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A SURVEY OF THE GUIDANCE PRACTICES OF THE HOMEROOM
SPONSORS AT THE DUNBAR HIGH SCHOOL, LUFKIN, TEXAS



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A SURVEY OF THE GUIDANCE PRACTICES OF THE HOME-
ROOM SPONSORS AT THE DUNBAR HIGH SCHOOL,
LUFKIN, TEXAS

By

Clarence Lewis Franklin

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

Master of Science

In The

Graduate Division

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C. L. F:

DEDICATION

I dedicate this study to my wife, Mrs. Mary A. Franklin, and son, Clarence L. Franklin, Jr., for their encouragement in this study.

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CHAPTER I

INTRODUCTION

Dunbar High School is located in Angelina County, Lufkin, Texas. Angelina county is a piney woods county essentially of rural environment, but highly industrialized, largely with home-owned industries. Forest products, farming, and livestock are other principal sources of income.

Lufkin, county seat, has one of the highest per capita industrial productions in the state, including large foundry and machine shop industries that had expanded production in 1948, large lumber industry and newsprint paper mill (first to make newsprint of southern pine). In addition to the major industries there are several small industries such as (1) box factory, (2) sweet potato dehydration plant, (3) picket fence factory, (4) creosote plant, and (5) Texas forest products laboratory. Lufkin also serves as a junction for the Southern Pacific Railway.

Lufkin has a population of 18,000 souls, 4000 of whom are Negroes. There are 997 Negro scholastics living in the Lufkin Independent School District, with three elementary and one junior-senior high school, staffed by 31 teachers, to serve the educational needs of the community.

The school system is organized on the six-six plan, and Dunbar high has a population of 353 pupils. None of these students are transported to school because they live within the city limits of Lufkin, Texas. The high school department

is accredited by the State Department of Education.

The school plant is composed of five distinct units; the main building, housing six classes, and the principal's office, which was partitioned off out of on of the class rooms. This building is constructed of brick and plaster, while the remaining buildings are constructed out of wood. A one room building that was formerly used as a homemaking cottage, now serves as the science building. There are three two-room buildings that house the band and art class, homemaking activities, and athletic equipment and wood working department respectively.

The local industries absorb most of the Dunbar high school graduates before they have taken advanced training. The majority of those whom attend college do not return and make their homes in Lufkin.

Dunbar high school must develop a guidance program that meet the needs of its students. An inventory or survey of what has been done is one of the necessary steps. Hence, this survey of the guidance practices of the homeroom sponsors at Dunbar high school, since the homerooms perform the major guidance functions, will give an insight into the quality of the guidance program as found at Dunbar high school, Lufkin, Texas.

The growth of the homeroom has been most astounding. Twenty-five or thirty years ago the homeroom was practically unknown in America, while to-day it is solidly established in a majority of secondary schools, and in many elementary schools as an indispensable device for group guidance. This record is all the more amazing when one remembers that in the beginning there was little to be built upon--no ideals, no materials, no experience, no trained leadership. Naturally this record of development is highly complimentary to the vision, enthusiasm, and ingenuity of the teachers and administrators who, recognizing the strategic importance of the homeroom, developed it in a short time into a widely accepted educational setting.¹

However, this rapid growth must not be interpreted to mean that full and complete development of the many possibilities of the homeroom has been achieved. Rather, it refers to the common acceptance of the idea and to definite attempts to capitalize on it. Undoubtly, in some schools the homeroom is homeroom in externals only--in name, period, and assignment of students--without such correlative internals as suitable purposes, sound organization and administration and appropriate activities.²

¹ Harry C. Mckown, Home Room Guidance, p. vii.

² Ibid.

The problem. The writer proposes to study the problem of homeroom guidance in the Dunbar school through four major questions in this area. These questions are as follows:

(1) To what extent does the homeroom guidance program provide opportunities for the development of desirable and worthy character traits and pupil adjustment? (2) To what extent is homeroom guidance needed at Dunbar high school, Lufkin, Texas? (3) What are some important factors affecting homeroom guidance? (4) In what way may homeroom guidance in the Dunbar high school be improved?

Purpose of the study. The purpose of this study is to survey and evaluate the guidance practices of the homeroom sponsors of Dunbar high school, Lufkin, Texas.

In setting up criteria for a functional homeroom guidance program, Clarence C. Dunsmoor¹ listed the following as some of the major objectives:

- A. To create in students a realization of their responsibility in promoting school welfare.
- B. To provide opportunities for the development of constructive leadership through the assumption of specific responsibilities in school and homeroom activities.
- C. To promote good followership, as well as good leadership.
- D. To provide an environment suitable for the development of high standards of school citizenship, school

¹ Clarence C. Dunsmoor, and L.M. Miller, Guidance Methods for Teachers, pp. 76-77.

spirit, and character.

- E. To create a critical, but open-minded and constructive, attitude toward school and individual improvement.
- F. To emphasize the importance of service in all phases of school activity.
- G. To teach good sportsmanship.
- H. To help foster and maintain high standards of scholarship and accomplishment.
- I. To serve as a center for the discussion of school activities.
- J. To aid in the giving of educational and vocational guidance.
- K. To help in the handling of certain problems of administrative routine, such as gathering student data, announcements, attendance, promotion of school activities.

The findings of this study shall serve as a guide for the formulation of a homeroom guidance program for Dunbar high school, Lufkin, Texas.

Importance of the problem. Formerly most of the child's education was obtained in the home. Changed conditions in the home life, as well as in labor, industry, population and standards of living, have taken away much of the home's responsibility and placed it on the school. The school was organized and supported for the purpose of fitting the child to live well and profitable in an existing and changing society, and to it will fall the major share of the responsibility for such training.¹

¹ Harry C. McKown, Op. Cit., p. 17.

The traditional school places emphasis upon mental discipline, while the modern school places emphasis upon the student. The homeroom places its main emphasis upon the education of the whole student rather than upon the passing along of a body of subject matter, the student himself is far more important and sacred than any mass of information he may ever accumulate. In reality the homeroom creates a situation in which the student himself becomes the subject studied, worked with, and learned about. He and his activities, experiences, and interests compose the curriculum, And all homeroom topics, knowledges, informations, procedures, and activities are justifiable only if they contribute definitely and directly to the member's all-round development.¹

Complete demonstrable proof of the value of the homeroom is lacking because of the recency of the development of this educational setting. However, two types of evidence indicate that school people have found it valuable. The first evidence is to be found in the extent to which the homeroom has been incorporated in American school organization. The second evidence is to be found in the opinions of those who have had successful experience with the plan and who are, therefore, competent to evaluate it. the following quotations will serve to indicate the high esteem in which

¹ Ibid., pp. 22-23.

the homeroom is now being held by the modern educator.¹

The homeroom is not merely administrative in function. It is, at the same time, the place where individual interests, and problems, and initiative find solution and outlet, and where group ideals are fostered and lived. Here guidance is carried on; discipline is administered; self-consciousness is overcome; individual problems are solved; pupils are inspired to greater efforts; sympathies are broadened; leadership and intelligent obedience are developed; closer contact with the home is maintained; school and social courtesies are fostered; individual and group initiative are stimulated; self and school pride are maintained; friendly cooperation is broadened; and health and thrift and other habits of good citizenship are lived Here teamwork is practiced and unification is accomplished. . . . The homeroom is in fact, a means of contact connecting and correlating the interests of teacher, pupil, school, parent, and community, and fostering a broader view of the privileges, duties, and responsibilities of an intelligent citizenry.²

The homeroom, because of its wide range of activities, offers an opportunity for accomplishing more in the greater number of the objectives than does any other single provision in the weekly schedule.³

Of all the social influences which are brought to bear upon the junior high school student, those which center around his membership in a homeroom may be most significant. In the best schools the homeroom is really, as its name implies, a school home--a focus of integration around which school life finds its deepest meaning.⁴

In my opinion, homerooms are a most interesting, stimulating, and necessary part of a high school program.⁵

¹ Ibid., pp. 24-25.

² Joseph Roemer, Charles F. Allen, and Dorothy Yarnell, Basic Student Activities, pp. 23-24.

³ Ibid., p. 32.

⁴ New Jersey Junior High School Teachers Association, Junior High School Handbook, p. 32.

⁵ R. Shiraishi, What I Think About Homerooms, pp. 99-100.

The homeroom is of primary importance to the school in establishing a personal contact with all pupils whereby the offerings of the school, both curricular and extra-curricular, may be best adapted to the individual needs of the pupils. A well-organized and functioning homeroom program will thus go a long way toward the development and realization of a well-rounded education.¹

A school that had nothing but homerooms and homeroom activity would be an absurd anomaly; a school that made no provisions for homerooms and homeroom activity would be just as ridiculous.²

In the winter of 1937, Fred B. Dixon sent a questionnaire to the principals of 100 senior high schools to find out what they considered the value of the homeroom. These principals were recommended by authorities in the field of secondary education because they were using fairly comprehensive homeroom programs in their schools. They were asked to compare the contributions of the homeroom with the out comes of the same amount of time spent in class.

Not only do 63.8 per cent of these principals feel that the time spent in the homeroom is more valuable than the same amount of time spent in class, but a majority of them also think that the values and activities of the homeroom cannot be achieved so well in class.³

¹ C.C.Dunsmoor, and C.L.Hoffman, Homeroom Sponsor's handbook, p. 7.

² Harry C. McKown, Op. Cit., p. 43.

³ Fred B. Dixon, "Principals Appraisal of the Homeroom", pp. 619-622.

Review of previous related studies. A search of the available literature reveals that no study of this kind has ever been made in East Texas, or to the best knowledge of the author, in any Southern high school.

The literature in the field of evaluation of homeroom practices is so generalized that it was deemed advisable to inquire into practical homeroom guidance practices found in the local high school.

Method of research. This study include data collected by means of a questionnaire which was passed out to each of thirteen homeroom sponsors, and a personal interview of the sponsors, homeroom officers, and observations.

The questionnaire was submitted on a trial bases on October 19, 1950. These returns were tabulated and studied, then the writer sat-in on homeroom activities during November, and December of 1950 and January of 1951. The final draft of the questionnaire was passed to the homeroom sponsors at Dunbar high school, Lufkin, Texas, on March 3, 1951. All the questionnaires were completed and returned to the writer for compilation and study.

CHAPTER II

ORGANIZATIONAL and ADMINISTRATIVE DETAILS of the HOMEROOM

The main objectives of the homeroom plan cannot be achieved through a teacher-dominated, formal, or even informal, class. They can be achieved only through a miniature democracy in which the students assume and more or less successfully discharge the responsibilities for the room's various programs and activities. Although it is entirely possible for a sponsor or group to overemphasize the development of smooth-running machinery and lose sight of the main purpose and objectives of the home idea, yet sound organization and efficient internal administration are essential if responsibility is to be definitely charged, intelligent leadership and followership developed, and general competency and success assured. Wise sponsorship will ensure that the mechanics and routine of homeroom affairs do not overshadow, in importance, more significant educational opportunities.¹

Hence, as far as the homeroom is concerned, the chief emphasis, first, last, and all the time, must be upon these questions: Does this plan come as close as seems possible to achieving the main purposes for which the homeroom exists. If so, where is it strong? If not, where is it weak? How can these strengths be maintained? How can these weaknesses be overcome?²

¹ Harry C. McKown, Op. Cit., p.81.

² Ibid., p.48.

A study of the questionnaire reveals that 69.2 per cent of the homerooms were effectively organized, and 30.8 per cent were not effectively organized. (See Table I).

TABLE I
HOMEROOM ORGANIZATION EFFECTIVENESS

Questions	Answering Yes		Answering No	
	Number	Per cent	Number	Per cent
1. Do you have an effective home room organization ?.....	9	69.2	4	30.8
2. Have you developed time-saving techniques for handling the administrative routine of your homeroom ?.....	7	53.8	6	46.2

It may be noted from a study of Table I that question number two is practiced by seven, or 53.8 per cent of the sponsors. It may well be assumed that too much time was spent on administrative routine because approximately half of the sponsors had not developed time-saving techniques.

TABLE II
ORGANIZATIONAL and ADMINISTRATIVE PRACTICES ADEQUATELY PRACTICED AT DUNBAR HIGH SCHOOL, LUFKIN, TEXAS

	Always	Usually	Time	Seldom Half-the	Never	Total Score	Means
1. Do you insist that every student in your homeroom carry out the responsibilities assigned to him ?.....	4	6	2	1	0	39	3.00
2. Do you carefully and promptly prepare all homeroom reports asked for by the principal, director, or supervisor ?..	9	2	1	0	1	44	3.38

From Table II it may be noted that nine out of thirteen sponsors always promptly prepare all reports requested by the principal or supervisor, and two others usually comply with such request. Table II also shows that four always insist that homeroom members carry out assignments, and six usually insist that they complete assignments. Those two items have a mean value of 3.00 and 3.38 respectively. The staff should set high standards of work and achievement. The guidance activities of the homeroom are supposed to aid the student to develop proper attitudes and habits of work concerning student responsibilities.

A sponsor should be a living example of the type of person he expects his students to be.¹

A means value of 3.00 or higher is adequate. A means value of 2.84 to 2.99 or 70 to 74.99 per cent is considered acceptable in this study.

Careful study of Table III shows that the organizational and administrative homeroom practices have a mean score of only 2.12. It may be assumed from the results of the study that the sponsors give very little assistance to their executive committee. Only two usually held a meeting with this important committee. The effect of the sponsor's failure to counsel with the executive committee can be noted by the fact that only one homeroom group felt capable of carry-

¹ C.C.Dunsmoor, and L.M.Miller, Op. Cit., p. 24.

TABLE III

ORGANIZATIONAL and ADMINISTRATIVE PRACTICES INADEQUATELY PRACTICED AT DUNBAR HIGH SCHOOL, LUFKIN, TEXAS

Questions or Practices	Al-ways	Usual-ly	Half the time	Sel-dom	Never	Total score	Means score
1. Do you use the time of your homeroom period primarily for guidance, keeping administrative routine to a minimum ?.....	4	3	2	1	0		
2. Do your homeroom officers assume their responsibilities seriously and efficiently?.....	2	4	7	0	0	34	2.61
3. Do the members of your homeroom assume responsibilities willingly?.....	1	5	5	2	0	31	2.38
4. Do you give your homeroom officers and members extensive responsibilities for carrying on the work of the group?.....	0	6	6	1	0	31	2.38
5. Is your homeroom ready to start its program on time?.....	3	3	3	2	2	29	2.23
6. Do you give individual instruction to your officers and program chairmen in order to improve their performance?.....	1	3	5	4	0	27	2.07
7. Do you make available to the other guidance workers information regarding the members of your homeroom which may be helpful in solving student problems?.....	0	7	1	3	2	26	2.00
	1	4	4	1	3	25	1.92

TABLE III (Continued)

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	Means score
8. Do your homeroom officers and members know and observe the fundamental principles of parliamentary procedure ?.....	4	3	2	1	0		
9. Is the physical environment of your homeroom satisfactory or at least as good as you can make it?.....	0	3	6	3	1	24	1.84
10. Would you be content to have the work of your homeroom serve as a model for other homerooms?	1	2	4	3	3	21	1.61
11. Is your homeroom so organized that your students may carry on an effective meeting in your absence ?	0	1	3	5	4	14	1.07
12. Do you hold regular meetings of your homeroom executive committee ?.....	0	2	0	5	6	11	0.84
Totals	40	126	94	33	24	293	2.12

ing on an effective meeting in the absence of its sponsor.

The school principal, vice-principal, director of homerooms, or school counselor, will find it valuable from the standpoint of uniformity of practice and dignification of the responsibilities of the various offices, to call occasional meetings of certain homeroom officers, as well as the executive committee. All regularly elected officers, together with the teacher, should constitute the executive committee of the homeroom. The duties of this committee are:

1. To encourage all activities which promote the welfare of the homeroom.
2. To take a constructive attitude toward homeroom improvement and to maintain standards of morale and achievement.
3. To hold regular meetings every two weeks, or oftener if necessary, for the purpose of planning and organizing the activities of the homeroom.¹

Self-direction is considered one of the major aims or goals of all guidance. In this particular the guidance program at Dunbar high school is a signal failure. It has a mean score of 1.07. Another significant question is number 10. Only one sponsor would be content to have his homeroom serve as a model for the other homerooms; two usually would; three considered it permissible about half-the-time; four seldom agreed, and three never considered it proper to have others follow their leadership. It may be noted that two sponsors always, four usually, and seven half-the-time followed the practices of question number one in Table III.

¹ Ibid., pp. 72-73.

This practice has a mean of 2.61 which is slightly below the acceptable standard. Yet it indicates that practices such as questions number 1, 2, 3, 4, 5, and 6 can be made adequate more quickly than the others found in Table III.

From the personal interview of the students it was found that the sponsors did most of the planning in addition to serving as chairmen of practically all homeroom meetings. It is safe to assume that the above mentioned practices are true because of the inadequate professional training in guidance and the absence of guidance materials and supplies.

CHAPTER III

BUILDING and MAINTAINING HOMEROOM MORALE

Basic to all effective teaching is a human, personal consideration for students, both as groups and as individuals. This attribute leads immediately to vitalized teaching, since it gives primacy to human values over subject-matter emphasis.... An active, friendly, and personal interest in each student is the foundation for lasting friendship between the teacher and his students and is the point of departure for the building of morale. It is the duty of every sponsor to create a psychological atmosphere in his homeroom that will be conducive to a feeling of "athomeness," enjoyment, and satisfaction on the part of the student. Each student must be made to feel that he is welcome and is duly respected as an individual by the sponsor into whose room he goes. He should be encouraged to express his viewpoints concerning the work at hand. There should be freedom, but there should also be self-control and a willingness to cooperate. There should be a spirit of democracy in fact, not just in theory, together with a general willingness to assume responsibilities. Enthusiastic leadership on the part of the sponsor and student officers is essential in bringing out the best in each student and in the group as a whole. Whenever sponsors display sincerity, fairness, impartiality, and understanding, their homeroom members are far more willing to assume responsibility in the homeroom activities. Under

such circumstances a feeling of satisfaction and security develops, because students are made to feel that they are recognized as important members of the group. The physical surroundings affect the development of group morale. The appearance of the homeroom should give tangible evidence that those who live there during a few hours a day are interested in making their surroundings attractive. Room equipment and furniture should be arranged in an attractive as well as practical manner. There should be in evidence tangible contributions of the students themselves--pictures, maps, charts, graphs, neatly arranged bulletin boards, and samples of the good work done in the room. All these exhibits add color and make the room an attractive place in which to live. They also give students the satisfaction of achievement and the feeling of belonging to a progressive organization, since they have helped to contribute to it.¹

A study of the questionnaire reveals the following concerning those practices designed to build and maintain homeroom morale at Dunbar high school, Lufkin, Texas.

A study of Table IV shows that the homeroom activities of only nine sponsors tend to promote school unity. It may further be noted that the homeroom members of just six groups thoroughly understand their environment.

¹ C.C. Dunsmoor, and L.M. Miller, Op. Cit., pp. 26-29.

TABLE IV
BUILDING and MAINTAINING HOMEROOM
MORALE

	Answering Yes		Answering No	
	Number	Per cent	Number	Per cent
1. Do the citizenship attitudes developed in your homeroom tend to promote school unity?	9	69.2	4	30.7
2. Do all members of your homeroom have a thorough understanding of their environment?	6	46.1	7	53.9

It may be observed in Table V that questions number one, two, and three, which deal with ideas and beliefs concerning guidance practices, rank in the top fourth of the rating scale. Eleven, twelve, and ten sponsors respectively out of thirteen fall within this group. It is significant that those questions dealing with student active participation, such as, question seven in Table V do not share a similar high rank.

From a similar comparison in Table VI it can be observed that question one and two have far too few homerooms rated "always" or four. While a rating of "usually" is considered good it must be remembered, that it is just a step above a "half-the-time" rating. It is more desirable to have a major number of the homerooms fall in the "always" class, with the others distributed over the lower ranks.

TABLE V

BUILDING and MAINTAINING HOMEROOM MORALE at DUNBAR HIGH SCHOOL,
LAWRENCE, TEXAS

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	means scores
1. Are the members of your homeroom encouraged to express their own sincere opinions in regard to matters being considered?.....	4	3	2	1	0		
2. Do you consider it of paramount importance to provide in your homeroom a wholesome and happy environment, conducive to the realization of real life values?.....	9	3	1	0	0	46	3.53
3. Do you endeavor to keep before your students at all times desirable ideals and habits of citizenship?.....	6	4	3	0	0	45	3.46
4. Do you give a positive, rather than a negative, emphasis in discussions of school citizenship?.....	5	6	2	0	0	42	3.23
5. Do you give constant attention to the development and maintenance of a strong homeroom morale?.....	2	9	1	1	0	38	2.92
6. Do you develop in your students a respect for properly constituted authority?.....	2	8	3	0	0	38	2.92
7. Do the members of your homeroom support and take part in the activities sponsored by the school?.....	4	4	5	0	0	38	2.92
Totals.....	144	111	34	1	0	290	3.18

TABLE VI

THOSE PRACTICES DESIGNED TO BUILD and MAINTAIN HOMEROOM MORALE ACCEPTABLY
PRACTICED at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	Mean scores
1. Is the atmosphere of your homeroom one of cheerfulness, friendliness, and good will ?..	4	3	2	1	0	37	2.84
2. Do your homeroom activities tend to promote altruism rather than selfishness ?	0	11	2	0	0	37	2.84

TABLE VII

THOSE PRACTICES DESIGNED TO BUILD and MAINTAIN HOMEROOM MORALE INADEQUATELY
PRACTICED at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	Mean scores
1. Do your students make it a point to see that new members are properly received into the group, and are assisted in making satisfactory adjustment elsewhere in the school ?.....	1	8	3	1	0	35	2.69
2. Do the members of your homeroom consider visitors as interested friends who are to be treated as guest ?	2	7	2	2	0	35	2.69
3. Do you encourage the members of your homeroom to assist one another with their problems ?..	3	6	1	3	0	35	2.69

TABLE VII (Continued)

Questions or Practices	Al-ways	Usual-ly	Half the time	Self-dom	Never	Total score	Mean score
	4	3	2	1	0		
4. Do the members of your group have a sense of humor ?	1	7	4	1,	0	34	2.61
5. Are your students sincerely interested in their homeroom ?	3	3	5	2	0	33	2.53
6. Does a spirit of democracy exist among all members of your group ?	1	8	1	3	0	33	2.53
7. Are the discussions of your homeroom characterized by open-mindedness and tolerance ? ..	1	6	5	1	0	33	2.53
8. Do you constantly keep before your students the values of the homeroom ?	2	5	3	2	1	31	2.38
9. Does your homeroom provide an atmosphere conducive to the development of originality ? ...	0	8	2	3	0	31	2.38
10. Is your homeroom characterized by a spirit of wholesome respect and courtesy for each member ?	0	5	8	0	0	31	2.38
11. Do the members of your homeroom feel that what is being done is worthy of their attention and effort ?	0	7	4	2	0	31	2.38

TABLE VII (Continued)

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	Mean scores
	4	3	2	1	0		
12. Do your homeroom students know how to receive guests graciously and how to make them feel welcome ?.....	0	6	5	2	0	30	2.30
13. Do you provide a homeroom which will encourage and help students to enjoy a satisfactory emotional life ?.....	0	5	7	0	1	29	2.23
14. Is the presence of your homeroom felt as a wholesome influence in the school ?.....	0	6	5	0	2	28	2.15
15. Do all members of your homeroom show an attitude of respect for school property and property of others ?.....	0	1	7	3	2	20	1.53
16. Do you occasionally hold a meeting devoted to the problem of improving your homeroom ?	1	1	5	1	4	18	1.38
17. Have you a definite plan for discovering your homeroom problems and providing for their solution ?.....	0	2	6	0	5	18	1.38
Totals (Tables V, VI, and VII).....	72	327	152	28	15	579	2.57

One may observe that the questions in Table VII have a mean score of 2.28. This fact is more significant after you scan the questions in the table. They are concerned with basic practices of a democratic society. Question eight gives some insight into the low rating. Too few sponsors keep before their students the importance or the values of the homeroom. Thus, we find a correspondingly low rating of questions five, nine, ten, and eleven respectively.

It is desirable to obtain an improved quality of student participation as an outcome of the guidance services rendered by a school. This is in line with the thought presented below.

Guidance is the process of helping a child to discover himself, a better response to make in a specific situation, or of placing him in a position where he will become aware of his abilities and limitations.¹

Continuous study of Table VII shows that two other questions give additional information which aids in understanding the low means score for those questions dealing with building and maintaining homeroom morale, namely, questions number sixteen and seventeen. Question sixteen-- Do you occasionally hold a meeting devoted to the problem of improving your homeroom? has a mean score of 1.38. Only two sponsors rank in the top half. Question seventeen-- Have you a definite plan for discovering your homeroom problems and providing for their solution ? has a mean score of 1.38.

¹ Ruth Strang, Pupil Personnel and Guidance, p. 22.

It is significant that five sponsors never provided such a plan and not at least one who always provided for discovering and solving homeroom problems

CHAPTER IV

PLANNING and CARRYING OUT HOMEROOM MEETINGS

It should be the aim of the sponsor or teacher to put as much responsibility for the planning and leading of discussion upon the students as they are able to handle with reasonable effectiveness. At the beginning of the school year it is often advisable for him to assume definite charge of many of the meetings himself. This is especially true of the first year in the junior high school, when the students are becoming adjusted to the new school after transferring from the elementary school. It is likewise true to a lesser extent in the first year of the senior high school in grade ten, or for students in grade nine in the four-year high schools. After the program is well underway, the sponsor gradually places greater responsibility upon the students. One of the first steps is to encourage students to lead parts of a discussion. Gradually, as they become experienced in this leadership, the students' shares are increased. With the meetings well planned, one or more students may take charge of a discussion. Generally the student leader will follow the sponsor's procedures. In fact, his success here depends largely upon the standards and patterns which the sponsor has set in previous meetings. In order that the student may understand what should be brought out in the discussion, it is essential that he plans carefully with his sponsor. Many different boys and girls should be given oppor-

tunity to serve as leaders and thereby enjoy the benefits of this training.¹

As the group progresses, the sponsor gradually drops into the background, and students must be led to arrange the discussions as well as to lead them. It is a good idea to have a committee of students work together in arranging the program and in deciding how it is to be presented. The plans should be checked by the sponsor before assignments of any kind are made. The topic for discussion, together with the points involved and any questions to be raised, should be announced approximately a week before the discussion is to be held. Each student must be made to see that his turn to lead is an opportunity and that he is challenged by a real job.²

The guidance period occasionally may be turned over entirely to the group. When this done the activities should be planned and performed by the students themselves. The number of interesting and worth-while ideas which are brought forth in planning these programs is astounding.³

Homeroom business meetings may be described as meetings in which the group takes such actions as it may wish to take in the interest of the common welfare of itself and the

¹ C.C.Dunsmoor, and L.M.Miller, Op. Cit., pp. 127-128.

² Ibid.

³ Ibid., p. 129.

school, and in the interest of the individual members. It constitutes the governing agency of the organization. Such meetings naturally involve the transaction of such homeroom or class business as may come before the meeting. In homerooms, they should be held on the average of one per week, thus leaving the greatest number of homeroom meetings for the handling of other activities. The matter of frequency will vary with the time of year, the make-up of the homeroom group, and the program of work outlined by the sponsor and those in charge of the program.¹

Any well conducted business meeting implies the use of a certain amount of parliamentary procedure. However, only the fundamental, simple, and most commonly used principles of parliamentary procedure should be attempted in the homeroom or class room. Its intricacies should be left to the class in parliamentary law or to individual study by that small minority of individuals who will ever have occasion to use them. A homeroom which does not apply the fundamental principles of such procedure, will be apt to lack decorum and business-like methods of handling problems which come before it. Furthermore, through the use of simplified parliamentary procedure, some of the most valuable training in respect for authority and regard for the opinions of others may be taught. Whenever parliamentary procedure is used, it

¹ Ibid., pp. 85-86.

TABLE VIII

THOSE PRACTICES DESIGNED TO PROVIDE TRAINING IN PLANNING and CARRYING OUT HOMEROOM MEETINGS WHICH are ADEQUATELY PRACTICED at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways 4	Usual-ly 3	Half-the time 2	Sel-dom 1	Never 0	Total Mean score scores
1. Does every member of your homeroom participate in the meeting in some manner regularly?	3	7	3	0	0	39 3.00
2. Do you make use of practical illustrations, stories, current events, or personal experiences to vitalize your meetings?.....	3	7	3	0	0	39 3.00

TABLE IX a

THOSE PRACTICES DESIGNED TO PROVIDE TRAINING IN PLANNING and CARRYING OUT HOMEROOM MEETINGS WHICH are INADEQUATELY PRACTICED at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways 4	Usual-ly 3	Half-the time 2	Sel-dom 1	Never 0	Total Mean score scores
1. Do you have at least one definite objective for each homeroom meeting?.....	3	5	4	1	0	36 2.76
2. Do you carefully motivate each homeroom program?.....	1	6	6	0	0	34 2.61
3. Does your homeroom provide opportunity for students to experience the satisfactions of accomplishment?.....	2	6	3	2	0	34 2.61

should be strictly observed.¹

Through careful organization and strict observance of simple parliamentary practice from the beginning, orderly meetings become the accepted thing. Furthermore, respect for authority should become ingrained in every member to the extent that he will feel charged with a personal responsibility for maintaining a high degree of order at all times.¹

The materials taken from the questionnaires for consideration in this chapter have been arranged in Table VII, IXa, IXb, and IXc, for convenient examination.

A careful study of Table IXa reveals that three sponsors always, five "usually" and four "half-the-time", and one "seldom" had at least one definite objective for each homeroom meeting. Without a definite objective for each homeroom meeting the group will likely waste time. This may well be prevented by careful planning of each homeroom meeting. It is safe to assume that question number one in Table IXa may easily become an effective practice because there are only a few sponsors who need improving in this practice. It is just as important questions two and three be made effective because they too are essential, although they are not practiced by enough of the sponsors at Dunbar high school. In this connection McKown² says:

Self-development through actual participation is a most important aim of the homeroom plan, and in order

¹ Ibid., p. 90.

² Harry C. McKown, Op. Cit., p. 195.

TABLE IX b

THOSE PRACTICES DESIGNED TO PROVIDE TRAINING IN PLANNING and CARRYING OUT HOMEROOM MEETINGS WHICH are INADEQUATELY PRACTICED at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways	Usually	Half the time	Seldom	Never	Total score	Mean scores
4. Do you consciously provide variety in your homeroom work ?.....	4	3	2	1	0	34	2.61
5. Do you plan your homeroom meetings in such a way that the students feel they have had a share in the planning ?.....	1	7	4	1	0	33	2.53
6. Do you require your students to put aside all work during the homeroom period and give undivided attention to the activities at hand ?.....	2	5	5	0	1	33	2.53
7. Do you make it a point to inform your students regarding the objectives of the day's homeroom meeting ?.....	1	4	7	1	0	31	2.38
8. Do you make specific provisions to encourage participation on the part of the backward students ?.....	1	7	1	3	1	30	2.38
9. Can you justify your procedure in homeroom activities on the basis of its contribution to student development ?.....	1	6	2	3	1	29	2.23
10. Does your homeroom offer opportunity to practice the civic standards and patterns discussed ?.....	1	2	7	3	0	27	2.07
Total (Table IX a, IX b).....	68	153	82	18	3	321	2.46

TABLE IX c

THOSE PRACTICES DESIGNED TO PROVIDE TRAINING in PLANNING and CARRYING OUT HOME-ROOM MEETINGS WHICH are INADEQUATELY PRACTICES at DUNBAR HIGH SCHOOL

Questions or Practices	Al-ways	Usual-ly	Half the time	Sel-dom	Never	Total score	Mean score
	4	3	2	1	0		
1. From the materials provided for your homeroom, do you systematically select those which are most suitable to your students and to the occasion ?.....	2	3	1	1	6	20	1.53
2. Do you make homeroom materials a challenge to your students ?.....	2	3	0	2	6	19	1.46
3. Does every member of your homeroom have an opportunity to serve as leader of some part of the homeroom program occasionally ?.....	1	2	3	3	4	19	1.46
4. Do your students have sufficient interest in homeroom work to initiate good meetings not provided for in the regular materials ?.....	0	2	4	2	5	16	1.23
5. Do you keep notes for evaluation of your homeroom meetings, with a view toward improving the materials the next time they are used ?....	1	2	2	1	7	15	1.15
Total.....	24	36	20	9	28	89	1.36
Grand Total (Tables VIII, IX a, b, c) score	116	231	114	27	31	488	2.20

to achieve this the sponsor will help to recognize, discover, classify, and capitalize individual abilities in all possible ways, in programs and activities. Encourage those who are backward and discourage those who are inclined to overparticipation, developing plans for self-appraisal, and constructively criticizing inferior efforts, as well as properly recognizing superior efforts....

The quotation above applies to questions four, five, ~~eight, nine,~~ eight, nine, and ten equally as well. Questions nine and ten may well serve as a means of appraisal of the homeroom activities.

The low rating of question number four in Table IXc indicates that students are not making desirable improvement in planning and carrying out homeroom meetings. Far, too many of the homeroom groups have not attained desirable traits of self-direction.

It is most revealing to note that seven sponsors "never" kept notes for evaluation of their homeroom meetings, with a view toward improving the materials the next time they are used. This is not in keeping with sound educational policy.

The evaluation of an educational routine, or any other procedure, is necessary in order to discover the extent to which this procedure is effective or successful or the opposite.¹

¹ Ibid., p. 199.

CHAPTER V

THE SPONSOR'S PERSONAL QUALITIES, ACTIONS and PROCEDURES

An effective homeroom guidance program is the work of the homeroom sponsor, for it is he who is responsible for bringing the guidance activities to a focus upon his students and their needs. His ability, initiative, and enthusiasm will determine the extent to which the challenge of the homeroom will be met.¹

If a homeroom program is worth having, it is worth supervising, not just occasionally, but regularly and systematically. Sponsors should welcome this service as a means of improving their homeroom work and of coordinating it more closely with the rest of the school's program.²

One of the most difficult things that a sponsor has to do is to fit satisfactorily into the two dissimilar situations of the class room and the homeroom. These two settings are almost antithetical in objectives, materials, spirit, and methods. All or nearly all of the teacher's practice has been dominating-- assigning, requiring, ordering not one of which can be done successfully in the homeroom.... At the present time perhaps it does take a rather rare individual

¹ C.C.Dunsmoor, L.M.Miller, Op. Cit., p. 60.

² Ibid., p. 61.

who can slip easily from a situation in which he is a dominator into one in which he is a member and fill both satisfactorily.¹

McKown² says that averagely all teachers try to do a good job of homeroom work, but special training and guidance are essential.

Careful study of Table X reveals that the eight questions have a mean score of 3.31. The range is from 3.00 to 3.45 which is very good. The ratings are either "always" or "usually" on each question with not more than two sponsors ranking lower. Information gained by the investigator during his personal interview of the sponsors and students do not support the high rating given to questions two, five, and eight. The difference in ratings perhaps represents the element of subjectiveness. It is safe to say that this small difference will not materially influence the effectiveness of this study.

The practices represented by the questions in Table X-a may well represent the strongest phase of the guidance program at Dunbar High School. What is meant by the statement above is that questions in Table X-a are concerned with ideas and beliefs of the sponsors, and that they have the highest rating of any group of questions on the questionnaire.

¹ Harry C. McKown, Op. Cit., p.185.

² Ibid., p. 187.

TABLE X-a

THE SPONSOR'S PERSONAL QUALITIES, ACTIONS, PROCEDURES

Questions or Practices	All-ways	Usually	Half the time	Seldom	Never	Total score	Mean scores
1. Do you have an understanding and a sense of appreciation of each of your students ?.....	4	3	2	1	0	45	3.45
2. Are your habits of speech, self-control, and courtesy a good example for your students ?...	7	5	1	0	0	44	3.38
3. Do you insist that members of your homeroom make their contributions in such a manner that they may be clearly heard and understood by all present?.....	6	6	1	0	0	44	3.38
4. Do you plan to develop in your students efficient habits of work ?.....	7	4	2	0	0	43	3.30
5. Are you able to secure the good will and cooperation of every member of your homeroom ?,,...	8	2	2	1	0	40	3.07
6. Do you keep before your students the importance of maintaining the good name of your group by giving tactful criticism and deserving commendation whenever due ?.....	5	6	2	0	0	40	3.07
7. Are your methods of workmanship and handling routine duties worthy of emulation by the members of your homeroom ?.....	5	5	2	1	0	40	3.07
8. Do you participate properly in the homeroom discussions and business meetings, that is neither too much nor too little ?.....	3	8	2	0	0	39	3.00
Total scores	4	6	2	1	0	345	3.31
	180	132	28	3	0		

TABLE X-b

THE SPONSOR'S PERSONAL QUALITIES, ACTIONS, and PROCEDURES

Questions or Practices	All-ways	Usually	Half the time	Seldom	Never	Total score	Mean scores
9. Do you make it a point to see that every student in your homeroom is engaged in some type of purposeful effort while under your supervision ?.....	4	3	2	1	0	37	2.84
10. Do you insist that each of your students carry his full share of responsibility in the activities of the group ?.....	4	4	3	2	0	36	2.76
11. Do you provide activities which lead to the development of habits of self-direction ?..	3	3	5	1	1	32	2.46
12. Are the members of your homeroom placed in circumstances which require the development of self-reliance and initiative ?.....	1	4	4	4	0	28	2.15
Total scores	48	42	36	7	1	133	2.55

McKown has said:¹

There can be no real guidance without intimate contacts and there can be no intimate contact without personal friendship between the sponsor and the homeroom members.... A cheery greeting, a pleasant smile, a sympathetic question at an opportune moment concerning some personal matter, will show the member that the sponsor is interested in his activities, problems, and general welfare, and will help to develop an "honest-to-goodness" friendly spirit between the two that will return high dividends in guidance.

Although the questions in Table X-b have a mean score of 2.55, with a range from 2.15 to 2.84, it should be relatively easy to increase the number of sponsors who will "always" or "usually" follow the practices represented by those questions. Number twelve is the only question really needing sustained effort at improvement. The investigator believes that question eleven should be worked at until that practice warrants a rating of "always" or four.

Arthur J. Jones² writes,

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

Those questions dealing with the homeroom sponsor's individual guidance practices have a mean score of 2.16. Table XI attests this fact. Careful study of Table XI reveals that the more individualized the practices are the lower they are rated. It is safe to conclude that the sponsors have not developed their individual guidance practices

¹ Ibid., p. 192.

² Arthur J. Jones, Principles of Guidance, p. 33.

TABLE XI

INDIVIDUAL GUIDANCE by HOMEROOM SPONSORS

Questions or Practices	Al-ways	Usual-ly	Half the time	Sel-dom	Never	Total score	Mean Scores
1. Are you constantly on the alert to discover the latent talents of your students ?.....	4	3	2	1	0		
2. Do you constantly study the membership of your homeroom with a view toward anticipating maladjustment and other problems ?.....	4	5	3	0	1	37	2.84
3. Do you study the whole development of the student as well as his development along specialized lines ?.....	2	7	2	1	1	34	2.61
4. Do you keep record on your homeroom students which will be helpful in solving their future problems ?.....	3	4	2	3	1	31	2.38
5. Do you have some contact with, or information about, the homeroom environment of each of your students ?.....	4	3	1	3	2	30	2.30
6. Are good physical attitudes of attention, posture, and poise, observed by the members of your homeroom ?.....	2	4	3	3	1	29	2.23
7. Do your homeroom members take pride in their personal appearance ?.....	1	3	7	0	2	27	2.07
8. Are you doing individual work with each of your problems students ?.....	0	5	6	0	2	27	2.07
9. Do you make use of student-interest-questionnaire for your homeroom members ?.....	2	2	4	2	3	24	1.84
Total scores	0	2	2	3	6	13	1.00
	72	105	60	15	19	252	2.16

to the extent that they are desirable.

It is significant that the STUDENT-INTEREST-QUESTIONNAIRE is very infrequently used as a means of securing information concerning their homeroom members. This fact is authenticated by question nine in Table XI.

One of the simplest and most helpful means of getting information about students as a background for counseling, is an interest questionnaire.... Such questionnaires can be constructed by the teacher with a nominal amount of effort and may thus deal with exactly the information desired.... The chief problem is to keep the questionnaire simple and at the same time have it serve the purpose for which it is constructed.¹

Guidance functionaries are not available to the faculty at Dunbar high school. Therefore, it is normal for those questions dealing with the coordination of the sponsor's efforts with other guidance workers and groups to be ranked low. However, a study of Table XII shows that questions four and five rate extremely low. Those practices could be practiced at Dunbar High School without inconveniencing any other group. It should be stated that the physical plant does not lend itself to the practice suggested by question six.

It is easily seen from a study of Table XIII that only three of the thirteen sponsors have had a course in educational guidance, four in vocational guidance, and none in student personnel. It is most revealing though that no one had taken a course in homeroom guidance.

¹ C.C.Dunsmoor, and L.M.Miller, Op. Cit., pp. 264-265.

TABLE XII

COORDINATION OF SPONSOR'S EFFORTS WITH OTHER GUIDANCE WORKERS AND GROUPS

Questions or Practices	Al-ways	Usual-ly	Half-the time	Sel-dom	Never	Total score	Mean scores
1. Do you confer with the classroom teacher involved in connection with scholastic or other difficulties which concern students in your homeroom ?.....	4	3	2	1	0		
2. Do you ever seek help from your supervisory officers or ask them to visit your homeroom?.	6	4	1	1	1	39	3.00
3. Do you make available to other guidance workers information regarding the members of your group which may be helpful in solving student problems ?.....	1	6	0	2	4	24	1.84
4. Is your homeroom alert to the good programs and effective methods used in other homerooms?	1	4	2	2	4	22	1.69
5. Does your homeroom occasionally invite members of other homerooms to appear on your programs ?.....	0	2	6	1	4	19	1.46
6. Does your homeroom occasionally invite the entire membership of some other homeroom as its guest for a homeroom meeting ?.....	1	0	0	3	9	7	0.53
Total score	36	51	20	10	32	117	1.50

TABLE XIII
SPONSOR'S TRAINING for GUIDANCE SERVICES

Sponsors	Professional Courses				Number of Years Experience as			
	Semester Hours				Class Room Teacher	Home Room Sponsor	Counselor	Others
	Educational Guidance	Vocational Guidance	Homeroom Guidance	Student Personnel				
A	3	0	0	0	27	27	0	0
B	0	0	0	0	7	4	0	0
C	0	0	0	0	6	4	0	0
D	0	0	0	0	2	2	0	0
E	0	0	0	0	3	3	0	0
F	0	0	0	0	2	2	0	0
G	3	0	0	0	7	4	0	0
H	0	0	0	0	7	4	0	0
I	0	3	0	0	7	3	0	0
J	0	3	0	0	15	15	0	0
K	0	0	0	0	10	10	0	0
L	0	3	0	0	2	2	0	0
M	3	3	0	0	7	4	0	0
Totals ..	9	12	0	0	102	84	0	0

Though not presented in a chart it may be significant that the investigator found none of the sponsors had taken in-service training in homeroom guidance. It should be reported, however, that each of them expressed a desire to take in-service training in homeroom guidance. It should be reported further that all sponsors believe a course in homeroom guidance should be one of the required courses for all persons training to enter the teaching service.

The investigator consulted several available college catalogs and found that none of them offered a course in homeroom guidance. The number of college catalogs consulted were far too few to reveal any general practice in this area.

Sponsor "A", who has had a course in educational guidance in addition to twenty-seven years of homeroom sponsorship experience had the most desirable homeroom guidance program at Dunbar High School. It had an overall rating of 3.20. The remaining sponsors' ranking range is from 0.97 to 3.00.

guidance activities must be provided for every student, if teachers are honestly to claim that they are preparing for life the invaluable human assets who come to them in the schools. To do less is to indicate a lack of vision with regard to the vital humanitarian service of education.

There are many classifications of guidance, but for practical purposes all types can be classified under three main heads: educational, vocational, and civic-ethical-

CHAPTER VI

A PROPOSED GUIDANCE PROGRAM for DUNBAR HIGH SCHOOL, LUFKIN, TEXAS

One of the biggest problems confronting youth is the discovery of their own educational potentialities and limitations for self-improvement, and their vocational opportunities for achievement which exist in the world about them. Self-discovery seldom comes suddenly, however, and is likely to be a process continuing throughout life. Since opportunities are not static, but highly dynamic, it is evident that any stock-taking of the students' talents, interests or opportunities must be done systematically and frequently. It is essential, too, that students are thoroughly informed of both present and future opportunities in the school and outside.

A basic understanding of the situation outlined indicates clearly the need for vigorous, well-organized, and effective guidance in every school. A well-balanced program of guidance activities must be provided for every student, if teachers are honestly to claim that they are preparing for life the invaluable human assets who come to them in the schools. To do less is to indicate a lack of vision with regard to the vital humanitarian service of education.

There are many classifications of guidance, but for practical purposes all types can be classified under three main heads: educational, vocational, and civic-ethical-

social.¹ Educational guidance is concerned with the student's success in his educational career. It deals with his proper adjustment to school and with his systematic planning for the next step ahead in terms of choices of courses, curricula, and higher institutions of learning. Vocational guidance is recognized as being concerned with the student's choice of, preparation for, entrance upon, and advancement in an occupation or field of work. The meaning of civic-ethical-social guidance, however, is not so clear-cut, since many writers have listed numerous types of endeavor, such as citizenship, leadership, ethical-character, social, home-membership, leisure-time, health, and others.

Overlapping among these various types of guidance is inevitable and no attempt should be made to break it down. To the writer it seems advisable to use the term civic-ethical-social to designate all types of guidance which the school provides for its students, in addition to educational and vocational guidance.

Any effective program of guidance must have a well conceived and carefully administered program of group guidance. Group guidance is all too often regarded as an end in itself, but instead it is only a means to the end of better individual guidance than would otherwise be possible. It is usually handled through guidance classes, through the homeroom,

¹ C.C.Dunsmoor, L.M.Miller, Op. Cit., p. 4.

or through the regular subjects of instruction.

In planning a guidance program it should be kept in mind that guidance is an integral part of every activity of the school and that every educational employee has a part to play in the guidance program.

There must be a single executive head, responsible for the entire program. The program of guidance should be administered in terms of the needs, interests, abilities, and opportunities of the pupils. The responsibilities for the guidance functions should be divided between the principal, counselor, homeroom sponsor, classroom teacher, a guidance committee, dean of boys, and dean of girls.

After the principal of the school has met with the faculty and together with them has decided the school's guidance activities, best results will be obtained if responsibilities are assigned specifically to some one or group. The principal can best perform some of the duties involved. Performance of specific skills may well be assigned to members of the committee. Everyone on the administrative, supervisory, and instructional staff must make planned correlated contributions to the guidance program, however, if it is to function effectively for pupils, school and community.

The school that is considering introducing a guidance program might well begin with the following steps:

1. Make sure that the faculty becomes familiar with and are willing to accept the purposes and services of a

guidance program.

2. Make a survey of the organized guidance activities in the school and determine if they are in line with the most critical guidance needs of your pupils.
3. Select the best qualified teacher to "head up" the program. Give this teacher at least one full period every day for guidance activities.
4. Determine the adequacy of your pupil inventories and take the necessary steps to strengthen any weaknesses discovered.
5. Determine which teachers have had the most success in unorganized guidance activities and appoint them to the guidance committee, with the teacher who "heads up" the program as chairman.
6. Get the facts about your pupil population in reference to stability, withdrawals, age-grade distribution, mental ability, mastery of the tools of learning, and educational and vocational interests.
7. Get the facts as to the distribution of occupations in your community, the educational and occupational status of all your school leavers of the last few years, and the availability of other community agencies which deal with youth.
8. Start an occupational file and guidance shelf in your library.
9. Delegate to the committee on guidance the responsibility of formulating a fairly comprehensive program for the school, covering the period of the next few years.
10. Have the committee select two or three items from the program for immediate attention during the first year. These activities should be the most important and urgent. They must be explained in detail in group meetings of the faculty and must be followed by written detailed descriptions of the part each teacher is expected to play.

These may be listed as the ten essential steps in attempting to organize a guidance program in your school and community, The size of the guidance committee will depend on the number of teacher or individuals that will be solicited to help in the guidance program.

GUIDANCE PERSONNEL and THEIR DUTIES in the PROGRAM

The principal. In the development of the guidance program in a local school, the principal must first establish his own locus of responsibility for the services attempted. As the head of the school he may choose to direct the guidance program and to supervise the activities of guidance officers who accept responsibilities. In the small high school or medium-sized school the principal will likely under take to direct as well as to organize the guidance program.¹

It is the duty of the administrator to provide an adequate philosophy and understanding of the guidance program for all the staff members.

The counselor. The counselor is subject only to the principal of the school. As a member of the teaching staff, his guidance responsibilities fall into two categories. first, that of an administrative nature relating directly to the guidance program, and second, that of keeping other

¹ P.B.Jacobson, W.C.Reavis, and J.D.Logsdon, Duties of School Principals, p. 156.

staff members informed of the fields of activities in which a greater participation may be held. He is a key person in the center of activities referred to as the guidance program. His duties include the following :

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

The classroom teacher. Since guidance problems are interwoven with instructional activity, the most valuable contribution to guidance is made by the classroom teacher when learning is looked upon as guidance. As Chisholm points out :

In the school in which the classroom teacher assumes responsibility for guidance, there is no forbidden ground dividing his instruction and guidance responsibilities.... In the actual classroom work, then, the teacher is sensitive to and understands the level of interest and ability of the pupils and adapts the work to individual needs or helps the student revise his choice of school activities so as to get those experiences in harmony with his needs.¹

¹ Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 316.

The teacher may well perform the following duties:

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

These functions as outlined above can hardly be classified as "guidance functions" of teachers. They really represent good teaching techniques. The teacher is contributing to the major purposes of the school's guidance program when he:

1. Identifies the non-instructional problems of the students and aids in their adjustment.
2. Assumes counseling and advising responsibilities for pupils who are difficult to handle.
3. Is aware of, and assist in educational and vocational planning of his students.
4. Participates in the development of the school's guidance program.
5. Participates in staff conferences to discuss problems of individual students.
6. Supplies sufficient information for the cumulative record.
7. Is on the alert for the discovery of interest, aptitudes, and personal behavior problems.
8. cooperates in the dissemination of occupational information.

The homeroom adviser or sponsor. In addition to suitable training for subject teaching, sponsors should have at least one course in the principles of guidance or its equivalent, particularly dealing with the principles and methods of guidance as these apply to teachers. Such a course should convey a guidance viewpoint toward all instruction and student contacts and should emphasize methods and materials of homeroom guidance as well, if it is to be of value to sponsors. Sponsors should have at least some in-service training or preparation for their homeroom work prior to and during the first year, and at regular intervals thereafter.

The homeroom sponsor is usually a classroom teacher who acts as the sponsor of a given group of pupils for a fixed period daily during a semester or year. In some schools the sponsor also is the chief guidance officer for the pupils who constitute the homeroom group.¹

Some significant features of homeroom meetings, if they are to provide effective guidance, are:

1. The homeroom should have a parliamentary organization with the usual officers and standing committee.
2. The students of the homeroom should have the responsibility of handling more than half of the proposed homeroom activities.

¹ Paul B. Jacobson, W.C. Reavis, and James D. Logsdon, Op. Cit., p.162.

3. The sponsor should participate as a member of the homeroom most of the time and should preside only occasionally.
4. Homeroom periods should be used largely for prepared homeroom lessons or meetings of guidance value.
5. adequate preparation of homeroom lessons or meetings must be made well in advance of the period in which they are to be held.
6. Each homeroom lesson should be properly motivated by the sponsor or student leader.
7. The preparation of homeroom lessons should give an opportunity for frequent participation by every homeroom member. Provision should be made to encourage participation by the more backward student.¹

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

The final goal of all guidance is the intelligent self-direction of the individual within the framework of our social ideals. This is a difficult goal to achieve, yet the patient and persistent effort of the teacher over a period of years will produce gratifying results.²

The prerequisite of guidance on the part of any teacher is accurate knowledge of the person to be served. Much knowledge about pupils can be obtained through the use of in-

¹ C.C.Dunsmoor, and L.M.Miller, Op. Cit., pp. 59-60.

² Leo M.Chamberlain, and Leslie W.Kindred, The Teacher and School Organization, p. 393.

tests and examinations. Tests are needed in the diagnostic study of the abilities and disabilities of the pupils and in evaluating their progress. The status of each pupil as a subject for education must be appraised and his strength and weakness discovered before guidance can be given. The primary aim of objective testing is to assist in the continuous study of individuals-- to diagnose their strengths and weaknesses throughout their entire school lives. This aim is attained by means of systematically-recorded measures and observations.

Despite controversies regarding the validity of standardized tests, the guidance-minded teacher finds them very helpful in obtaining a good idea of the student's educational potentialities and achievements. A number of test results, when looked upon in relation to one another, give the teacher a relatively sound basis for judgment. Also, it should be remembered that achievement and intelligence tests usually measure only academic ability--the power to grasp ideas from the printed page and to do the type of work usually demanded by schools. The student's artistic or mechanical intelligence and potentialities, for instance, are in no sense measured by this type of test. Test results may be used by teachers:

1. To estimate the educational abilities of students and to adapt instruction to their individual needs.

2. To know intimately the cumulative achievement status of each student and to guide him toward his optimum development.
3. To discover the exceptionally gifted students in order to make special provision for them.
4. To diagnose individual student weaknesses and disabilities in the different subject fields and to give remedial treatment based on the diagnosis.
5. To evaluate the achievement of each student in terms of his ability and chronological age, using this evaluation to further his success and happiness in school life.
6. To discover interests and aptitudes.
7. To show trends of interests over a period of time.
8. To assist in selecting courses and vocations.

Jacobson, Reavis, and Logsdon¹ give the following as criteria of good tests: (1) validity, (2) reliability, (3) objectivity, (4) ease of administration and scoring, (5) discrimination of test items, (6) comparability.¹

Cumulative records. If the information contained in tests is to be of maximum value, it should be organized in such a way as to be readily available to those teachers who have need to use it. A cumulative record for each pupil is the logical resultant.

The guidance services must include informative services. At the secondary school level and even at elementary school level, principals can do much to build up the background for guidance through the preparation and distribution of inform-

¹ P.B. Jacobson, W.C. Reavis, and J.D. Logsdon, Op. Cit., pp. 582-586.

ative materials of both explicit and incidental types, from which pupils can find answers to, their own questions. occupational information must be accurate and adequate about occupations on a national and state-wide basis. Securing such information is beyond the resources of any one community. The following six items may well serve as a guide to what information is needed to build an adequate program of vocational education and incidentally to furnish occupational information:

1. A classified list of all the types of jobs at which people work in the United States.
2. The pre-entry requirements for each of these classified jobs, in terms of training, personal characteristics, and experience.
3. The number of persons in the country engaged at each of these types of jobs.
4. The number of new entrants to each type of job that are required each year.
5. A forecast of the probable average number of new recruits needed in each of these types of jobs for each next five years, to be obtained by analysis of economic, technological, and other factors that would influence employment in the various types of enterprises.
6. The number of persons now in training for each of the classified types of jobs.

Placement and follow-up. Placement service is a logical follow-up of vocational information and training. Also, this was the original purpose of guidance in the schools, which has largely been lost sight of because so many other aspects of guidance have become apparent. In these days when so many young people cannot find work in private in-

dustry, it is particularly important that placement be stressed. Some schools have individual placement bureaus; others attempt to provide placement on a city-wide basis. In some cities placement is a cooperative effort between the Junior Employment Service, furnished by the government, and the school. In other cases youths are referred to governmental placement services. Since school people know the youth of the community, are trained to work with youth, are unhampered by political considerations, and can more easily obtain any needed additional information concerning employment opportunities than they can pass on to public employment offices the needed information concerning the youth of the community. Besides, transfer from school to occupational activities essentially an educational service, concerned with making sure that youth are so placed that their development, carried on for years in the schools, is continued in the early years of employment life. Better results for youth, for the schools, and for society seem assured if placement of youth to twenty-one years of age, perhaps to twenty-five, is recognized as a function of the school system with financial and other assistance from the federal-state employment service. Cordial cooperation between these two agencies is necessary, however the job is done. Placement is a complicated and discriminating undertaking. It involves conferences between the youth and his counselor, a report by the counselor to the placement office, interviews by the placement worker with the youth, calls by

the youth on prospective employers, reports from the youth and the prospective employer to the placement office, reports from placements and additional conferences and reports if necessary or desirable.¹

If the follow-up service is to be performed effectively for employed youth, a plan for determining the adjustment needs of young workers is necessary. Written reports from the employer and from the young worker are desirable but difficult to obtain. Telephone calls to the employer and especially personal calls at the place of employment by a representative of the placement office are helpful. Calls by the youth on his former school counselor have value and should be encouraged. All members of the staff of the school formerly attended by the youth may well be requested to turn in reports of informal talks with him concerning his work and his needs related to that work. When other parts of the program of vocational guidance are working well, both the youth and his employer are more ready to cooperate in supplying the desired information.²

It is necessary to determine by research methods the nature and scope of the vocational education program which should be carried on.... Research pertaining to the effectiveness of the vocational guidance program as a whole is desirable also if carried on in a scientific manner.... Coordination of the research activities carried on by the different services is, of course,

¹ George E. Myers, Principles and Techniques of Vocational Guidance, pp. 309-310.

² Ibid., p. 325.

essential; also coordination between these activities and the research work of other departments of the school system.¹

¹ Ibid., p. 338.

CHAPTER VII

SUMMARY, CONCLUSION, and RECOMMENDATIONS

Summary. The study of the guidance practices of the homeroom sponsors at Dunbar High School, Lufkin, Texas, reveals a definite need for an organized guidance program. It was definitely found out by the investigator that the homeroom programs were not coordinated.

The survey shows that seven, or 53.8 per cent, of the sponsors had not taken a course in guidance. Only twenty-three per cent of the sponsors have had courses in educational guidance, and thirty per cent have had training in vocational guidance. There was an abundance of vocational guidance materials, yet the sponsors did not render vocational guidance services to their homeroom members. It was found that materials for giving ethical-social-moral guidance were practically non-existent.

It is revealed that guidance activities have not produced desirable improvements in self-direction and behavior patterns.

None of the sponsors used scientific research in any phase of the guidance program with a view toward improvement in that area.

To evaluate the guidance practices it is necessary to have and keep on file records of pupil activities, successes, or failures of the preceding years. The study shows that the marks are on file in the office; however, the file

is available to each homeroom sponsor. It should be stated that the cards carrying the marks do not have any notations concerning the other student activities which would aid the teachers in their efforts to render guidance services to their homeroom students.

Testing programs have not been conducted.

Conclusions. Too, few of the homerooms were effectively organized and administered. An effective organization and wise administration of the homeroom is necessary for each homeroom. Each homeroom should make use of tests continuously in order to know the status or level of the pupil's attainments or achievements. The accumulative records should show a complete picture of the student's life in the school.

Individual guidance was attempted by too many people who had not been trained in guidance techniques. The principal and teachers sensed a need for improved guidance services, but until all the teachers have taken guidance courses or trained personnel are secured; there can be very little improvement over what has been done in guidance at Dunbar High School.

The principal has not insisted on organizing and instituting an adequate guidance program because the physical plant has been too small, improperly arranged, and insufficient for the establishment of a complete guidance program.

It is safe to assume that a complete guidance program will be organized at Dunbar High School within the near future, because the new Dunbar High School which will be opened in September, 1951 is conducive to good guidance work.

On the basis of the findings of this study, the writer wishes to make the following recommendations:

1. That an adequate guidance program be organized at Dunbar High School.
2. That accumulative records be maintained for each student enrolled.
3. That a personnel folder be provided for every pupil in the school.
4. That a testing program be instituted as a regular part of the school's guidance program.
5. That an in-service training program in the guidance field be instituted.
6. That all classroom teachers, homeroom sponsors, and advisers be encouraged to take courses in homeroom guidance and some other types of guidance.
7. That a guidance committee be organized and operated on purely democratic principles.
8. That the guidance program provide all the vocational services usually performed by guidance personnel.
9. That the pupil activity program be expanded and improved so as to provide greater opportunity for student participation.
10. That adequate provisions be made for continuous research in all phases of the guidance services with a view toward improving the effectiveness of each service and of the program as a whole, and to aid in adapting these to changing conditions.

APPENDIX

APPENDIX "A"

SAMPLE COPY of QUESTIONNAIRE

A SURVEY OF THE GUIDANCE PRACTICES OF THE HOME-
ROOM SPONSORS AT THE DUNBAR HIGH SCHOOL,

LUFKIN, TEXAS

DIRECTIONS: In the parentheses () at the right of each item of the check list, rate yourself as a homeroom sponsor by recording the numerical score for whichever of the five terms best describes your practice on the respective items.
Always-4; Usually-3; Half-the-Time-2; Seldom-1; Never-0.
Answer Yes or No to items number 1 to 9 inclusive.

NAME _____ DATE _____ 19____

(Person filling in Questionnaire)

HOMEROOM GROUP _____

SCHOOL _____ ADDRESS _____

1. Do you have an effective homeroom organization? _____
yes or no
2. Have you developed time-saving techniques for handling the administrative routine of your homeroom? _____
yes or no
3. Do all members of your homeroom know every other member by name? _____
yes or no
4. Do the citizenship attitudes developed in your homeroom tend to promote school unity? _____
yes or no
5. Do all the members of your homeroom have a thorough understanding of their school environment? _____
yes or no
6. Do the members of your homeroom regard you as a trustworthy friend to whom they may go when in difficulty or in need of advice? _____
yes or no
7. Have you a sense of humor in handling your homeroom problems? _____
yes or no
8. Have you checked over each of your students' educational and vocational plans to see that they are in keeping with his interests and abilities? _____
yes or no

23. Do you make available to other guidance workers information regarding the members of your homeroom which may be helpful in solving student problems? ... ()

II. Building and maintaining homeroom morale

24. Do you consider it of paramount importance to provide in your homeroom a wholesome and happy environment, conducive to the realization of real life values?.... ()
25. Do you give constant attention to the development and maintenance of a strong homeroom morale? ()
26. Are your students sincerely interested in their homeroom work? ()
27. Is the atmosphere of your homeroom one of cheerfulness, friendliness, and good will? ()
28. Does your homeroom provide an atmosphere conducive to the development of originality? ()
29. Is your homeroom characterized by a spirit of wholesome respect and courtesy for each member? ()
30. Do your students make it a special point to see that new members are properly received into the group, and assisted in making satisfactory adjustment elsewhere in the school? ()
31. Do your homeroom students know how to receive guests graciously and how to make them feel welcome? ()
32. Do the members of your homeroom consider visitors as interested friends who are to be treated as guests?.. ()
33. Do you encourage the members of your homeroom to assist one another with their problems? ()
34. Does a spirit of democracy exist among all members of your group? ()
35. Do you endeavor to keep before your students at all times desirable ideals and habits of citizenship?.... ()
36. Do your homeroom activities tend to promote altruism rather than selfishness? ()
37. Do you give a positive, rather than a negative, emphasis in discussions of school citizenship? ()
38. Do all members of your homeroom show an attitude of respect for school property and property of others?.. ()

39. Do the members of your homeroom support and take part in the activities sponsored by the school?()
40. Do the members of your group have a sense of humor? .()
41. Do you provide a homeroom which will encourage and help students to enjoy a satisfactory emotional life?()
42. Do you constantly keep before your students the value of the homeroom?()
43. Do you develop in your students a respect for properly constituted authority?()
44. Do the members of your homeroom feel that what is being done is worthy of their attention and effort? ... ()
45. Are the discussions of your homeroom characterized by open-mindedness and tolerance?()
46. Are the members of your homeroom encouraged to express their own sincere opinions in regard to matters being considered?()
47. Do you occasionally hold a meeting devoted to the problem of improving your homeroom?()
48. Have you a definite plan for discovering your homeroom problems and providing for their solution?()
49. Is the scholarship achievement of your homeroom in keeping with the ability of the group?()
50. Is the presence of your homeroom felt as a wholesome influence in the school?()

III. Planning and carrying out homeroom meetings

51. Does each program or meeting of your homeroom show evidence of careful preparation?()
52. From the materials provided for your homeroom, do you systematically select those which are most suitable to your students and to the occasion?()
53. Do you make your homeroom materials a challenge to your students?()

54. Do you keep notes for evaluation of your homeroom meetings, with a view toward improving the materials the next time they are used?()
55. Do your homeroom students have sufficient interest in homeroom work to initiate good meetings not provided for in the regular materials?()
56. Do you adjust the materials of your homeroom meetings to your students' abilities?()
57. Do you have at least one definite objective for each homeroom meeting?()
58. Do you make it a point to inform your students regarding the objectives of the day's homeroom meeting?()
59. Are your homeroom lesson plans made sufficiently in advance to permit proper preparation?()
60. Do you plan your homeroom meetings in such a way that the students feel they have had a share in the planning?()
61. Do you carefully motivate each homeroom program?()
62. Do you require your students to put aside all other work during the homeroom period and give undivided attention to the activities at hand?()
63. Does every member of your homeroom have an opportunity to serve as leader of some part of the homeroom program occasionally?()
64. Does every member of your homeroom participate in the meeting in some manner occasionally?()
65. Do you make specific provisions to encourage participation on the part of the backward students?()
66. Does your homeroom provide opportunity for students to experience the satisfactions of accomplishment? ..()
67. Can you justify your procedure in homeroom activities on the basis of its contribution to student development?()
68. Do you apply the best teaching procedures to your homeroom work?()

69. Do you consciously provide variety in your homeroom work?()
70. Do you make use of practical illustrations, stories, current events, or personal experiences to vitalize your meetings?()
71. Does your homeroom offer opportunity to practice the civic standards and patterns discussed?()

72.

IV. The spon's personal qualities, actions, and procedures

72. Are you able to secure the good will and cooperation of every member of your homeroom?()
73. Do you have an understanding and a sense of appreciation of each of your students?()
74. Are your habits of speech, self-control, and courtesy a good example for your students?()
75. Are your methods of workmanship and of handling routine duties worthy of emulation by the members of your homeroom?()
76. Do you make it a point to see that every student in your homeroom is engaged in some type of purposeful effort while under your supervision?()
77. Are the members of your homeroom placed in circumstances which require the development of self-reliance and initiative?()
78. Do you attempt to interest and encourage participation by your homeroom members in school activities? ()
79. Do you keep before your students the importance of maintaining the good name of your group by giving tactful criticism and deserving commendation whenever due?()
80. Do you insist that each of your students carry his full share of responsibility in the activities of the group?()
81. Do you plan to develop in your students efficient habits of work?()

82. Do you provide activities which lead to the development of habits of self-direction?()
83. Do you insist that members of your homeroom make their contributions in such manner that they may be clearly heard and understood by all present?()
84. Do you participate properly in the homeroom discussions and business meetings, that is, neither too much nor too little?()
85. Do you constantly study the membership of your homeroom with a view toward anticipating maladjustment and other problems?()
86. Do you have some contact with, or information about, the home environment of each of your students?()
87. Are you doing individual work with each of your problem students?()
88. Are you constantly on the alert to discover the latent talents of your students?()
89. Do you rate the members of your homeroom at regular intervals on citizenship attitudes or personality development?()
90. Do you make use of student-interest questionnaire for your homeroom members?()
91. Do you keep records on your homeroom students which will be helpful in solving their future problems? ... ()
92. Do you study the whole development of the student as well as his development along specialized lines?()
93. Do all members of your homeroom take pride in their personal appearance?()
94. Are good physical attitudes of attention, posture, and poise, observed by the members of your homeroom?.()
95. Do you make available to other guidance workers information regarding the members of your group which may be helpful in solving student problems?()

- 96. Do you confer with the classroom teacher involved in connection with scholastic or other difficulties which concern students in your homeroom?()
- 97. Do you ever seek help from your supervisory officers or ask them to visit your homeroom?()
- 98. Is your homeroom alert to the good programs and effective methods used in other homerooms?()
- 99. Does your homeroom occasionally invite members of other homerooms to appear on your programs?()
- 100. Does your homeroom occasionally invite the entire membership of some other homeroom as its guest for a homeroom meeting?()

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