

THE MAKING OF A SOCIO-PSYCHOLOGICAL SURVEY  
IN ORDER TO INITIATE A PROGRAM IN GUIDANCE  
FOR THE JAMES MADISON HIGH SCHOOL

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A PROJECT

Presented to  
the Faculty of the School of Education  
The University of Southern California

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by

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*This project report, written under the direction of the candidate's adviser and approved by him, has been presented to and accepted by the faculty of the School of Education in partial fulfillment of the requirements for the degree of Master of Science in Education.*

Date August 1959

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Today's youth are living in an environment filled with complexities and tension. Urbanization, mechanization, industrialization, and communication have revolutionized our environment, and have been great assets to our culture. These rapid changes in environment have made it very difficult for the youth of today to make adjustments. They are faced with many problems related to socio-economic factors which influence their behavior, home and family life. Environmental factors, also, add to these complexities. During this period of tremendous change, these youth are searching for something beyond the horizon, and they need guidance and instruction that is challenging. They need to be able to appraise themselves in the light of what test data reveals--to know their strengths and weaknesses.

They should be permitted to grow and develop through unified experiences related to their actual needs. We must constantly recognize individual differences, and have available to the individual, or within referral range, pertinent information which he may need in order to make wise plans.

The problem of organizing and administering an educational program that will meet the needs of all students deserves our serious consideration. The teacher must gear his thinking and teaching to the fact that all children are different and adjust the curriculum to meet the varying needs, interests, abilities and skills of pupils.

A good teacher is usually able to adjust the curriculum within the classroom, and the administrators are usually in a position to adjust the school to the needs of the children.

Teachers already overburdened with heavy schedules and programs will have to render guidance services as well as instruction. Teachers, many of whom have had limited courses in guidance and counseling, will have to assume this role. They need a program of operation that is concise, realistic, and challenging; one that is directed toward broader understandings in the field of counseling and guidance.

The world will go through many changes and it appears we are rapidly changing to the "Sputnik Age." This is important because in the future the world will depend upon the struggle of the minds of men. Our object is to continue our program of trying to educate all the children of all the people. We must take the child where we find him and gear the curriculum to meet his needs.

## I. THE PROBLEM

Statement of the problem. This study of guidance in the world today as it affects the James Madison High School has the following purposes:

1. To give a general statement and analysis of the problem.
2. To give a brief historical background of the guidance movement, and the need for guidance.
3. To make a Socio-Psychological Survey of our community to determine the needs of our children and the community as a whole.
4. To analyze the data, draw conclusions, recommendations, and



suggested approaches for the solutions.

5. To initiate a program in guidance for the James Madison High School based upon these findings.
6. To provide pertinent information concerning the various techniques and methods in counseling and guidance that are applicable to these findings.

Importance of the study. Present-day education requires a far more effective, versatile, dynamic, vigorous, and human teacher than did the fact-imparting school of yesterday. Today, the complexity of the school environment has greatly increased the skills, habits, information, and ability necessary for social living. Similarly, there has been a change in our social life, with the technological developments of recent years, the introduction of baffling social problems, and the increase of international contacts and difficulties. These and other problems have placed additional responsibility on the school and have increased the necessity for more effective teachers.

The teacher of today must know a great deal more about a greater variety of subjects, and must, at the same time, be able to stimulate specialized interests and guide them into productive channels. Successful teaching is coming to depend more completely upon a working knowledge of the complex human being. The concept of a well-adjusted individual is of chief concern to the educator.

A qualified leader of youth should know the problems of the pupils under his supervision. Knowing these problems is obviously the first step in the adjustment of the student to the school and the

improvement of the school to fulfill the needs of the student. He must also consider each pupil as a unique individual and assist the individual pupil to continuously make successful adjustments in an intricate social order.

The teacher of today should also be an educational scientist. He should analyze and evaluate new teaching methods, carry on classroom experiments, and constantly seek new materials.<sup>1</sup>

In this age of great scientific and technological advancements, there is a great demand for highly trained people in all lines of endeavor. A high school education has become an absolute necessity. Studies throughout the country have shown that an alarming number of youth fail to complete a high school education. This high drop-out rate continues in spite of our many educational advantages. The rise of juvenile delinquency is reaching alarming proportions in this country. Teachers should constantly attempt to acquire new insights into the psychology of behavior and learning. Wartens states:

The easiest way for some young people to obtain guidance is for them to become juvenile delinquents, to get caught and be committed to the state youth authority. At a reception center (often called a "guidance center") for delinquent boys and girls, they will find trained counselors, who will give hours, days, and even weeks if necessary, to studying their cases and provide counseling needed for helping them to work out their problems and to plan for the future. These boys and girls find that they may spend as much time with their counselors as they wish and that the counselors are ready to help them almost any time.<sup>2</sup>

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<sup>1</sup>Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School (New York: D. Appleton-Century Company, Inc., 1939), pp. 411-14.

<sup>2</sup>Jane Wartens, Techniques of Counseling (New York: McGraw-Hill Book Company, Inc., 1954), p. 4.

There are many high schools in which well-trained counselors are working very hard to provide effective programs of student personnel services. Their goals are not achieved, because they have to do so much in the time available. Heavy case loads permit only the minimum amount of time for individual case study. Froehlich states:

When schools think about the number of hours of staff time which should be assigned to the guidance program, the work load a counselor can handle is an important factor. Usually the load is correlated in terms of number of pupils to be served. Frequently the load is stated as a ratio of pupils per full-time counselor. Thus, a commonly accepted ratio of 500:1 indicates 500 pupils are enrolled and 1 counselor is employed. . . . A ratio of 50:1 is more nearly in keeping with the real time requirements, but even this ratio is too high in terms of standards commonly set for instruction.<sup>3</sup>

Warters states:

Likewise the teacher: he does as much as he can at one time, but there are times when he must do one thing and let the other go undone. It is usually the teaching that he does and the guidance he lets go undone.<sup>4</sup>

Delimitation of the study. Guidance is a term which describes all the organized experiences of the school which aid a student in self-direction. In a broad concept, guidance and education are synonymous. The teacher in the classroom and in other informal groups, becomes the guide of the student's learning activities. During these contacts, the teacher constantly strives to guide the student to make choices in the light of all available information, attitudes, and desires. Guidance is a service of the teacher to the student; it is

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<sup>3</sup>C. P. Froehlich, Guidance in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 58.

<sup>4</sup>Warters, op. cit., p. 4.

not a process of teacher imposed choices on the student. The major purpose of this study was to gather basic and general methods and principles of action for administrators and teachers which will help them in counseling and guidance in the senior high school.

In the survey, no attempt is made to evaluate the guidance work in the James Madison High School. Nor is any attempt made to determine the effectiveness of the work of the counselors. No effort is made to compare the quality of such work in the various junior and senior high schools.

The facts gathered in this survey are solely for the purpose of making an inventory of the James Madison High School Community in order to bring about a closer relationship between the school and the community and to coordinate the program so as to meet the needs of the school and community. This information was given by the parents and other community agencies as confidential information to be used only for the purposes designated. It cannot be published in any form unless so authorized by those in authority of the survey. The entire study was made of students currently enrolled at the James Madison High School.

Method of procedure. The procedure for this study consisted of a review of available literature by authorities who have made intensive studies and investigations in the area of counseling and guidance. Validity was attempted by selecting those principles and methods which appear to be the consensus of these authorities.

In order to plan our curriculum to meet the needs of our

children and the community as a whole, the James Madison Faculty conducted a Socio-Psychological Survey of five hundred of its students, which represents about one-fourth of the total enrollment for the year 1957-58.

This survey was made through homerooms on all class levels. Each teacher was instructed to select ten students from various sections of the city represented in his homeroom. They were also instructed to select students on various levels academically, economically, etc. A workshop which consisted of three meetings was held in order to prepare teachers for making this survey. Professional files with materials needed were distributed to each teacher. A period of three months was allotted for making this survey. Home visitations were made.

While the field surveys were being made, a series of professional meetings was held at the school for the purpose of bringing in community leaders who shared with us their knowledge of various phases of our community life in the form of lectures and discussions. Some of them also served as consultants for our survey. The speakers were as follows:

- |                  |   |
|------------------|---|
| October 1, 1958  | "The School and Its Community"<br>Dr. E. W. Walker, Assistant Superintendent,<br>Dallas Independent School District   |
| October 15, 1958 | Dr. Melvin Sikes served as a consultant on<br>"Techniques of Making the Survey"   |
| October 29, 1958 | "How the Board of Education Keeps Pace with our<br>Rapidly Growing Community"<br>Dr. Don E. Matthews, Assistant Superintendent,<br>Dallas Independent School District |

- November 12, 1958 "The Influence of the Environment on the Development of a Child and How We Should Help Each Child Make Proper Adjustments"  
Dr. J. L. Patton, Jr., Principal  
Booker T. Washington Technical High School
- November 26, 1958 "The Housing Conditions of the Citizen of Dallas"  
Mr. Samuel W. Hudson, United States  
Housing Authority
- December 10, 1958 "Job Opportunities and Psychological Fitness of Applicants"  
Mr. F. E. James, District Director  
Texas Employment Commission

Each of these speakers was well prepared and did much to enlighten us on various phases of our community life.

This Socio-Psychological Survey is divided into four major divisions, each of which is summarized under four major headings in this report. These divisions are as follows:

1. A survey of the home and community life of our students as surveyed by teachers.
2. A psychological study of the mental aptitudes of our students as taken from the Cumulative Record Cards of 1,055 students-- by Mr. A. J. Williams, Assistant Principal.
3. "An Analysis of the Proposed School Health Problem"--conducted by Mrs. M. E. Walton, the school nurse.
4. "Survey of Senior Opinions"--conducted by Mrs. W. D. Rettig, the Senior Counselor.

## II. DEFINITIONS OF TERMS USED

Guidance. Guidance is that part of the educational program which provides systematic services directed toward helping each pupil

realize the maximum development of his potentialities in accordance with his needs, interests, abilities, aptitudes, and achievements. These potentialities include inter-related areas such as physical, mental, moral, social, and emotional growth and development.

Guidance specialist. The term guidance specialist will refer to the person who has been especially trained in the field and whose major responsibilities and duties are in this area.

Counseling. Counseling will refer to the personal relationships that exist between the teacher-counselor or advisor and the student.

Teacher-Counselor. The term, "teacher-counselor," in this study will refer to the classroom teacher who has been assigned some specific guidance responsibilities in addition to classroom assignment.

Counselor. The counselor is one who helps the student to explore the situation and to arrive at something definite in the way of an answer to his problem; for he knows that the decision must be made by the student, not by him, the counselor.

Special Services. Special services are usually performed by trained specialists with adequate facilities. These services supplement the work of the teacher in the classroom. Lack of specialization in certain areas with a large student body make it impossible and impractical for the classroom teacher to properly care for the extreme cases of maladjustment. "Special Services are more often

found in the larger schools."<sup>5</sup>

### III. ORGANIZATION OF THE STUDY

Chapter I presented the problem, the importance of the study, delimitations of the study, method of procedure, and definitions of terms used in the study.

Chapter II contains a brief historical background of the guidance movement, and the need for guidance.

Chapter III is devoted to a Socio-Psychological Survey of our community to determine the needs of our children and the community as a whole.

Chapter IV is an analysis of the data, conclusions, recommendations, and suggested approaches for the solution.

Chapter V is the initiation of the guidance program at the James Madison High School.

Chapter VI is to provide pertinent information concerning the various techniques and methods in counseling and guidance that are applicable to these findings.

Chapter VII contains a summary of this study.

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<sup>5</sup>Myron S. Olson and Leonard Calvert, Secondary Education, Campus Outline--A Resource Syllabus (Los Angeles: College Book Store, 1955), p. 79.



## CHAPTER II

### REVIEW OF LITERATURE

Among the educational movements in the twentieth century, guidance has taken first place, because of our rapid industrialization and the growing complexity of social processes on one hand, and the development of a new philosophy of education on the other hand--our youth have faced a world which they did not understand and were unequipped for specific vocations they found.<sup>1</sup>

The situations in which youth found itself called for action, and educators came forward with a plan of vocational guidance as a solution. Davis and Norris state:

Guidance is probably the most discussed subject in education. Hardly a professional meeting in that field is without its guidance section or division. A school system today without something called a "guidance program" is definitely anarchism. Books and articles are rolling off the press. Research on various guidance programs is being carried on in a number of our graduate schools of education.<sup>2</sup>

According to Crow and Crow:

Guidance either informal or organized has a definite place in every educational program. From childhood through adulthood, every individual needs expert assistance to meet problem situations that arise from time to time. These problems are related to specific factors such as: age level, experiential background, personal characteristics, and environmental conditions. The high school pupil encounters situations which he may not be able to meet successfully without the help of his teacher or other members of the school personnel. Hence a perspective high school teacher needs to understand the underlying philosophy

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<sup>1</sup>Philip W. L. Cox and John Carr Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1958), p. xxiii.

<sup>2</sup>Frank G. Davis and Pearle S. Norris, Guidance Handbook for Teachers (New York: McGraw-Hill Book Company, Inc., 1949), p. 322.

of the guidance concept. He also should know the kind and extent of guidance services made available to high school pupils.<sup>3</sup>

According to Mathewson, the guidance movement as a distinct movement in education had its origin only three decades ago in Boston in 1910, through the beginnings of organized vocational guidance.<sup>4</sup> At that time guidance was thought of as being primarily vocational, although it was never exclusively that.

Then came World War I and with it a vast increase in the use of standardized tests. These tests made possible quick comparisons and seemingly authentic inventories of an individual's abilities, interests, and accomplishments. They made for a mechanical type of guidance, and for a time guidance could be defined largely through the use of standardized tests.

In the twenties, two movements changed the trend. They were the Mental Hygiene Movement growing out of the National Committee for Mental Hygiene, and the Progressive Education movement, with its emphasis on the all-round development of the "whole child."

The thirties brought the General Education movement, with its concept of a better integration of educational experiences. The Health Education movement brought a needed emphasis on physical well-being and the promotion of good health.

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<sup>3</sup>Lester D. Crow and Alice Crow, High School Education (New York: The Odyssey Press, Inc., 1951), p. 399.

<sup>4</sup>Robert Henry Mathewson, Policy and Practice (Revised edition; New York: Harper and Brothers, 1955), pp. 33-41.

The early forties brought with them a rather rapid synthesis of all the preceding trends into the guidance movement as it is now known. The demands which World War I made upon education forced the expansion in specialized guidance activities.

Schools exist today to guide the growth of children. They are expected to establish and improve academic skills. They are expected to establish and expand basic understanding in such areas as history, civics, science, and arts. They are expected to guide the socialization of pupils and to contribute to their physical well-being in the development of emotional maturity.

The basic considerations which underlie organizational structure for the guidance process are summarized as follows:

1. Guidance cannot be rendered exclusively in one spot; it must be pervasive. Therefore, a systematic team process is essential, comprising the efforts of teacher, parent, counselor, specialist, and the pupil himself.
2. Since various degrees of competence will be involved according to the nature of the need for guidance, guidance activity may be conducted on several different levels of professional skill, each having its specific responsibilities.
3. Various phases or aspects of the guidance process, proceeding on different levels, will have to be coordinated for maximum value.
4. Because the individual may be confused by having too many persons working on his problems (which are all unified in his person), it is desirable to limit the number of guidance functionaries

aiding him; hence the advisability of having a key guidance unit at the center of operations composed of teacher and counselor for dealing with common needs of most children.

5. The intimate relation of guidance to instruction within the total curriculum makes it advisable that supervisors of instruction and of guidance work very closely together.<sup>5</sup>

There are many more principles, but the above items seem suggestive of a basic understanding to the appropriate forms of the guidance structure.

It is imperative that students have some person in every school to whom they may turn for help in solving their problems. This study was written for that one person, or even those several persons, in each school to whom the students easily and naturally turn for counsel. No one can present, in any simple set of principles, absolute technical competence in guidance. This can only be achieved by experience. It is hoped that this survey may assist administrators and teachers on their long, sometimes tiring, always exciting, and frequently complicated, road which leads to some degree of competence in guidance.

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<sup>5</sup>Ibid., p. 280.

## CHAPTER III

### SOCIO-PSYCHOLOGICAL SURVEY OF THE JAMES MADISON HIGH SCHOOL

The questions asked in this survey were selected in such manner as to give a fair picture of the cultural, economic and religious background of the families of the students. Many questions were asked directly about the study and health habits of the student being surveyed. As a result of these surveys each teacher should have a better understanding of the reactions of the children in various situations, and be better prepared to teach them.

#### I. OUTCOMES OF THE SURVEY

Let us keep in mind that only five hundred of the approximately two thousand students were surveyed. It was felt that this percentage, according to "Scientific Methods of Making Surveys," would give a fair picture of the group as a whole. Only the facts with brief explanations are presented here. A thorough study of this survey will be made and applied in the curriculum building project which will begin next term.

1. This survey showed that 277 (55 per cent) of the 500 students studied live with both parents; 223 (45 per cent) of the students live in homes where parents are separated by death or divorce, or one parent is a step-father or mother. Some live with guardians while others are illegitimate.
2. Many of the families have several children of school age, thereby staging a problem of supporting so many dependents. This

survey indicates that 16 (3 per cent) of the families have no children younger than 18 years of age; 77 (15 per cent) of the families have one child under 18 years of age; 122 (24 per cent) of the families have two children under 18 years of age; 86 (17 per cent) of the families have three children; 74 (15 per cent) of the families have four children; 41 (8 per cent) of the families have five children under eighteen years of age and 52 (19 per cent) of the families have six or more children under 18 years of age.

3. Of the 500 families studied, 225 (45 per cent) own their own homes; 212 families (42 per cent) do not own homes; 63 (12 per cent) did not reply. Those who are buying homes were counted with those who own them.
4. The survey disclosed that 371 (74 per cent) of the fathers hold non-professional jobs; 38 (8 per cent) hold professional jobs; 37 (7 per cent) are unemployed; 54 (11 per cent) were unaccounted for, some of which are deceased or unknown. Many of the fathers listed are employed but are not living with mothers.
5. The majority of mothers surveyed worked outside the home. Non-professional jobs are held by 328 (66 per cent) of the mothers; 24 (5 per cent) hold professional jobs; 132 (26 per cent) are unemployed; 16 (1.2 per cent) are unaccounted for.
6. The data with regard to income of the fathers and mothers, as well as the total family income figures, are presented in

Table I.

7. Ninety-nine students or 19.8 per cent of the 500 students surveyed are employed during the school year. Many more than these work during the summer months. Thirty-one students work from 11:00 p.m. until 7:00 a.m., which is practically all night. The largest number of students work between the hours of 5:00 p.m. and 8:00 p.m. The others work until midnight. Most of these students are employed as paper boys, maids, baby sitters, delivery boys, shoe shine boys, bus girls in cafeterias, porters, waiters, ticket sellers in theaters, and three boys help their fathers who are construction workers. Their salaries range from \$5.00 per week to \$25.00 per week.

8. Families receiving assistance from welfare agencies included thirty-nine or 7.8 per cent of the families surveyed.

9. Educational mediums found in the homes:

Bible	464	or	92.5%
Newspapers	302	or	64%
Radios	436	or	87%
Television	441	or	88%
Magazines	332	or	66.5%
Other books	281	or	56%

10. Leisure time activities:

Movies	359	or	72%
Hobbies	194	or	38.8%
Parks	210	or	42%
Athletic events	265	or	53%
Reading	309	or	62%
Dancing	195	or	38.8%
Others	160	or	32%

TABLE I

NUMBERS AND PERCENTAGES OF THE 500 SUBJECTS IN EACH OF NINE INCOME GROUPS,  
BY ANNUAL INCOME OF FATHERS, MOTHERS, AND TOTAL FAMILY

Income	No. of Fathers	Per Cent	No. of Mothers	Per Cent	No. of Families	Per Cent
\$ 500 - \$1000	9	2	74	15	19	3.8
\$1100 - \$1500	21	4	137	27	59	11.8
\$1600 - \$2000	34	7	60	12	59	11.8
\$2100 - \$3000	137	27	57	11	88	17.5
\$3100 - \$4000	104	21	21	4	121	24
\$4100 - \$5000	44	9	11	2	77	16
\$5100 - \$6000	13	2	1	.2	43	8.6
\$6100 - \$7000	1	.2	None		12	2.4
\$7100 - Over	3	.6	1	.2	10	2
Not Reported	134	26.8			12	2.4



## 11. Church affiliations:

Four hundred eighty-eight (98 per cent) of the five hundred students surveyed belong to church. Twelve students (2.4 per cent) did not belong to church.

## 12. Grade levels reached by fathers:

Elementary schools	244	or	48.8%
High Schools	208	or	41.5%
Colleges	17	or	3.4%
Unaccounted for	31	or	6.2%

## 13. Grade levels reached by mothers:

Elementary schools	188	or	37.5%
High Schools	281	or	56%
Colleges	31	or	6.2%

## 14. Reasons listed for absenteeism:

Lack of finances	27	or	5.4%
Employment	14	or	2.8%
Truancy	18	or	3.5%
Illness	393	or	78.5%
Bad conduct	8	or	1.6%
Dislike for school	8	or	1.6%
Other reasons	69	or	13.8%

## 15. Civic organizations in which parents participate:

Church clubs	210	or	42%
P.T.A. and Dads' Club	93	or	18.6%
Social clubs	38	or	7.6%
Political organizations	18	or	3.6%
Lodges	55	or	12%
Others	30	or	6%

## 16. Parents' visitations to schools:

Attend school programs	267	or	53.4%
Check on children's progress	190	or	38%
School organizations	89	or	17.8%
On special request from principals or teachers for business purposes	81	or	16%

## 17. Do parents check closely on assignments and grades given children?

Yes	440	or	84%
No	62	or	12.4%

## 18. Parents who provide children with lunch or lunch money:

Yes	418	or	84%
No	55	or	11%

## 19. Parents' attitudes toward benefits being received by children from James Madison High School:

Excellent	258	or	51.6%
Fair	239	or	48%
Unfavorable	3	or	.6%

## 20. Retirement hours for children:

8:00 - 9:00 p.m.	115	or	23%
10:00 - 11:00 p.m.	358	or	71.7%
12:00 - after	27	or	5.4%

## 21. Number of children who eat breakfast:

Eat daily	315	or	63%
Eat sometimes	97	or	18.8%
Never eat	88	or	17.6%

## 22. Parents who check on tardy children:

Yes	444	or	89%
No	46	or	9.2%

General observations.

## 1. Structure of homes:

Very poor	45	or	9%
Fair	133	or	26.6%
Good	288	or	45.6%
Exceptionally good	82	or	16.4%
No report	12	or	2.4%

## 2. Modern conveniences:

Yes	458	or	91.7%
No	39	or	7.8%
No report	13	or	2.6%

## 3. Cleanliness:

Yes	448	or	89%
No	50	or	10%
No report	2	or	.4%

## 4. Parents' Cooperation:

Favorable	481	or	96%
Unfavorable	19	or	3.8%

## II. A LIMITED PSYCHOLOGICAL STUDY OF STUDENTS

The psychological phase of this study was an attempt to get a picture of the mental ability of the children based on psychological tests as recorded on Cumulative Record Cards. The study involved 1,055 children. There was no predetermined method for selection of cards. Only Cumulative Record cards that showed at least one test, I.Q., score were used.

In cases where two or more scores were given the arithmetical average was given. In some cases this method of arriving at the individual I. Q. had a tendency to lower considerably both the individual score and also it increased the number and percentages in lower classifications. This method seems particularly disastrous when averaging scores in certain sections of the school community.

The West Dallas, George Washington Carver, children were typical of this situation. In a study of the Cumulative Records of approximately 185 eighth-graders who entered Madison from Carver, September, 1957, some revealing facts were noted. In a large number of cases, the scores made by these students showed progressive decline. Many scores have changed from as much as ten to forty

points over a four or five year period. It is interesting to note that most children whose score seems to show the greatest drop in points were formerly from other sections of the city. These are children who have attended other elementary schools in Dallas and have moved to West Dallas in the last four to six years.

No attempt has been made to evaluate this phase of the report other than to observe there seem to be a very few studies on the adverse effect of a bad environment on I. Q. None of these studies sheds light on the findings here. These studies, like the ones on the effect of a good environment on the I. Q., show that the I. Q. may be altered from five to ten points over an indefinite period of time.

The scores on the information table are given with the limitations indicated above. Although the investigators were mindful of the economic, social and cultural factors involved in the total report, there was no attempt to make allowances. Scores were copied and averaged directly from the records. A superficial look at the sociological information sheets shows a high positive correlation between the higher I. Q. scores and the upper level economic positions enjoyed by the parents.

The meaning given to I. Q. scores has been culled from a number of different authors and may or may not reflect the opinion of any particular school of thought. The classification is as follows: Idiot--generally classified as those persons having I. Q.'s of 0 to 20 or 25 on psychometric tests.

Imbecile--represents the next level in the intelligence scale. In

terms of I. Q. the imbecile rates between 20 to 25 and 40 to 50 on intelligence tests. The criteria upon which an individual is classified as an imbecile include whether he is uneducable in social and occupational areas.

Moron--used by Goddard to denote the child of low intelligence who is above the imbecile level, who has some degree of educability in terms of reading, writing, and arithmetic, considerable trainability in habits, and some degree of educability in the area of social and occupational competence. As measured by conventional intelligence test, roughly between 50 and 70.

Borderline Child--difficult to classify either as moronic or normal. According to Terman's early classification, such children have I. Q.'s between 70 and 80 or 85.

Dull-Normal Child--describes the child at the lower end of the normal scale, say 85 to 95. Such children are capable of competing with the majority of children in most activities except the strictly academic subjects of the school.

Normal--describes the child with an I. Q. of the range of 90 to 110.

Above normal--110 to 130.

Genius--above 135.

Feeble-minded or mentally deficient--denotes a child who is a custodial case and cannot be educated to be socially competent or occupationally adequate in the community.

Mentally handicapped--indicates the child who is diagnosed as having low intelligence, who is unable to profit sufficiently from the curriculum of the public schools, but who can be educated to become

socially adequate and occupationally competent, provided special educational facilities are furnished.

Slow learner--applied to all grades of children of low intelligence.

It is a kinder word than "mental deficient." Requires some adaptation of instruction in the regular grade.

Table II shows the data disclosed by the Study, based on Cumulative Record Cards of 1,055 students, or sixty per cent of the student body (565 boys and 490 girls).

Many of the Cumulative Record Cards show several test scores. The chart therefore reflects an average of these test scores.

The percentage of retardation is much greater with boys than with girls. (Boys' absenteeism is three or four times as great as that of girls.) The study disclosed that 77.4 per cent of students test below 90, 20.8 per cent are in the so-called normal bracket of 90-110, and 1.8 per cent are in the above normal bracket of 110-130. None average over 130 (at least two students reached a score of 135 in at least one test and showed less proficiency in subsequent tests).

If Terman's lower limit of 140 I.Q. or Hollingsworth's 130 I.Q. is used, there was no genius or any student in the "gifted children's" area among the 1,055 students studied. On the other hand, Hollingsworth, Baker and others do permit us to call "gifted" the "top 1 per cent of those among us." Using Morris and Davidson's 125 I.Q. or Goddard's 120 I.Q. as the lower limit for gifted, we have better than 1 per cent of the students studied in this category.

Although we have deliberately shied away from the implications of this study, we cannot help but see and reflect on the opportunities

TABLE II  
NUMBERS AND PERCENTAGES OF SUBJECTS AT EACH I.Q. LEVEL

I.Q. Scores	Number			Per Cent		
	Boys	Girls	Total	Boys	Girls	Total
40-49	12	5	17	2.2	1.0	1.6
50-59	31	16	47	5.6	3.4	4.5
60-69	70	49	119	12.5	10.0	11.3
70-79	188	118	306	33.5	24.0	28.7
80-89	148	178	326	26.3	36.3	31.3
90-99	83	82	165	14.8	16.7	15.7
100-109	27	30	57	4.0	6.1	5.1
110-119	6	8	14	1.1	1.7	1.4
120-129	0	4	4	0	.8	.4
130	0	0	0	0	0	0
Total	565	490	1055	100	100	100

it seems to suggest for resourceful educational leadership.

The computed mean for this study is 72.2, the lower limit of the borderline group, while the median is 83.15, the lower limit of the dull-normal. Approximately 54 per cent of the total student body is on or above the dull-normal level. Twenty-two and six-tenths per cent of these are rated normal and above. No averaged I. Q. score was above 130. Although two students had an earlier score of 135 and 132 respectively, subsequent tests showed regression toward a lower level.

It is interesting to note that on every level below dull-normal, the percentage of boys averaged approximately one-third higher than that of girls. Also the record shows that for every level above dull-normal, the percentage of boys averaged one-third lower than that of the girls.

An attempt was made to determine if there was any correlation between the high I. Q. rating of the students and the teachers' judgment of the student's ability. In answer to the request, "Name the 'brightest' pupil who attends your major work classes," only two of the twenty students in the upper two per cent of the group studied were listed in the forty names submitted by teachers. However, it may be pointed out that the overwhelming majority of children in the high academic aptitude group comes from the top 22.6 per cent of the student body. This group was selected primarily on the basis of academic grades, not from results of psychological tests.



### III. SURVEY OF SENIOR OPINIONS AND ATTITUDES

In order to check the benefits being derived from the James Madison High School curriculum and to make proper adjustments, if necessary, the Steering Committee of the Community Survey asked all seniors to answer the following questions. One hundred and thirty seniors took part in this survey. The results have been tabulated and have been included in this questionnaire.

1. Do you feel that the subjects which you have taken at James Madison have prepared you to become a better citizen in your community?

52 per cent--"Yes"  
 2 per cent--"No"  
 30 per cent--"To some extent"  
 16 per cent--Did not answer at all

2. Were you able to take those courses that are needed in preparing for your future career?

47 per cent--"Yes"  
 20 per cent--"No"  
 5.4 per cent--"Some"  
 27.6 per cent--Did not answer at all

3. What courses or experiences at James Madison have proved to be of least benefit to you?

13 per cent --English  
 8.5 per cent--History  
 8.5 per cent--Foreign Languages  
 6.1 per cent--Geometry  
 6.1 per cent--Chemistry  
 5.4 per cent--Algebra  
 5.4 per cent--Wood Shop  
 4.6 per cent--Biology  
 3.1 per cent--Home and Family Living  
 2.3 per cent--Home Making  
 2.3 per cent--Social Science

1.5 per cent--Mechanical Drawing  
.8 per cent--Chorus  
.8 per cent--R.O.T.C.  
.8 per cent--Physics  
.8 per cent--Art  
.8 per cent--Typing  
.8 per cent--Civics  
27.6 per cent--Did not answer at all

4. If you were to go through High School again, what changes in the educational program would you recommend?

That students be allowed to double in the advanced courses in the field of their major interest.

That homeroom teachers would give more time and preparation for the counseling of students concerning their vocations.

That club activities be held on school time to give those students who ride the busses an opportunity to participate more effectively.

That the beginning courses in all subjects be taught by teachers who are willing and patient enough to explain thoroughly new subject matter.

That advanced courses in Mechanical Drawing and Foreign Languages be offered.

That classes be small enough for a teacher to have more time to give individual attention to students.

That the separation of boys and girls in the study hall be discontinued.

That French, Bookkeeping, Business Mathematics, Negro History, Metal Shop and Photography be included in the curriculum.

That a class pertaining to proper social behavior be compulsory for boys and girls in order that the James Madison students should be recognized as outstanding examples of young manhood and young womanhood.

That there should be less stress on extra-curricular activities and more emphasis placed on studying.

That more opportunity be given students for self-expression in the classroom.

That written English be stressed.

That classroom teachers provide more time for personal conferences other than the class periods.

That field trips be planned to augment instruction in various courses.

That more terminal courses be included for those students unable to attend college.

That students be given more opportunity to participate in assemblies.

That some type of student forum be organized where controversial topics might be discussed.

5. Did you take part in a school club or any extra-curricular activity?

74 per cent--"Yes"

6 per cent--"No"

20 per cent--Did not answer

6. List some of the unfavorable conditions that exist in the community in which you live which you would like to see improved.

Unpaved streets and sidewalks  
 Unlighted or inadequately lighted streets  
 Inadequate garbage disposal system  
 Inadequate and insufficient park facilities with poorly planned recreational programs  
 Neighborhood theaters needed  
 Drainage needs improving  
 More police protection needed  
 Outside toilets  
 Too many unkempt little businesses  
 Beer taverns  
 Broken down, unpainted rent houses  
 Carelessness in keeping trash cans covered and clean  
 Drunk adults, men and women loud and boisterous on streets  
 Unkempt and unclean yards  
 The lack of teen-age supervised recreational centers  
 No curfew hours for boys and girls

7. Do you feel that the administration and teachers are well enough

informed about the conditions of the community and the needs of the people sufficiently to advise and counsel the students?

31 per cent--"Yes"  
 37 per cent--"No"  
 10 per cent--"Some"  
 22 per cent--Did not answer

8. Since so many boys and girls marry while in high school or soon afterwards, do you think courses in home and family living for both sexes would better prepare them for married life and perhaps reduce divorce rates?

49 per cent--"Yes"  
 2.3 per cent--"No"  
 48.7 per cent--Did not answer

9. Do you think these courses should be required of all students?

38 per cent--"Yes"  
 17 per cent--"No"  
 61 per cent--Did not answer

Of the remarks made by these students the following probably summarize all other ideas:

Truant officers are needed to see that negligent parents get their children in school.

More teachers are needed who are qualified to teach the courses assigned to them.

Courses in Homemaking should be required of all girls.

There should be enough books so that each student could have one.

The courses in home and family living should be required instead of study hall.

All boys should be required to take R.O.T.C.

Juvenile delinquency would be reduced if the school and home worked together more closely.

The principal should counsel with the younger teachers and help them learn how to deal with the pupils.

#### IV. SOME HEALTH PROBLEMS OF STUDENTS

Statement of Problem. This investigation purposes to ascertain the health problems of the students at the James Madison High School, Dallas, Texas. Furthermore, it purposes to develop, on the basis of these findings, a program that might be utilized to meet the indicated needs and interests of the students.

##### Definitions.

Needs--are the demands, both internal and external, made upon an individual as he seeks to adjust to his environment.<sup>1</sup>

Interests--are an awakening to a need.<sup>2</sup>

Health--is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.<sup>3</sup>

Health Education--is the process of providing learning experiences for the purposes of influencing knowledge, attitudes and conduct relating to individual and group health.<sup>4</sup>

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<sup>1</sup>Edward B. John, Wilfred C. Sutton, and Lloyd E. Webster, Health for Effective Living, (New York: McGraw-Hill Book Company).

<sup>2</sup>Ibid.

<sup>3</sup>Yearbook of the United Nations, 1946-47, (Lake Success, New York: Department of Public Information, United Nations, 1947), p. 793.

<sup>4</sup>Report of the Committee on Terminology in School Health Education on Recreation, (XXII, September, 1951), p. 14.

Program--is a plan of future procedures.<sup>5</sup>

Family--is a body of persons who live in one house and under one head; a household.<sup>6</sup>

Delimitations. This investigation is delimited to boys and girls in the 8th through the 12th grades at the James Madison High School. Also the development of school and community activities to meet the needs and interests of these students.

Hypothesis. A determination of the family health needs and interests in Health Education of the students in James Madison High School, Dallas, Texas, will serve as a basis for the development of an improved Health Education Program.

Assumptions. The students of the James Madison High School do have needs and interests in Health Education.

A review of the James Madison High School program could be of assistance in meeting needs of these students. Health Education, knowledge, attitudes and practices will carry over into adult life and will serve as a basis for cooperative action by school and community agencies.

Needs and significance of study. The White House Conference on Child Health and Protection stated that the four functions of a School Health program are to help teach children the fundamentals of

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<sup>5</sup>Webster's Collegiate Dictionary (4th Edition, 1935).

<sup>6</sup>Ibid.

healthful living; to protect one child from acquiring disease from another; to provide data concerning the status of each child so that the school program may be adapted to the individual needs; and to advise parents and guardians of children concerning defects which should receive the attention of the family physician. To comply with this ruling, the James Madison High School extends its investigation beyond the realms of the school into the home and community. The three cannot successfully be divided to meet the needs and interests of the child.

The James Madison High School accommodates students from ten feeder schools within the Dallas Independent School District. The 1957-58 enrollment was 2,193 (1,043 boys and 1,150 girls). Students employed the following modes of transportation to and from school: (1) private automobile, (2) public vehicles, and (3) ambulatory. They arrive on the school campus as early as 7:00 a.m. and leave as late as 5:00 p.m. The average daily attendance for 1957-58 was 1,570. Reasons stated for withdrawal, drop-out and absenteeism are classified under the following headings in order of importance to this study.

- Advice from Central Office
- Economic
- Moved
- Health
- Social
- Marriage

Each feeder school presents to James Madison High School one or more specific health problems. The student's appreciation for healthful school, home and community living is greatly handicapped by cultural patterns of life.

Four feeder school areas offer city facilities, parks and families interested in home, school and community improvement.

Two feeder school areas offer a combination of home ownership and city housing projects with slum-like dwellings.

Two areas are in transition with huge boarding houses that are 45 and 50 years old. These houses are homes for large families of children providing for slum-like living conditions.

One feeder school area offers a complete industrial area, and houses are being permitted to depreciate rapidly. City facilities are few in this area which is less than twenty-five blocks from the city hub.

One area offers a rural setting--no city water facilities, paved streets, or well-constructed homes. The school, likewise, is caught in this unhealthy environment which is neither rural nor urban.

From these feeder schools three major health problems are presented: (1) Drop-out and absentees, (2) accidents, and (3) Social cases.

For 1957-58, 278 girls were dropped. Sixty-eight were known pregnancies or six per cent of the total girl enrollment. There were three cases of incurable diseases as diagnosed by a physician, blindness, as a result of congenital syphilis, leukemia and a cardiac involvement. One death case, complications resulting from an illegal operation. Forty-eight unclassified cases.

For 1957-58, the accident case load totaled 838 cases, classified as follows:



Major - 33

Minor - 805

Type of injuries:	Fractures	Bruises
	Punctured wounds	Burns
	Dislocations	Infections
	Concussion	Death
	Sprains	

Accident causes:	Falls	Cutting Objects
	Fire or Hot Liquids	Firearms
	Foreign Objects	Insect bites
	Falling Objects	Others

Social Diseases: Venereal disease referrals were made for the year 1957-58 with the highest incidence among the girls. Again, these referrals were made from areas where the family health interest and needs are greater. These were as follows by grade and sex:

<u>Grade</u>	<u>Girls</u>	<u>Boys</u>
8th	14	2
9th	27	8
10th	33	21
11th	28	11
12th	4	9

The above three major problems were the result of screening of students and referrals from parents, teachers and individual students. There were 1,982 students referred to the clinic for nurse supervision; 381 students were sent home for contagion or illness; 702 students were tested for vision defects (115 were found defective); 1,351 students were screened for dental defects (572 were referred); 1,351 students were screened for nose and throat ailments (123 were referred for treatment); 2,229 students were weighed and measured (1,005 were either overweight or underweight); 36 were remeasured for extreme conditions; 2 diabetes cases were noted; 6 cardiac cases were listed; 6 convulsive states were listed;

2 rheumatic fever cases were noted; 3 orthopedic cases discovered; 8 emotional cases listed; 2 skin conditions noted; 488 were revaccinated for smallpox; 1,936 were vaccinated for polio; 89 students required program adjustments for physical conditions, and 1,359 parent conferences were held.

The results of this investigation have revealed the need for new standards to meet the needs and interests of students at the James Madison High School. These needs are not necessarily physical, but are the needs and interests of students making adjustments to the American way of life.

## CHAPTER IV

### ANALYSIS AND EVALUATION

#### I. ANALYSIS OF DATA

by  
C. F. Toles, Ph. D.  
Principal, Joseph J. Rhoads Elementary School  
Dallas, Texas

1. The number of students who live with both parents is very low. This condition contributes to delinquency. Studies of delinquent children show that 32.3 per cent come from broken homes (White House Conference Report, 1934). The father is twice as likely to be missing as the mother. Emotional attitudes and personal relationships in the home are of as great significance in delinquency as broken homes (Shaw and McKay, 1931).
2. The average number of children of school age is too large for security in an urban environment.
3. The percentage of home owners is relatively high. This seems to point toward stability but can indicate scarcity of good rental property in desirable neighborhoods.
4. The area of occupations seems to be one of grave importance. Seventy-four per cent of the fathers hold non-professional jobs. The amount of education which a child receives is directly related to his father's occupation. Professional workers earn more money than non-professional workers. More

money gives more security. A feeling of security is conducive to conformity and respect for law and mores. Security is related to performance on achievement and intelligence tests as well as to scholastic record made in school.

Two and eight-tenths per cent of fathers earn more than \$5,000.00 per year. Thirty-two and eight-tenths per cent earn more than \$3,000.00. This means that seventy per cent earn less than \$3,000.00 per year. Since twenty-six and eight-tenths per cent of fathers did not report an annual salary, it is safe to assume they had no definite income. If they had definite income it is probably less than \$3,000.00.

5. Sixty-six per cent of working mothers hold non-professional jobs; twenty-six per cent of the mothers are unemployed. In urban life it is generally necessary for the mother to work. Only those mothers in the upper middle class can afford not to work. Those mothers who earn more than \$3,000.00 may be assumed to be school teachers mainly. Significantly, school teachers have few children.
6. Family income is an index of status characteristic. The source of the income is of crucial importance in determining social class status. Some occupations have higher prestige value than others. On the basis of this fact, the preponderant majority of children in this survey would fall in the lower middle, upper lower, and lower lower classes.

7. The fact that nineteen and eight-tenths per cent of the students surveyed work is a reinforcement of the American Way. If these children were forced to stay out of school because of employment, this item would have relevance to the study.
8. Educational media found in the home help to classify it.  
"Excellent," "very good," and "average" houses would have more media designed to enlighten and educate. "House type" is an index of status characteristic.
9. Nine and eight-tenths per cent is a small number to receive assistance from welfare agencies. Some others would probably qualify under different circumstances.
10. So-called leisure time activities overlap to such an extent that an attempt at analysis is inadvisable. There is always the danger of the inaccurate response to the question asked.
11. Church membership among certain American groups is traditional and enjoys the status of a developmental task. Hence it cannot be used to indicate status or aptitude. There are indications that church membership is not the result of critical or objective thinking and evaluation.
12. The grade level reached by parents is an index of status characteristic. There is a positive correlation between scores of students on intelligence tests and amount of education of parents.
13. Same as above.
14. Absenteeism is related to socio-economic and socio-cultural

conditions. Only three and two-tenths per cent of absenteeism is due to dislike for school and bad conduct. This is below the average as determined by studies in this area. The flu epidemic at the time of the survey makes the findings unreliable.

15. The small percentage of parents who participate in the P.T.A. and/or Dads' Club indicates a certain amount of indifference on their part. Church clubs would be expected to attract the largest number of parents in a culture like the one in which this study was made.
16. The number of parents who attend school programs contradicts findings involving P.T.A. and Dads' Club.
17. The crucial question here is how many parents confer with teachers regarding the grades which their children receive. It is difficult to determine the reliability of answers since the educational background of parents as revealed in items 12 and 13 would not give them competency to "check" closely on assignments in high school subjects.
18. The lunch problem does not exist at Madison.
19. Attitudinal questions cannot be relied upon to reveal true feelings about an institution such as the public school in America. Suffice it to say that Madison enjoys a favorable position in the minds of its patrons.
20. The retirement hours of Madison students do not differ from those of average high school students.

21. Sixty-three per cent represents too small a number of students who eat breakfast daily. This too is related to socio-economic status of family.
22. If the answers to this item are true, tardiness is not a real problem at Madison.

General observations.

The majority of Madison students live in good houses. There is an abundance of modern conveniences in the homes. "Cleanliness" is based too much on value judgment to be assessed.

An unusually large number of parents cooperated.

## II. SUMMARY, RECOMMENDATIONS, AND APPROACHES

After studying the facts revealed by the Socio-Psychological Survey of the James Madison High School Community, together with the analysis given by Dr. C. F. Toles, the James Madison High School Administrators and Faculty carefully compiled a list of suggested approaches as probable solutions for the problems facing us. Realizing that the school cannot work adequately alone, there are listed some suggestions which appear desirable for related institutions to consider in planning their program so that together all can work toward a common goal, that of basically promoting the general welfare by producing better citizens.

It must be realized that one institution cannot dictate a totally concrete method of solving community problems because of the other institutions that are involved in the development of the

community, but the school is closer to the children and families and plays a greater role in molding their lives; therefore, it should certainly take a leading role in surveying and presenting these findings.

Because of the professional and patriotic sense of responsibility and interest of the investigators, the following suggested approaches to meet the needs of the students and community-at-large are submitted. Through curriculum planning and development, professional In-Service training as directed by the Board of Education of the Dallas Independent School District and through organized community action, we hope to implement the suggestions and approaches.

After carefully studying the survey of the James Madison High School Community, the Steering Committee of the Socio-Psychological Survey hereby offers the following suggestions to the Guidance and Counseling Committee, who will be in charge of the Third Year Professional Study next term.

As a Professional Staff, we reaffirm our faith in the principles of American Public School Education and hereby rededicate our lives to the activities which are necessary for the realization of these ideals.

1. There is a need for more thorough planning for classroom activities on the part of all teachers.
2. We should seek to be more effective in our professional presentations in the classroom; this will be in keeping with the general philosophy of the Dallas Public School System.
3. There should be developed a closer relationship between parents



and the school through organizations such as the P.T.A. and Dads' Club, and school activities in general.

4. Occupational Guidance should be stressed in curriculum planning, so that students may decide upon their future careers early and select subjects accordingly. They should have an opportunity to learn about a larger variety of occupations.
5. Since it is believed that broken homes promote Juvenile Delinquency, schools should emphasize courses that prepare students for home and family living. Upper classmen should be required to take these courses.
6. Special provisions should be made for Sex Education in High Schools. If some parents are members of religious sects that object to such courses, then allow them to have their children excluded.
7. Remedial courses in reading and arithmetic should be taught in schools by special trained teachers.
8. Some of the courses recommended by students on the Senior Opinion Survey should be included in the curriculum.
9. The special request made by students for social behavior training should be given consideration.
10. Greater emphasis should be placed on studying and scholarship.
11. Correct written and spoken English should be stressed in all classes.
12. Community resources should be used to a greater extent by classroom teachers.

13. Since it is necessary for most wives to work, each girl should prepare for some type of profession as well as matrimony.
14. Greater emphasis should be placed on good health practices.
15. Special plans will be outlined for teaching students how to take tests. Dr. Allison Davis of Chicago stated in a Conference to teachers and counselors that a scholastic intelligence test score is not an adequate measure of ability or potential and has limited usefulness in predicting further achievement. Dr. C. F. Toles made a similar statement when he stated that one's cultural environment plays a great part in determining one's ability to pass such tests. If these statements are true, then test scores should indicate what one should be taught instead of what one can or cannot do. Test scores change anyway as one's experiences and training increase.
16. The fact that thirteen per cent of the seniors surveyed expressed a dislike for English is appalling. A thorough study of this problem should be made.
17. Special attention should be given the recommendations and remarks listed by seniors on the Senior Opinionaire Sheets.

A challenge to parents. Of all the institutions that help mold the lives of children, the home is the most important one. The home life of children is reflected in their actions throughout their lives. This being true, the James Madison High School Faculty hereby recommends the following suggestions to parents. These suggestions will help the home and school to work together more harmoniously in an

effort to meet the needs of the children.

1. There are far too many broken homes. Parents should endeavor to make the home life of their children more stable and secure by staying together and working together.
2. There is a need for better discipline. Parents should not wait until children are too old to start disciplining them properly.
3. There is a need for family planning--planned parenthood. Too many families with small incomes have large families.
4. There is a need for more adult education. Adult education would enable many parents to understand and rear their children more successfully. Adult education would also increase family incomes, raising their job standards.
5. Parents should participate with their children in more leisure time activities.
6. Parents should take a greater interest in improving the attendance record of their children at school. Far too many children are absent on account of truancy, lack of finances, and parental carelessness.
7. Parents should take a greater interest in the general activities of the school and should check on their children's progress more often.
8. Many parents should develop a more cooperative attitude toward teachers in their effort to discipline and teach their children.
9. Parents should check their children's assignments and report cards

more often and thoroughly.

10. The health practices of our children should be observed more closely. Too many skip meals and fail to eat well-balanced diets; there are others who fail to check closely on their personal hygiene. Many students are in need of dental care, eye glasses, etc.
11. Far too many children are tardy to school.
12. Parents should take a greater interest in the social and sexual lives of their children. There are far too many cases of sex crimes and illegitimate children.
13. Greater emphasis should be placed upon making preparation financially for the education of our children.
14. A larger number of parents should put forth special efforts to clean up and beautify their homes and surroundings.

A challenge to the community leaders of Dallas. The cooperation of the educators, ministers, social workers, and civic leaders of Dallas is requested to rededicate themselves to the improvement of the community by presenting and contributing to the fullest extent of their abilities. As professional people and community leaders, all should adhere more rigidly to accepted ethical citizenship codes.

A challenge to the City of Dallas. The City of Dallas, like other metropolitan centers, is a continually growing center. In the meantime, with its growth, there is developing more serious problems which will have to be effectively handled if the citizens are to

enjoy the social freedom that community life should offer. Realizing that the city at large is faced with blighted behavior areas, recommendations are made for the following.

1. More professional workers are needed in Juvenile centers.
2. It should be realized and called to the attention of the general public that public schools have not been established for everybody, but for those children who are qualified for admittance. There is a need for special schools for retarded children.
3. A more adequate number of people should be placed in schools to help do clerical work and check on and follow up children with poor attendance.
4. Free family clinics should be made available to all. Couples seeking divorce should be referred to one of these clinics in an effort to solve their problems before the divorce is granted.
5. More emphasis should be placed on preventing children from becoming delinquents.
6. Officers (if enough are available) or a special group of citizens known as officer-aids are needed to patrol school campuses and halls in order to keep outsiders off and to prevent disturbances that usually occur in these vicinities.
7. Curfew laws are needed in order to curb juvenile delinquency.
8. More rigidly enforced supervision by police officers of recreation centers and other places of amusement.

9. Clean up of areas within the city limits that serve as hideouts, such as cemeteries, etc.
10. More effective penalties for juvenile law-breakers.
11. Churches, civic clubs, garden clubs, P.T.A.'s, Dads' Clubs, etc., take active parts in promoting a project of improving the general condition of Negro communities.
12. More rigid laws should be enforced upon business places that promote juvenile delinquency.
13. Adult education should be stressed in the community by the community leaders, educational agencies and other institutions.

Suggested legislative approaches. Effective legislation has always been a part of the social, economic and political evolution of a city. In keeping with these trends it is necessary that the citizens should reflect their interest by insisting on the city council, the state legislators, and representatives in Congress introducing, advocating, and voting for bills that will become laws, that are necessary to establish the means of determining what should be done. Of course, it is to be understood that once these laws are established, for them to be broken carries with it a penalty. The James Madison High School Faculty hereby submits the following suggestions.

1. Children who do not live within walking distance of school should be given free transportation. The same law that is granted in rural areas should be applied in urban areas.
2. Parents should be more effectively challenged to realize their responsibilities through public ordinances. If these are not

heeded, then the child should be taken and the parents punished.

3. Compulsory school laws should be enforced.
4. There is a need for the establishment of adequately staffed training schools for delinquents.

Public health and school health programs. Statistics as revealed by the United States Public Health Service show that it is very necessary that a more adequate health program should be developed in the community and that all facilities that have to do with health should be adequately staffed with professional personnel and competent clerical help.

The press and public relations. The American Public evidently is unaware of the broad influence of the press, television, radios, and movies in determining the status of public affairs and the general welfare of all people.

These mediums can play a great part in helping curb juvenile delinquency. Greater emphasis should be placed on achievements of today's youth than on publicizing crimes. Newspapers must print news, but why not make the largest headlines about events that indicate progress and minimize the size and contents of those about crime. Too long have we feasted on vice and crime. We even cherish the sensational episodes that are involved in such acts. Many of the youth of today have been inspired to be notorious gangsters and racketeers.

Wake up, America. Just as our bodies are products of the kind of food that we eat, so are our minds and actions products of the

things that we see, hear and read.

Many people commit crimes in order to get publicity and recognition from their associates. This is especially true of people who cannot achieve enough to gain publicity otherwise.

It is unfair to our children to place more emphasis upon juvenile delinquency than upon adult delinquency. People have a tendency to act like they are accused of acting.

The world at large approach. The James Madison High School and the residential areas which are a part of Greater Dallas, downtown Dallas, Dallas County and Texas are also a part of the world at large. Therefore, in keeping with the fast development of science and industry, the narrowing of space, and the necessity of inter-cultural communication, children should be impressed with the idea that we are living in one world.

The children of today are the leaders of tomorrow; therefore, they should be properly trained from childhood up.

Since the world is one big family, basic needs that are applicable to families are found among nations throughout the world.

Too long has greed, disrespect for the feelings and rights of others, and selfishness in general been transmitted from generation to generation.

We cannot dictate to other countries with various forms of governments, but if we practice what we preach and develop high standards among ourselves, we are destined to win out regardless of the blows and handicaps enforced upon us by others. As we excel, others



will follow after us! Other nations watch what we do more than what we say.

Let's place greater investments in youth. As Americans, we feel that we have not adequately appraised our values. We have placed a greater emphasis upon the material development of our communities than upon investing in the future manpower of our nation.

It is evident that we have not taken the time to think how much more profitable our tax money would be if a larger portion of that which we use to punish juvenile law-breakers was used to educate poor children with special abilities. Every child who has the ability to specialize in certain trades or to attend college should be given the opportunity even if in the form of loans from our government or business firms. An educated nation is a strong nation. We firmly resolve that more money should be spent for preventing juveniles from becoming delinquent.

## CHAPTER V

### INITIATION OF THE GUIDANCE PROGRAM FOR THE JAMES MADISON HIGH SCHOOL

#### I. ORGANIZATIONAL PATTERN

The organizational pattern for the James Madison High School focuses attention upon the Guidance Committee which may be used at both elementary and secondary levels. In most instances, the following functions are considered as appropriate to the Guidance Committee:

1. It studies the needs, purposes, and procedures essential to the development of guidance services and sets necessary guidance policies.
2. It keeps administrators and staff members informed of its activities and policy decisions, frequently drawing out their reactions to policies and practices.
3. It coordinates and evaluates all guidance activities and services in the school.
4. It plans any in-service professional development activities in guidance services for staff members and administrators.

In order to function properly, the pattern requires the presence of several conditions and factors in the school setting.

First, the principal delegates guidance policy making to a committee and actively supports the resulting policies. Typically, in this situation the principal desires that staff members participate in determining educational policies and believes that his staff

members are able to determine what is best for the total education program. If the principal serves on the Guidance Committee, he may delegate the policy-making authority without fear that guidance policies may become inconsistent with administrative policies.

The principal who believes in staff participation as long as such policies agree with his own ideas usually negates the value of staff participation. This is a quick and effective manner of destroying the committee's morale and usefulness. In order to use the pattern, the principal must be willing to accept committee proposals whether they agree or disagree with his own opinions. Active leadership and demonstrated approval of guidance services by the school administrator, coupled with the delegation of guidance policy-making functions, can energize the most apathetic Guidance Committee.

Second, the fact that the Guidance Committee is responsible for cooperative policy-making permits the counselor to remain a staff member. He is neither in a position of attempting to set policies without authority nor hampered by the lack of policy-making leadership. He serves as consultant to the Guidance Committee. For example, with respect to cumulative records, policies must be made regarding the type of record to be used, the location of the records, and the delegation of responsibility for keeping the records up to date. Under this type of organizational plan, the Guidance Committee is delegated the authority to make decisions on such matters. As a consultant, the counselor may provide the committee with several record forms from which to select an appropriate one for the school.

He should also provide technical assistance in the selection of the record form. As a staff member, the counselor does not decide that all teachers should contribute pupil data for the records; this is the committee's function. The counselor is relieved of the onerous task of persuading teachers that they should make periodic entries on pupils' records. The Guidance Committee, composed largely of teachers, is in a better position to demonstrate to teachers the functional value of records which contain adequate information about pupils for guidance and instructional purposes.

In order to maintain a staff relationship with other committee members, the counselor should avoid the chairmanship of the Guidance Committee. This suggestion may seem inconsistent in light of the fact that the counselor has had guidance training and should have more understanding and skills than any other member of the group. But the counselor is strategically in a poor position to serve as chairman. If he becomes chairman, he is supposed to chair all discussions and, because of his training, he is also expected to participate actively as a discussant. These two roles are difficult to play simultaneously and usually find the counselor doing all of the talking. Teachers have as much at stake as the counselor in planning for these services. The counselor, as a member but not chairman of the Guidance Committee, can act as a technician and consultant whenever the committee feels it needs technical information. In this way teachers never feel that the counselor is dominating the committee or that he is trying to force his guidance policies upon it.

Third, the implementation of guidance policies is in the hands of one individual, the counselor. As executor, the counselor carries out the basic policies outlined by the Guidance Committee. In the case of cumulative records, the counselor follows through on decisions made by the committee. In order to draw out necessary distinctions, another example of the counselor's role may be helpful. The counselor's primary function is counseling. The Guidance Committee does not tell him how to counsel pupils. It does, however, provide school-wide policies necessary for the counselor to carry out his primary function. The committee decides how pupils are to be excused from classes and study halls in order to see the counselor. The counselor then follows the procedure outlined by the committee. He must, however, remain the sole judge of actual counseling procedures to be employed in the counseling interviews.

Fourth, the Guidance Committee is composed of those individuals who are interested in guidance services and represent different academic interests and all educational levels. Decisions regarding the composition of the committee are important in so far as a truly representative committee is conducive to effective operation and sound public relations with administrators, teachers, pupils, parents, and other individuals and agencies in the community. The Guidance Committee should represent all teachers on the staff--teachers of academic subjects, vocational subjects, and special teachers. Principals should also be represented. Smaller schools may wish to use the faculty as a whole as the Guidance Committee. This latter practice assumes that all

staff members desire to serve on such a committee. In many schools, though, some teachers will prefer not to serve on the Guidance Committee.

Some authorities recommend the use of pupils and parents on the Guidance Committee. Recognizing the value of this suggestion, we must take into consideration also the psychological atmosphere of any given school setting. If the inclusion of pupils and parents is contrary to the prevailing composition of other committees, it may be unwise to include them on the Guidance Committee. The risk lies in the possible transfer of strong feelings against pupil and parent participation on the committee to similar feelings toward the guidance program. In some instances it may be desirable to confine committee membership to the staff at the outset and then bring pupils and parents into active participation when the committee becomes well established.

The process of establishing the Guidance Committee is an important one. The principal's method of forming the committee frequently affects the morale and the ultimate contributions of the committee to the organization of guidance services. The principal may appoint individuals to the committee. If such appointments are readily accepted to the extent of active participation, this procedure is feasible. On the other hand, the selection of the committee may be based upon voluntary participation or upon faculty election procedures. Voluntary participation offers the obvious advantage of attracting committee members who want to develop an effective guidance program and weave it into the total educational program. Committee members

irritated by procedures employed in making appointments may be in a poor mood to consider basic guidance policies.

Fifth, the counselor is sensitive to the attitudes of committee members and understands the dynamics of committee behavior and actions. Not infrequently the counselor has expected committee members with little technical knowledge of guidance services to exhibit understandings of sound guidance practices and the motivation for policy-making activities. It is presumptuous to assume that such committee members can take the time to procure professional training. The counselor, in most cases, must provide this background for the committee. In addition, it is his responsibility to encourage members to participate actively in the work of the committee. The counselor should spend adequate time between meetings in preparation for the next meeting. He needs to prepare materials and he must keep in close touch with committee members. Through close association with committee members he is able to help them clarify their respective roles on the committee, as well as to understand the role of the committee in developing and operating the guidance program.

The Guidance Committee is not subservient to the counselor. Neither should the counselor have preconceived notions regarding policies of the guidance program. Certainly the counselor must have technical knowledge concerning sound guidance practices. By the same token, the Guidance Committee may be valuable in helping to determine guidance practices most likely to be effective in the school. The counselor who fails to utilize the judgment of the committee is likely

to do violence to the guidance program in which he proposes to provide professional leadership.

Sixth, the development of the guidance program may be somewhat slower under this pattern than under other similar plans of organization. This fact may usually be attributed to the caution with which the Guidance Committee is likely to assume its functions. Some authorities believe that time lost in earlier phases of development under the plan has two compensatory features: (1) once the exploratory phase is concluded by the Guidance Committee, progress steps up to the point that the time lost earlier is regained, and (2) the value of waiting for the committee to evolve its thinking and actions is important to acceptance by teachers, pupils, and parents of the guidance program and its services. Of course, the latter gain is based upon the assumption that the committee communicates its thinking and plans to the faculty, thus keeping the entire staff up to date on the developing guidance program.

## II. PHILOSOPHY OF GUIDANCE PROGRAM

The organization and administration of the guidance program in the James Madison High School is guided by the philosophy that the educational program must be geared so that each child shall have the opportunity to endeavor to achieve his own maximum personal development. This is imperative in order that he may some day become a productive member of a democratic society.

We adhere to the belief that each child is a unique individual,



who should have the opportunity to acquire information about himself, which will enable him to plan and adjust his activities in keeping with his potentials. Moreover, we believe that every child is entitled to counsel in planning his goals and following through with his plan.

The In-Service Training Program for the James Madison High School has provided educational leadership which helps toward integrating the facilities of the school and community in such a way that the child will receive optimum benefits from this educational endeavor.

The Administrator or educational leader is responsible for the morale and professional growth of the educational staff. Many opportunities for professional growth are provided.

The classroom teacher is the pivotal person in the preparation of our youth who will accept the responsibilities and privileges of good citizenship for a more democratic way of life.

The following lectures were given in professional meetings held at the school for the purpose of bringing in community leaders who shared with us their knowledge in the form of lectures and discussions. Some of them also served as consultants.

## OUTLINE OF PROGRAM

THE JAMES MADISON HIGH SCHOOL  
3000 Forest Avenue  
Dallas 15, Texas

Third Annual In-Service Training Program

General Theme: The Child and the Curriculum

J

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H

S

The Third Phase  
of  
The James Madison High School  
Five Year Educational Plan

Project: The Organization and Development of  
a Program of Guidance and Counseling

for

The James Madison High School

All meetings will be held  
as indicated  
on respective dates in the Library

Thomas Tolbert, Principal

## FIGURE 1

BROCHURE COVER OF ANNOUNCEMENT AND OUTLINE OF PROGRAM  
DISTRIBUTED TO ALL POTENTIAL PARTICIPANTS

- October 14, 1958  
7:00 p.m.
- Introductory statement  
Mr. Nelson, Chairman,  
Professional Advancement Committee
- "Overview and Introduction of Committee"  
Mr. Thomas Tolbert, Principal
- Response and Informational Address  
Mrs. W. D. Rettig, Director
- "Gearing the Curriculum to Meet the Needs of  
all Students"  
Dr. Frank L. Williams, Assistant Superintendent,  
Dallas Independent School District
- "The Organization and Administration of the  
Guidance Program"  
Dr. Edward C. Bonk, Professor,  
North Texas State College
- November 4, 1958  
7:00 p.m.
- "The Guidance Program and Personnel as Planned  
for the Dallas Independent School System"  
Mr. William B. Helton, Director of Research and  
Guidance,  
Dallas Independent School District
- "Techniques of Guidance and Counseling"  
Dr. George C. Beamer, Professor,  
North Texas State College
- December 2, 1958  
7:00 p.m.
- "An Adequate Testing Program and Its Implications  
for the Secondary Pupil"  
Dr. Forrest S. Hamilton, Professor,  
North Texas State College
- January 13, 1959  
7:30 a.m.
- "Opportunities for Guidance in the Classrooms,  
Study Hall and Library"  
Mr. Finis Tatum, Principal  
Fannie C. Harris and J. P. Starks  
Elementary Schools
- February 10, 1959  
7:30 a.m.
- "The Homeroom as an Instrument of Guidance"  
Mrs. Mable C. Chandler, Senior Counselor,  
Lincoln High School
- March 10, 1959  
7:30 a.m.
- "Guidance and the Extra Curriculum"  
Mrs. Kathryn L. Moore, Teacher  
(on leave) James Madison High School

March 24, 1959  
7:00 p.m.

Panel: "The Role of the Home and the Community  
in the Guidance Program"

A. "Interpreting the School to the Home and  
Community"

Dr. H. I. Holland, Principal,  
Lincoln High School

B. "Parents' Responsibility in the School's  
Guidance Program"

Mrs. Anita Smith, Teacher  
Fannie C. Harris Elementary School

C. "The Community's Responsibility in the  
School's Guidance Program"

Dr. A. W. James, Pastor,  
New Hope Baptist Church

April 14, 1959  
7:30 a.m.

Evaluation and Recommendations  
The Professional Advancement Committee  
and Thomas Tolbert, Principal

\*Breakfast

The James Madison High School P.T.A. will serve as hostess.

Mrs. Willie Mae Jones, President  
Mrs. L. Dixon, Vice-President

Mrs. Crawford, Secretary  
Mrs. Yancey, Treasurer

\*The Hospitality Committee will be in charge of the breakfast and the  
serving of refreshments at other meetings.

Mr. Thomas Tolbert, Principal

Mr. Albert Williams, Assistant Principal

Mrs. L. C. McGaughey, Dean

Mrs. W. D. Rettig, Senior Counselor and Director of Project

The Professional Advancement Committee

Mr. John Nelson, Chairman	Mrs. Azalee Sanders
Mr. Charles W. Jackson	Mr. J. J. Higgs
Mr. John W. Roland	Mrs. Bettie Chatmon
Mrs. Ruby Peterson	Mr. T. J. Kenyon

The Hospitality Committee

Mrs. Azalee Sanders, Chairman

Mrs. Bettie Chatmon	Mr. Leroy Bluit
Mrs. Ophelia G. Williams	Rev. Leonard Brown
Mrs. Pauline Lane	Miss Leuna C. Dunlap

Publications

Miss Peggy Ann Fields  
Mr. John W. Roland

Recording Secretaries for Professional Meetings

Mr. John W. Roland  
Miss Peggy Ann Fields  
Miss Velma M. Crosslin  
Mrs. Bertha Porter

JAMES MADISON HIGH SCHOOL  
3000 Forest Avenue  
Dallas 15, Texas

October 14, 1959

Greetings:

The In-Service Training Program for the James Madison High School is, this year, being devoted to the development of ways and means of putting this philosophy into action. If this is to be accomplished, every member of this faculty must understand and appreciate the guidance point of view. The necessity for cooperation does not stop with the personnel within the school. All phases of the child's life are integrated in the formulation of the type of individual he is and will become. For this reason we have included in our study groups the parents of our children and other individuals representing various areas of our community life.

As has been said, the scope of guidance is unlimited. It encompasses the physical and mental health of the child, his social development, the way he uses his leisure time, his mastery of the fundamental school processes, his realization of his abilities, aptitudes, and limitations, his plans for the future, the realization of these plans and so on. It is plain to see that no study of this nature could be all inclusive nor conclusive. The problem of assisting our students by means of a program of guidance and counseling must of necessity be a continuous process.

During the past two years, we have not just marked time in this very important part of our school program. We have begun and daily are extending and improving the quality of guidance services in our school. In order, however, to evaluate and revamp the organization of our guidance and counseling services, we have arranged to have persons of authority in various aspects of the guidance program meet with us throughout the year and give us their ideas as to how a well-organized program of guidance and counseling functions.

W. D. Rettig  
Senior Counselor

JAMES MADISON HIGH SCHOOL  
3000 Forest Avenue  
Dallas 15, Texas

October 14, 1958

The Third Annual In-Service Training Program of the James Madison High School convened Tuesday evening, October 14, 1958, at 7:00 P.M. in the Katie Bruce Sims Memorial Auditorium for its first meeting of the 1958-59 school year, with Mr. Thomas Tolbert, Principal, presiding. The General Theme of our program this year is "The Child and the Curriculum," and our project is "The Organization and Development of a Program of Guidance and Counseling."

The speakers of the evening were introduced by Mrs. W. D. Rettig, Senior Counselor of the school and Director of this year's phase of work. The first speaker was Dr. Frank L. Williams, Assistant Superintendent in Charge of Instruction of the Dallas Independent School District.

Dr. Williams spoke on "Gearing the Curriculum to Meet the Needs of all Students." Dr. Williams stated that the emphasis should be placed on the word "ALL" because the United States is the only country that most nearly meets with the provision, "freedom of education for all." He said that a child comes into the world helpless and about all they can do at first is cry. A child learns new developmental tasks each day and this kind of developmental process takes place throughout the child's life.

Dr. Williams further stated that the teacher must gear his thinking and teaching to the fact that all children are different. He said that some teachers have pet theories, subjects and methods of doing assignments. However, the teacher must gather records, Readiness Tests, etc., and be able to know the various abilities of his students because all children will not learn the same thing at the same time. A good teacher is always able to adjust the curriculum within the classroom and the administrators are able to adjust the school to the needs of the children.

Dr. Williams made mention of the fact that it seems that the world is rapidly changing to the "Sputnik Age" and that this is important within our school systems because in the future the world will depend on the struggle of the minds of men. Even though Russia boasts that their educational program is superior, the public school program in the United States is far superior to that of any other country. It has been discovered from authoritative sources that there are five hundred million children in the world with no schools to attend.

Dr. Williams concluded by stating that in the future the world will go through many changes and our objective is to continue our program of trying to educate all the children of all the people. Take the child where you find him and gear the curriculum to meet his needs.

November 4, 1958

All personnel of the James Madison High School convened at 7:00 P.M. Tuesday, November 4, 1958, in the Library of the school for the second meeting of their In-Service Training Program for the 1958-59 school year with Mr. Thomas Tolbert, Principal, and Mrs. W. D. Rettig, Senior Counselor, Presiding.

The first speaker of the evening, Mr. William B. Helton, Director of Research and Guidance, of the Dallas Independent School District, spoke on the subject, "The Guidance Program and Personnel as Planned for the Dallas Independent School District." Mr. Helton began by stating that before one attempts to discuss this subject, he should take into consideration, "what is meant by education" as seen by our school system.

"Public Education is for the purpose of assisting the child toward his own self realization. Our approach to this problem is to attempt to cope with the varying goals that each individual is seeking. Each child has a role and a function in life which he is striving to attain, and the Dallas Independent School District is interested in applying certain techniques toward the child's capacities of becoming a self-evaluating individual," said Mr. Helton.

Mr. Helton further stated that it is the school system's responsibility to assist the child in bringing out his potentialities as he is and not as the child wishes that he were. In the area of maladjustments, there is a wide discrepancy between ideals and realization. But, through the daily training of the individual, it is possible for him to learn to distinguish between ideals and actualities.

Mr. Helton said that the final step was the appraisal of one's self. Mr. Helton recommended the following questions that one might ask of himself: Why am I a teacher? What is in the subject matter that satisfies me? What am I doing? What are my reactions to other activities outside of my own subject area? He advised that one must not be alarmed if all the answers to such questions are not favorable because the reaction to learning is not a simple matter.

Mr. Helton gave a short explanation of the personnel as planned by the Dallas Independent School District. In this system, the personnel is trained to fit in rather than to take over. Resource people



are given specific functions hopeful that they can be of service to those who come in contact with pupils from day to day.

Mr. Helton stated that he recommended a program of guidance be established on the elementary school level in order to enable children at an early age to see their weaknesses and strengths in various areas. By the time they are at high school level, they will have learned to appreciate human behavior dynamics.

Dr. Edward C. Bonk, Professor of Psychology, North Texas State College, Denton, Texas, our second speaker of the evening, spoke on "The Organization and Administration of the Guidance Program." Dr. Bonk says that there is no set pattern of counseling and guidance because of the ever-present, necessary adjustments to be made. The guidance program is a very young venture. "Guidance is that organization of service which was established to meet the needs of every child."

Dr. Bonk further stated that because of the structure of our standards of living, travel and the world situation, there is a great need for guidance and counseling service in order to assist the pupil to make adjustments within the environment in which he lives. He said that a well-established counseling and guidance service depended upon a good leader who, in this instance, would be the principal, who has to secure all the material that the counselor might need to work with. And, this service must be headed by a well-trained counselor who must have time free for counseling. This does not necessarily mean being relieved of all teaching duties. In fact, Dr. Bonk recommended that the counselor should teach at least one class in order that this individual might not lose the common touch. This one class will enable the counselor to be on a co-worker relationship with the teachers and will enable him to know the students. He also mentioned that it is the general concensus of opinion that every teacher is a counselor, which, he stated, is far from being accurate. Dr. Bonk advised that it is more correct to state that every teacher is a guidance worker.

Dr. Bonk gave the following ways in which the Counseling and Guidance Program aids in our public school educational program of today:

1. **INDIVIDUAL INVENTORY SERVICE**--This is a process of collecting, analyzing and using information which has been accumulated on the child (Cumulative Records). This particular service requires teamwork in watching the behavior of a child, writing it down and making use of the information after it has been collected. This information must always be accessible to be beneficial.

2. OCCUPATIONAL INFORMATION SERVICE--The counselor must always be in touch with the everchanging industry and the training aspects involved in order to be able to place the child who is going out of school on an available job which he is able to do.
3. PLACEMENT SERVICE--This service involves putting the child in the right grouping in school in order to fit him for the type of job which he will be able to work on after he is out of school.
4. FOLLOW-UP SERVICE--This service merely meets the needs of the pupil by keeping in touch with him after he leaves school in order to ascertain whether or not the proper vocational objectives were followed. This is the one step in the guidance program which is most nearly left unfinished.

Dr. Bonk concluded by stating that a sound guidance program will make the work much easier and will accomplish a better job. If one plows deeply enough in making preparations, he will reap a successful harvest.

February 10, 1959

The fifth meeting of the Annual In-Service program of the James Madison High School convened Tuesday morning, February 10, 1959, at 7:30 A.M. in the Library with Mr. Thomas Tolbert presiding.

The speaker, Mrs. Mable Chandler, Senior Counselor of the Lincoln High School, spoke on the topic, "The Homeroom as an Instrument of Guidance." The following is an excerpt of her speech:

When God was ready to give the world a great lawgiver, he gave Moses; when God was ready to give to the world a great prophet, he gave Isaiah; when God was ready to give to the world a great teacher, he gave his only begotten son, Jesus. Of this Master Teacher, Jesus, St. Luke said, "He increased in wisdom and stature, and in favor with God and Man."

To us then, we see that if one Divine finds it necessary to register and increase in wisdom in his calling, then how much more necessary is it that we mortals be constantly alert as to our need for increased wisdom in the profession of our choice.

The growth of this Master Teacher was in three distinct areas. He increased in wisdom, which was intellectual growth; he increased in stature, which was physical growth; he increased in favor with God and Man, which was spiritual and social adjustment.

The Master Teacher in this particular instance we refer to as the Teacher, and he should possess wisdom, have intellectual growth and have high stature in his endeavor to organize a workable activity

program in the secondary school, which will serve as an integral part of the education of boys and girls.

The teacher must accept the responsibility of initiating some method of coordinating homerooms; in the classroom, in the council chamber, on the playing field, in the assembly, or in the club room, so that it is developing youth to become good citizens now and in the future.

The teacher, as the organizer of the homeroom program, must look upon the program with great favor and with a wholesome perspective. Such teachers realize that well-rounded homeroom programs add much to the education of children and, further, that many pupils are kept in school because of such and in spite of an unpalatable course of study.

Within the last decade, more high schools have come to rely on the homeroom organizations. These schools believe it is a means of developing desirable civic and social activities for all pupils and for applying the total resources of the whole school staff and equipment to the pupil's needs.

The good Administrator is not concerned about halfway programs. It is common knowledge that children must not be subjected to halfway education; nothing but the whole will suffice. There are many plans for homeroom programs which are adopted by many administrators today.

Problems, it seems, are the inescapable lot of all of us, youth and adult alike. They are at times burden and challenge, sources of anxiety and stress, or stimuli to accomplishment and growth. The success in dealing with them becomes more probable when one can draw on the experience of others, and when one can avail himself of dependable tools of self-insight and evaluation.

For that reason, a number of authorities made a special study on the "Role of the Homeroom in Guidance Programs." They came to certain conclusions. I would like to share these beliefs with you.

The homeroom is the basic unit in the group guidance program of the high school. Its purpose is not to supplant but to augment individual counseling. We believe the following:

1. Some students can be reached more effectively in a group than they can be by individual counseling.
2. Learning can be a social activity and each individual can interpret his own needs, interests, and abilities more efficiently as he tries to adapt himself to a group situation.
3. The homeroom offers social stimulation. Many activities or discussions which would require "courage" beyond the individual

student's capacity may be experienced as a member of a group.

4. Homeroom participation offers the teacher an excellent opportunity to study the individual student in a group situation. From it, one could determine the peer rating of a student.
5. It is only through actual experience with group participation that the student can gain the confidence necessary for adaptation to a group situation.
6. The homeroom is the best medium for presentation of guidance services which would consume considerable time if attempted by individual counseling.
7. The homeroom can be useful in stimulating school morale and school spirit.
8. There should be an interchange between the homeroom and the student council.

Although some authorities like Erickson agree that the homeroom is not an effective form of guidance organization, we believe that it is.

One should bear in mind that stimuli to educational activity are not confined to textbooks or to subjects or to organized bodies of knowledge. Any type of object, situation, or impression that stimulates in an individual mental or physical activity which results in modification or control of future behavior in the direction of the objectives of education is legitimate subject matter for education. Contributions to these objectives are made through the acquisition of information, skills and habits, ideals, tastes and interests.

Homeroom programs should be organized so as to contribute to these above mentioned objectives. The Commission on the Reorganization of Secondary Education lists the following as the objectives of all school activities:

1. Health and safety
2. Vocation
3. Worthy use of leisure time
4. Testing and interpretation
5. Worthy home membership
6. Citizenship
7. Ethical character

These objectives are not only applicable to the homeroom program but to the curriculum as well.

There are other objectives of such a program as listed

below. The most wholesome and certainly most desirable objectives of the homeroom program will best be realized by the administrator when he takes under consideration setting up the homeroom.

1. He must engage the total resources of his faculty and the school in the making of provision for homeroom guidance.
2. The activity program of the homeroom must be democratically organized without social, economic, or scholastic restrictions.

The Administrator also must be aware of the fact that the homeroom has experienced certain stages of development: (1) suppression; (2) toleration; (3) used as bait for the curriculum; (4) used as an aid to keeping records; (5) fostered as worth ends themselves.

A well-planned homeroom program has been found to be one of the most effective teaching opportunities for the modern concept of education. The extent to which the homeroom guidance program is well-planned not only depends upon the principal, the counselor, the guidance committee, or faculty, but to a very large measure upon the acceptance and contributions of the students. In a great number of instances, pupils know what they want more than the faculty, so let them share in planning.

Whether we like it or not, the home has changed, and aspects of education that we assume to be the parents' responsibility have become the school's problem. With the conflict of ideologies and the questioning of social and moral values, a greater responsibility has been placed upon our schools for preparing a child for this life.

I would like to share this "gem" with you from the World Book. "A worthwhile citizen is one who is continually guided by a desire to contribute to the well-being of his country and of its citizens. All his actions should contribute to this goal. Such factors as the following are involved in achieving this objective: The worthwhile citizen must understand, believe in, and appreciate freedom as we know it in this country. The worthwhile citizen must understand the importance of our constitution in guaranteeing freedom and the democratic process. The worthwhile citizen must always work to improve America. The worthwhile citizen is made in the homeroom."

March 10, 1959

The sixth meeting of the Annual In-Service Training Program of the James Madison High School convened Tuesday morning, March 10, 1959, at 7:30 a.m. in the Library with Mrs. W. D. Rettig presiding. The speaker for the morning was Mrs. Katheryn L. Moore, Teacher (on leave), James Madison High School. Mrs. Moore spoke on "Guidance and the Extra Curriculum"

Mrs. Moore stated that for the purpose of interpretation, we may define Guidance as leadership in the experiences which stimulate a pupil's interests and help him to adjust to life's situations.

In the last two decades, authorities in the field of secondary education have been searching for a new title for that phase of education which has been called traditionally the "extra curriculum." In an effort to give recognition to the educational values and experiences inherent in such activities, it has been proposed to call them "co-curricular." According to the American Council on Education, "student activities are part of the cultural pattern of student life, and therefore, in the same fashion as in-class activities, constitute educational experiences."

Mrs. Moore further stated that it will be advantageous for us to consider the ultimate values of a successful guidance program, in relation to student activities. The benefits to be derived are: (1) group and individual recognition, (2) improved pupil-teacher relationships, (3) Guidance--other than classroom, (4) opportunities for exploring vocations, (5) carry-over of activities to leisure time, and (6) opportunity for better public relations between home and school.

Mrs. Moore pointed out that the extra-curricular activities of the school have a significant place in the guidance program. Based on pupil interests, they provide numerous opportunities for educative stimulation. They are real opportunities for the development of leadership. Teachers, too, have an opportunity to gain new insights into pupil behavior and to find experiences for their own interests. Truly, extra-curricular activities can become "school-life experiences."

Mrs. Moore stated that the only justification for any extra-curricular activity is in its contribution to the objectives of the school. Activities which do not make such a contribution are fads and frills and should be reorganized or discontinued. All schools can capitalize upon their extra-curricular activities to further guidance information services. Club activities can give pupils opportunities to learn and practice social skills, to acquire attitudes based upon meaningful experiences, and to assimilate a wide variety of guidance information.

Mrs. Moore further stated that the success or failure of a guidance program as it relates to the extra-curricular activities is dependent almost entirely upon the resourcefulness of the sponsor. The activity director should select sponsors from willing members of the faculty, who have a common interest in activities.

Mrs. Moore gave this illustration: the sponsor of a Science Club should be a science teacher or a science hobbyist, in order for

the projects of this club to be successful and meaningful.

The effective sponsor is a practical group dynamicist who employs through experience, learning, and sometimes sheer inspiration, techniques which have been welded into a unit with common goals and purposes. Each illustration of sponsor supervision should be concerned with the guidance of pupils, both in selection of activities and in the developing of broader interests.

The privilege of advising pupils, along with the development of a training program for the officers and members of each organization, must be treated seriously by the sponsor and the activity director. It is the duty of the sponsor to see that records of participation be kept and made a part of the permanent school record of each pupil. Sponsors should maintain an advisory, rather than a dictatorial relationship to the membership of the activity being supervised. Activities should be managed so that the sponsors are freed to the largest degree possible from community pressures.

Mrs. Moore concluded her speech with the illustration just given.

### III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

All activities in this chapter were designed to provide instructional information that will assist those who have the responsibility of administering and initiating the guidance program. The guidance program has the responsibility of developing teacher skills necessary for effective participation; it can help teachers in their attempts to understand pupils. Because the guidance program has collected much information about the pupils, and because it has attracted to its ranks those who can identify the causes of pupil behavior, it stands in a unique position to assist teachers in doing a better job of understanding their pupils. Every guidance program should provide at least one person to whom teachers can go for help when they want to understand John, Mary, or Joe.

The guidance program should provide the more formalized in-service training activities. This in-service training will help teachers improve their skills in analyzing, understanding, and doing something about pupil behavior. We often read that "Every teacher is a counselor." It is a trite thought and has little basis in fact. Every teacher, it is true, does some counseling. It would be desirable if every teacher were trained as a counselor. But let us be realistic about it. Not every teacher is trained as a counselor, nor do all teachers want to counsel. For those teachers who want it, the guidance program should provide in-service training to help them up-grade their counseling skills.



Because all teachers do not have the time, qualifications, or desires to counsel, the guidance program must provide a counselor to whom teachers may refer pupils. There must be a place in the school where teachers can send pupils they cannot understand, or pupils whose individual problems they do not have time to work through. If teachers referred those pupils who were most in need of guidance services, and of counseling services specifically, the guidance program would be more effective. No school in the country has enough counselors. They all have case loads that are too heavy. If every teacher were trained to select those pupils most in need of counseling, counselors could make optimum use of their time.

Teachers also have a responsibility for contributing to, as well as utilizing, the guidance services in the school. They can contribute anecdotes for the cumulative record. They are in an excellent position to observe pupil behavior. They might assist in many of the parent or pupil conferences. They can be of real assistance in conferences with counselors conserving pupils. Home visits enable them to make still another contribution. Some may object that participation in the guidance program is adding more to a teacher's job and that he has enough to do as it is. In the long run, teacher participation in the guidance program will ease his load rather than make it heavier. Wise choices by pupils will enable him to pursue studies that will be useful in which they are interested. Certainly well-adjusted pupils in the classroom should make teaching easier.

The guidance program can assist those who have the

responsibility for the administration of the school. Operating a school is a cooperative venture, with administration playing its part, the instructional staff doing its share, and the guidance program rendering those services for which it is uniquely qualified.

The guidance program can render a service to administration as it plans the curricular development of the school. No other school program has as many data regarding individual pupils. The guidance program identifies the needs and requirements of each of the pupils. Their problems are not all personal nor all unique. Some can be met only through counseling, but others can be met by the instructional services of the school. The guidance program has a responsibility for summarizing its findings and presenting those findings to the administrative staff for consideration as the curriculum of the school is built.

Finally, the guidance program can serve the administration in providing a liaison with the community. Counselors, by the very nature of their work, must seek information about the community, the resources and opportunities from home visits, contact with employers, and by systematically studying the community occupational status. It is a rare service club that does not have a committee on guidance or one on youth problems. In working with these committees, the counselor has an opportunity to interpret the total programs of the school. The guidance program is one of the most important lubricants for reducing the friction between school and community. This is truly a service to the administration.

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