

desirable activities they are going to perform any way. Hence under skillful guidance the pupil's participation in the assembly may reveal to him and to his fellows higher types of activities and make these activities desired and, to an extent, possible. Pupils are citizens of the school. Practice with satisfying results makes perfect.

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*Organization for Educational Guidance* was presented from manuscript by PRINCIPAL BURTON P. FOWLER OF CENTRAL HIGH SCHOOL OF CLEVELAND, OHIO.

## THE ORGANIZATION OF EDUCATIONAL GUIDANCE

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Guidance is one of the most inspiring conceptions of modern education. As an educational principle it makes concrete many of our traditional aims that have been but vaguely conceived and only incidentally achieved. Being a principle rather than a procedure, it is difficult to say whether in any real sense guidance can be organized. It must rather permeate the school atmosphere, determine the emphasis in administration and run through every course of study and class exercises.

Vocational guidance in the strict sense of the term has not been a success. Misused and misunderstood by its friends and cast out by its foes it is being supplanted by a much worthier successor. Vocational guidance was persistently misconstrued to be guidance into jobs instead of guidance into training.

Educational guidance where intelligently practiced is an advisory function which helps boys and girls to get their bearings in the social and moral maze of modern life. Educational guidance purposes to point out in concrete fashion the social responsibilities which good citizens must bear; the moral principles which they must practise; the opportunities which the school provides; and the diversity of occupations which the world affords. An ambitious, all inclusive program to be sure, but nevertheless a compelling one.

As a basis for discussion I should like to outline the general plan in operation at Central High School in Cleveland. While in some respects this plan has been an incidental development, it is nevertheless based upon the definite principles outlined in the preceding paragraphs.

The school, which numbers twenty-seven hundred pupils, is organized on a six-year basis with a fairly definite division into 3—3 groups. At the head of the advisory system is an educational adviser who normally gives all of her time to the work of guidance. She is a trained worker in this field and has charge of the counselling and placement for part-time employment in the tenth, eleventh, and twelfth grades, besides teaching classes in occupations which are elective in the eleventh grade. These classes, in which the pupils receive school credit, meet three hours a week in addition to field trips.

This educational adviser is assisted by three grade advisers, one each in the seventh, eighth, and ninth grades, who devote one-third of their time to counselling. In the seventh and ninth grades the work consists wholly of personal conferences, the largest attention being devoted to the first semester grades, while all eighth grade pupils are organized into advisory classes which meet once a week and study a series of lessons prepared by a vocational director on the superintendent's staff. These lessons which are outlined with remarkable skill constitute one of the most valuable features of the whole advisory plan. They deal with biographical material, social and moral situations, and information about the leading occupations. The teachers have been trained to teach these lessons by extension courses and frequent group conferences.

In the personal conferences which are held with all new pupils coming into the school, with seniors about to graduate, and as many others as the time of the advisers permits, the pupil is encouraged to talk freely about his work and plans. The adviser endeavors to set up a close sympathetic relationship with the pupils in her grade, which will prompt full confidence and enable her to give helpful suggestions regarding the social life of the school, aims of courses, and election of new courses. Except in the case of seniors little is said about individual fitness for occupations. The seniors are also organized into informal groups to discuss college requirements and to receive information about local opportunities for advanced study.

In cases of misconduct, irregularity of attendance, and failure the advisers have been especially helpful. Teachers are encouraged to refer pupils to the advisers, where a personal investigation, including conference with the parents may be desirable. The school employs a full time social adviser and home visitor who is of invaluable assistance in co-operating with the advisers.

While this personal counselling is intangible and does not permit of actual measurement, it does meet a real need in a large crowded city school where personal contacts between pupil and teacher are hard to establish.

The question of what kind of records are worth keeping is a difficult one to dispose of. Pupils have been card-indexed to death. After we get their eyes, teeth, back bones, absences, and marks on a card, we go further and try to make their virtues, vices, hopes, and aspirations a matter of written record. Cubic yards of cabinets have been filled with filing cards that never again see the light of day. It takes rare skill to make intelligent use of a record card. The tendency to excess in record-keeping, which has, indeed, been partly responsible for the ill repute into which vocational guidance has fallen has been a warning to us in our attempt to set up an organization of educational guidance. After a year's experience, the advisers have evolved a very simple form which records essential facts and the advisers' own comments set down at the time of the interview. Thus a sort of continuous record is kept during the pupil's stay in the three lower grades, so that at the beginning of the senior high-school course the educational adviser has these records as a guide in further conferences and in placement work.

Besides the work of the group advisers there is another most important part of our organized guidance. Every Wednesday morning the home room period is lengthened to a half-hour, at which time the home room teacher, who is expected to be in close touch with the interests of her own group, directs a discussion or plans a program on the basis of an outline prepared in the principal's office. In this way all the pupils in the school during a so-called advisory period are considering the same general topics at the same time. The subject assigned may be "Student participation," "Habit formation" or "The protection of public property." From a psychological standpoint such a plan has distinct advantages. There is not a doubt that the morale of the school and the social efficiency of the individual pupils are greatly advanced by this arrangement. This advisory period can be made, in my opinion, to be a great unifying factor in a large school. It helps to remove, moreover, from the realm of chance the development of the social and ethical values which have been held to be important by-products of education, and makes them primary objectives to be consciously striven for and directly developed.

Space forbids an enumeration of the syllabus of topics studied

and discussed and projects engaged in during these weekly advisory periods. The following partial list will serve to illustrate some of the major aims:

1. Organization of the home room.
2. Simple dramatization to demonstrate: correct manners, how to apply for a position, how to dress, etc.
3. Forms of school service, e. g., offers of assistance in the control of traffic, lunchroom, library, and washrooms; written recommendations to the Student Council; offers of help to the Student Council.
4. Facts about occupations.
5. Why graduate?
6. Value of a college education.
7. Leadership.
  - a. Qualities of leadership.
  - b. Great leaders of history.
  - c. Notably successful Central High School graduates.
  - d. Opportunities in Central High School for the development of leadership.
8. Central High School as a school community.

The plan, which is new in the school, having been in operation for only one semester, is not without its difficulties. Not all home room teachers have equal enthusiasm in making the most of the advisory periods. We are confident, however, that as the plan is developed further and its good results made apparent entire co-operation will be achieved.

It is evident, of course, that the success of the plan depends also, not upon a formal use of the material provided but upon its adaptation through original ideas and supplementary helps. Furthermore, the preparation of suitable outlines which are richly suggestive in concrete material and social activity instead of mere moral abstractions is a tremendous task. During the present semester we are having the preparation of these outlines handled by a committee of teachers, chosen for their success in the use of the advisory period with their own pupils. In this way it is expected that a manual of suggestions for the regular use of this period will eventually be developed.

After an effective organization for guidance has been set up, there still remains the important problem of utilizing the resources of the whole school for the ends desired. There is not a subject in the

curricula which can not be made a contributing factor in guidance if the intelligent effort of all the teachers is enlisted in making the resources of their instruction available to the pupils. Student activities, assembly programs, the school paper, and campaigns each has its contribution to make in guiding pupils into the types of activity, conduct, and training which we believe to be the great ultimate objectives of secondary education.

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MR. WILLIAM S. ROE, PRINCIPAL OF CENTRAL HIGH SCHOOL, COLORADO SPRINGS, COLORADO, read his paper, *Problems of the Student Body*.

### SOME STUDENT-BODY PROBLEMS

#### THE HIGH SCHOOL A CO-OPERATIVE ENTERPRISE

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Those problems which are to be considered "student-body problems" will vary in range and number with our conceptions of the function of the student body in the administration of a high school. I like to think of a high school as a co-operative enterprise, in which the educational endeavors of community, teaching staff, and students are co-ordinated for the production of efficient citizens, whose citizenship is to express itself in terms of capable leadership and intelligent co-operation.

#### MORALE

The contribution which the student body is to make in this three-partner enterprise will depend for its effectiveness upon the development of a sane and virile school spirit, a sound morale. "Morale" then, is the one outstanding, all-inclusive student-body problem. There is no shortcoming in manners or morals, no inadequacy of organization, no feebleness of idealism, which cannot be found to relate itself in some way to an underdeveloped morale. How to broaden and deepen "school spirit" so that it will not merely spend itself in the "rah-rah" side of school life but will be a potent factor in all departments of school activity,—that is the question.

Shall we consider briefly the development of school morale? The kind of spirit which may be expected to function in all departments of high-school life must grow out of a sympathetic understanding of the aims, purposes, objectives, goals of high-school edu-