunate in having guidance directors who have been extremely conscientious and effective in the planning of their guidance efforts. As a result, the staff feels that the guidance program has not failed from lack of leadership. The staff has tried to analyze the problems in a scientific manner, and they have decided to the best of their ability, that the homeroom teacher is the backbone of our guidance program. No one service can be readily omitted from the program without feeling its loss, but the homeroom sponsor, which all staff members are at Cherokee, is in the driver's seat of the guidance program.

Functions of the homeroom sponsor center largely around problems of adjustment to school. The homeroom sponsor has the opportunity of knowing pupils better than anyone else in the school situation. The homeroom sponsor is the only one who has the student every day. Because of the close relationship with the student, the sponsor may readily spot causes of maladjustment to school life, friction with a teacher, failures in subjects, or difficulties at home.

Homeroom programs can be functional only when the teacher devotes time to preparation for the homeroom period. The homeroom activities provide opportunities for cooperation and for development of habits and

ideals concerned in the social and personal growth of youth.

Homeroom programs provide, in general, a better mutual understanding of both individuals and groups through the planning of the homeroom teacher and others responsible for the programs, and the acceptance of such well-planned programs by the individual students for whom they are intended.

II. GROUP GUIDANCE

Many problems of the junior high school student are vital problems that are common to a number of other students in the same group.²⁵ Much valuable guidance can be done by each teacher through the group method.

The staff agrees that group guidance should be informal. The teacher should act merely as a leader of the discussion, sharing responsibility for the program with student leaders.

Each classroom subject offers opportunity for group discussion methods, but perhaps extra-curricular activities give teachers the best opportunity for group guidance in connection with the regularly scheduled school program. By no means does the staff feel that group activities can take the place of individual guidance.

Group guidance should be used to arouse the students to become conscious of the need for counseling. Jones suggests some group activities as follows:

²⁵Ibid., p. 186

1. Orientation to the school
2. Improvement of study habits
3. Improvement of personal adjustments
4. Development of social relationships and responsibilities
5. Self-appraisal
6. Formulation of life goals
7. Development of plans for education and other activities to attain these goals
8. Preparation for the next school
9. Tentative selection of an occupation²⁶

III. INDIVIDUAL GUIDANCE

Every homeroom teacher is expected to hold one individual conference each semester with each homeroom student. This is the minimum number of conferences recommended by the administration. Each teacher should also arrange for a conference with those students who are in need of individual guidance at all times.

There are many helpful procedures for a teacher to follow in the personal interview. Teachers should first study the student's records carefully before interviewing him, thus becoming acquainted to some extent, with his likes and dislikes, and his special interest. This action will serve to make the interview much more natural. The interview itself should be private and unhurried. Following are some conditions for which an interview is desirable: (1) misconduct, (2) poor school work, (3) health handicaps, (4) change of curriculum, (5) companions affecting a pupil, (6) wasting time, and (7) home difficulties. How to begin the conference will depend on whether the interview was initiated

²⁶ Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1951), p. 327.

by the pupil or by the teacher.

The staff agrees that non-directive counseling is the method most used by counselors who have not had extended training. Willey states:

The basic essential of a nondirective counseling procedure is that the pupil has sufficient capacity within himself for adequate growth and development. There is present enough motivation to achieve the kind of growth and development which he feels is desirable for himself. The counselor has a respect for the way in which the pupil chooses to grow and develop. The nondirective form of counseling is characterized by the absence of advice, persuasion, and argument, and by the emphasis on the pupil's opportunity to talk freely. The nondirective viewpoint focuses concern toward the child in an attempt to see the child's life as he sees it himself. Because of this emphasis the method is sometimes described as client-centered.²⁷

The staff agrees too, that there is a time for directive guidance and fully realizes that a well-trained counselor is needed for this method. Regarding directive guidance, Willey has this to say:

In a directive form of counseling the counselor tactfully takes the full direction of the contact. The pupil knows that the counselor has information to guide him, and from the problems confronting the pupil only some will be selected. The counselor assumes full and direct leadership during the conference interview and will therefore ask most of the questions. The problem is defined for the pupil. The focus of the counseling process is on the problem, its diagnosis, its causes, and its treatment, and the only responsibility of the pupil is to cooperate.²⁸

Both directive and nondirective guidance have their place in a guidance program. The philosophy of the Cherokee program is to lean toward the nondirective method, but teachers must accept the fact that at certain times directive guidance has a definite place in the scheme of things.

²⁷Roy D. Willey, Guidance in Elementary Education, (New York: Harper and Brothers, Publishers, 1952), p. 558

²⁸Ibid., p. 558

Teachers should take advantage of the home visitation program of this school. Time is allotted for visitation of all homeroom students. The home visitation should be for "get acquainted" purposes primarily. Barr suggests several ideas which are very helpful for home visitation. They are listed below:

1. Relax! You are making a friendly visit and act accordingly. Whether your visit is social or remedial in nature, your purpose and the parents' should be to do a better job with the child.
2. Note things about the house that may have a direct effect on the child.
3. How is the emotional tone of the home?
4. What seems to be the socio-economic level of the neighborhood? Does the home being visited seem to be characteristic of the other homes in the neighborhood?
5. What leisure-time activities seem to be available? Included would be reading materials, television, evidences of hobby participation.
6. Teacher attitude should be of a pleasant nature, thus will help establish a feeling of friendliness.
7. The teacher's appearance is important. A well-groomed individual is in a more favorable position.²⁹

The knowledge acquired from the home visitation should be recorded as soon as possible. This information will be very helpful for the homeroom program, and is also a splendid opportunity to improve the public relations of the school.

One of the important aspects of the home visitation is the scheduling of the visit. A form letter is sent home to all parents. They

²⁹ John A. Barr, "The Classroom Teacher and Guidance," (Washington University: College of Education, 1954), p. 57.

then have the opportunity to choose a time which is suitable for them.

The teacher has a chance to meet each parent again on report card conference day. The time for this meeting comes during the tenth week of school. The teacher and parent have almost thirty minutes together in which to discuss the problems of the student. Barr states:

Now the teacher is prepared for each individual conference helps determine the success of that conference. One of the ways in which the teacher may be prepared is to have sufficient information available. The information will pertain primarily to the child, but there may also be information about the school in general, the child's family, about referral agencies, or about sources of information that may be of value to the parent.

Information on the child will include his quality of performance, his health, his ability level, special strengths and weaknesses, examples of his work, relationships with other students, and interests. All the information may not be used at the conference, but its availability is important. Specific things should include an indication of student performance in relation to his ability and in relation to the rest of the class. Health record, anecdotal records, sociometric and projective data, autobiography and test data are other sources for teacher information.

The teacher must keep control of the conference. The mark of the skillful counselor is shown when he can recognize the proper time for digression. The main purpose of the conference should be concerned with the parent's child and that child's relationship to the home and the school. Any lengthy discussion of other children, of the neighbors, or other extraneous subjects should be ruled out.³⁰

All teachers will find it valuable to gain experience through the practice of conference techniques in our in-service program. This experience will also give the staff an understanding of the parent's point of view in the conference situation.

Evaluation of the conference should be made as soon as possible. The summarization and the plan of action decided upon should be recorded immediately. The evaluation of the conference may be checked by the seven

³⁰Ibid., p. 49-54

points below, which Barr uses as a criteria.

1. What proportion of the time was used by the teacher in talking?
2. Were topics covered pertinent, directly or indirectly, to the child?
3. Were proper techniques of the conference observed?
4. Did both teacher and parent feel comfortable at the conclusion of the conference?
5. If repeating conference, what would be done differently?
6. What aspects of the conference were most successful?
7. What was accomplished?³¹

IV. RECORDS

The staff realizes that self-appraisal and self-guidance are some of the important uses of cumulative records. A record which is kept year by year may be used to assist the student in recognizing important trends of his many-sided development. Records give both students and counselors a sense of growth. The records will help the teacher to recognize the student's abilities and achievements, his interests, his physical equipment, and the way he impresses teachers in many different situations.³²

The cumulative record may be used in search for talent. Through the use of these records the teacher may recognize students who are

³¹Ibid., p. 55.

³²Fred Ayer, Practical Child Accounting, (Austin, Texas: Stick Company, 1953), p. 93.

gifted in science, social relations, art, or verbal ability. These records are also used as a basis for encouraging the slow learner, as well as stimulating the gifted.

The cumulative records are much used at Cherokee Junior High School at the beginning of the school year, a custom which helps teachers to get acquainted with students quickly and alerts them to students who need special help. The counselor may also detect the early stages of a problem by studying the records periodically during the year.

School records are often used, particularly when problems arise. Both the student and the counselor may obtain clues as to conditions causing the problem. For example, if a student is failing in his academic work, the record may indicate the conditions contributing to the failure.

The staff members of the school who worked on the committee for selection of records completed an effective project. Having a good record system is actually worthless unless the facts and information can be recorded accurately. Any fact that is worth securing should be recorded.³³ The necessity for keeping records is one of the most important requirements of a sound guidance program.

At the end of each month, the teacher should record all the facts he feels necessary. Recording of facts should take place as soon as possible after the information is available. Stale information is never

³³Arthur J. Jones, Principles of Guidance, (New York: McGraw-Hill Book Company, 1951), p. 236.

too accurate and generally tends to weaken the recording system.

Remember that the data secured by teachers will be used for many years as an aid to the students.

The permanent record facts are self-explanatory, and most of the information is objective. The anecdotal record is more difficult to record. Following are a list of aids which the teacher may use in recording certain aspects of the personal-social adjustments of students.

1. During discussion periods, note a child's willingness or reluctance to volunteer, his tendencies to exaggerate or even to fictionize, his need to compete with other children in telling stories or relating events.
2. When students are engaged in "self-directed activities," the teacher can observe their attitudes toward an imposed task, their persistence or distractibility, their attitudes of dependence on other children or adults, their confidence in their own judgment in activities in which there is no set procedure, etc.
3. When children are working with others on a group activity, the teacher has opportunities to observe the degree to which the child is able to show cooperative behavior, the extent to which he dominates a group and the techniques he uses in doing so, his reactions when his suggestions to the group are rejected, and the like.
4. Observing a child's behavior in creative art activities may help the teacher to achieve greater understanding of him. Observation of children at work and their voluntary interpretations of their art productions may contribute to greater understanding of the child.³⁴

Records serve a real purpose when teachers need the information to complete a job. The availability of records is essential for effective guidance by the classroom teachers. Teachers who try to guide

³⁴George S. Adams, Measurement and Evaluation, (New York: Dryden Press, 1954), p. 179.

students without adequate records are often completely stymied in their efforts. Research has proved that guidance programs are more effective with cumulative records.³⁵

The Cherokee Junior High School records are available to all teachers. The permanent record is kept in the central office. The cumulative record folder is kept in the guidance office room. The records are under lock and key in two file cabinets. Each teacher has his own key and is asked to be responsible for the use of that key. The staff feels that the student has more confidence and is willing to give more information for the records when he knows that the records will be confidential. A check list is used on each file to determine the location and responsibility for records being used. Teachers are expected not to check out more than ten folders for not longer than twenty-four hours or a week end.

V. REFERRALS

Referrals concern the students who have problems which cannot be helped by the homeroom teacher or group guidance. The most difficult job is to recognize students who are referral cases. Each of the guidance directors has had specialized guidance training, and they have developed methods for dealing with referral cases. The counselors have more time to study referral cases than do the teachers. Parents have a tendency to share information more readily with the counselor who does not have

³⁵Traxler, Arthur E., "The Cumulative Record in the Guidance Program," School Review, 43: 51, March, 1945.

the child in class, rather than sharing information with the class room teacher.³⁶

Referral cases who cannot be treated in the school will be referred to local specialists or a state institution.

When a counselor thinks a child should be referred to other agencies, the administration may call in a county specialist or ask for aid from the state department. Once a student is classified as a referral case, the guidance counselor is in command of that individual student.

³⁶Donald Anderson, "Using Guidance Specialists Effectively," The National Education Principal, XXXIV (September, 1954), 30.

CHAPTER VI.

IN CONCLUSION

I. RECAPITULATION AND FORWARD LOOK

The Cherokee Junior High School staff had felt for a long time that they were not doing an adequate job of guidance in their school. The student body had not seemed to respond with desirable attitudes. The feeling that some students were lost in the congestion of the program was prevalent. Other factors responsible for the inadequacy of the program resulted from frequent changing of the school personnel, lack of time and money, guidance directors with too many teaching responsibilities, and inadequate records.

The staff began to discuss the possibility of improving the program. Finally, the problem was discussed at a teachers' meeting and a special committee was formed to consider the situation. The revision of the program was now under way.

Several meetings took place, and the results were soon apparent, but most of all, the determination and sincerity of the teachers' desire to do a good job was easily recognized. The need for a broad outline of the overall program was soon realized. The possibility of a handbook was mentioned, since the orientation handbook, which the staff and student council had worked out together, had proved very successful. Several handbooks were secured for observation, and plans for a handbook

for the Cherokee Junior High School were adopted.

All the ideas presented by the staff working together were not completely agreed upon at first, and numerous alterations were in order, but the accumulation of ideas grew rapidly. Some ideas were found to be impractical.

The handbook as presented here is by no means an iron-clad pact designed to limit the extent of the program in the future; rather it is designed to serve as a stepping stone to an even more extensive and effective plan for the coming years.

The handbook is an outward token of determination and sincerity on the part of the teachers, students, administrative officers, and all of those who have made it possible for the staff to have a guidance handbook in the Cherokee Junior High School. The combined effort is a result of democratic ideas and professional zeal. The staff has made it possible for each teacher to have a handbook that will be workable as it becomes another help in the completion of the guidance program.

This edition will need to be revised from time to time to meet the current needs of the future as better ideas and facilities become available. Experience and constructive follow-up studies will help teachers to build the permanent structure.

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