

THE UNIVERSITY OF MANITOBA

COUNSELING IN WINNIPEG JUNIOR HIGH SCHOOLS,  
A STUDY OF THE NEED, METHODS, AND PRESENT STATUS  
AND A PROPOSED PROGRAM.

A THESIS

SUBMITTED TO THE COMMITTEE ON POST-GRADUATE STUDIES  
IN FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION

BY

HARRY H. GUEST

WINNIPEG, MANITOBA

JULY, 1951



#### ACKNOWLEDGMENTS

Many people have contributed to the fulfillment of this study. Some have furnished invaluable information. Some have related their experiences as a background for future development. Some have given carefully formed opinions which have helped to broaden the writer's understanding. The patient and courteous cooperation of the following is gratefully acknowledged: Miss Patricia Desjardins, Mr. Harry Clissold, Mrs. K. Sutherland, Mr. Ross Donald, Miss Grace Dolmage, Mrs. S. Doctoroff, Mr. Robert Cochrane, Rev. Phillip Petursson, Rev. V. J. Eylands, Rev. H. H. W. Egler, Rev. Burton Thomas, Father Webb, Rev. Fred Douglas, Rev. William Berry, Mr. Frank Hoffman, Mr. Bill Easton, Mr. A. J. Kitchen, Mr. Desmond Robinson, Miss Audrey Fridfinnson, Miss McDuffy, Mr. B. F. Addy, Mr. W. F. Hutton, Mr. J. M. Scurfield, Mr. Fred Baragar, Mr. A. H. Hoole, Mr. A. W. Muldrew, the many teachers and parents who have contributed their views and experiences anonymously, and the boys and girls of the General Wolfe School who, also anonymously, have given so much helpful information.

A special word of appreciation is due to Dr. H. L. Stein whose constant interest and helpful advice has been deeply appreciated.

Finally, a debt of gratitude is owed to my wife, whose patience and encouragement have contributed so much to the completion of this study.

H. H. G.

## CONTENTS

Chapter	Page
I      INTRODUCTION . . . . .	1
The Purpose of the Study	
Guidance is Needed	
Boundaries and Specific Aims of the Study	
Procedures Followed	
II     THE SETTING IN WHICH JUNIOR HIGH SCHOOL COUNSELING OPERATES. 13	
Characteristics of the Junior High School	
The Place of Junior High School Guidance in the Whole	
Guidance Program	
The Complementary Nature of Group Guidance and Indivi-	
dual Counseling	
The Place of Counseling in the Junior High School	
III    THE SCOPE OF JUNIOR HIGH SCHOOL COUNSELING . . . . .	25
Definitions of Counseling	
The Range of Counseling Activities	
Orientation	
Educational Attitudes and Achievement	
Course Planning and Selection	
Vocational Planning	
Social, Personal and Emotional Problems	
Administration of Special Tests	
Making Case Studies	
Organizing Cumulative Records	
Liaison With Other Agencies	
Developing the Guidance Approach Throughout the	
School	
Conclusion	
IV    COUNSELING INTERVIEWS . . . . .	34
The Crucial Phase of Counseling	
Preparing for an Interview	
Opening the Interview	
The Non-Directive Approach	
The Interviewer's Attitude	
The Development of Plans	
Closing the Interview	
Special Techniques	
Summary	

Chapter	Page
V CASE STUDIES . . . . .	55
Why Make Case Studies?	
The Researcher's Critical Approach	
Techniques of Investigation	
The Content of a Case Study	
Conclusion	
VI LIAISON WITH OTHER AGENCIES . . . . .	67
Introduction	
Visiting Teachers	
Attendance Officers	
Public Health Nurse	
High School Counselors	
Child Guidance Clinic	
Home and School Association	
Churches	
The Unitarian Church	
First Lutheran Church	
First English Lutheran Church	
St. Matthews Anglican Church	
St. Edwards Roman Catholic Church	
Old St. Andrews United Church	
Young Men's Christian Association	
Community Club	
Juvenile Court	
The Family Bureau	
The Children's Aid Society	
Manitoba Technical Institute	
National Employment Service	
Conclusions	
VII THE COUNSELOR HIMSELF . . . . .	100
Home-Room Teacher or Specialist?	
The Counselor's Personality	
Preparation and Training	
The Counselor's Status	
VIII THE PRESENT STATUS OF GUIDANCE AND COUNSELING IN WINNIPEG JUNIOR HIGH SCHOOLS . . . . .	120
Prevalence of Guidance and Counseling	
Distribution of Guidance Duties	
Training and Experience of Guidance Teachers	
Materials and Conditions for Group Guidance	
Conditions for Counseling	
Kinds of Counseling Done	
Summary of Present Conditions	
Progress Since the 1948 Survey	
Extension of Guidance and Counseling	
Guidance Personnel	

Chapter	Page
VIII (continued)	
	Guidance and Counseling Conditions Guidance Functions Coordination of Guidance Services Summary of Progress.
IX WHAT PARENTS, TEACHERS AND PRINCIPALS THINK ABOUT COUNSELING . . . . .	138
	Parents Teachers Principals Conclusions
X WHAT PUPILS THINK ABOUT GUIDANCE AND COUNSELING . . . . .	160
	Introduction Opinions on Group Guidance Findings from a Year-end Questionnaire Findings from Class Discussion Indications from a Question Box Summary of Findings on Group Guidance Opinions on Counseling What Pupils Want Reactions of Pupils Who Have Received Counseling Summary
XI APPROACHES TO SOME KINDS OF PROBLEMS . . . . . . . . .	178
	The Main Problem Areas Scholastic Achievement Personal Problems and Adjustments The Process of Adjustment How Decisions are Made Social Relationships Pupil-Teacher Relationships Pupil-Parent Relationships Boy-Girl Relationships Educational and Vocational Planning Summary
XII CONCLUSION: A COUNSELING PROGRAM FOR WINNIPEG JUNIOR HIGH SCHOOLS .	199
	A Review of General Considerations A Review of the Present Situation A COUNSELING PROGRAM FOR WINNIPEG JUNIOR HIGH SCHOOLS
	1. Counseling is Needed 2. Distribution of Group-Guidance Responsibilities 3. Distribution of Counseling Responsibilities 4. Assistance to Home-Room Teachers 5. Selection of Potential Counselors 6. Training of Counselors 7. Conditions Essential for Counseling 8. Organization
	Now What?

	Page
BIBLIOGRAPHY . . . . .	212
APPENDIX . . . . .	214
A. Junior High School Student Information Form	
B. Underachievement Interview Record Form	
C. Homework Record Form	
D. Questionnaire: Evaluation of Group Guidance	
E. Questionnaire: The Status of Guidance and Counseling in Winnipeg Junior High Schools	
F. Illustration of a Case Study	
G. Group Guidance Resource Units	
Guidance Program for Grade Seven	
Guidance Program for Grade Eight	
Guidance Program for Grade Nine	

## LIST OF TABLES

TABLE	Page
I Differences in Group-Guidance Teacher Load . . . . .	121
II Guidance Teachers' Years of Experience . . . . .	123
III Guidance Materials -- Use and Demand . . . . .	124
IV Relative Frequency of Guidance Functions . . . . .	128
V Extent of Counselors' Cooperation with Other Agents	129
VI Pupil Ratings of Group-Guidance Topics . . . . .	161

## CHAPTER ONE

### INTRODUCTION

#### The Purpose of The Study

The ancient Greek philosopher Thales was once asked, 'What is most difficult?'. He answered, 'To know thyself'. Then his questioner asked, 'What is easiest?'. Thales answered, 'To advise another'.<sup>1</sup>

If a modern teen-ager were asked for an opinion on this, he would probably say, "It certainly must be easy to give advice, especially for adults, because they give us so much of it. Mothers suggest what we should wear, fathers tell us what we should do with our money, teachers keep reminding us to study harder. We are advised about our education, about getting work, about our friends, about personal habits, about everything, it seems. If we get into trouble, this shower of advice becomes a downpour. Why don't people catch on that we don't want all this advice? Let us decide for ourselves once in a while!"

A few adults have "caught on" to the idea that too many people are ready with advice. J.G. Darley impatiently writes:

Almost every other adult who is in contact with the student is sure he knows what is best for the student. Adults have always been willing, in fact almost too willing, to tell young people what to do. In the face of so much amateur competition, a trained or semi-trained clinical worker cannot always make his voice heard in the clamor that surrounds the student.<sup>2</sup>

But why must the "trained or semi-trained clinical worker" make his voice heard through the clamor? Is he, too, undertaking the deceptively easy task of telling youth what to do? He is not if he knows his young people.

---

<sup>1</sup> Smith, Charles M., and Roos, Mary M., A guide to Guidance, Prentice-Hall Inc., New York, 1941, page 1.

<sup>2</sup> Darley, John G., Testing and Counseling in the High School Guidance Program, Science Research Associates, Chicago, 1943, page 172.

Boys and girls learn early to protect themselves against adult interference. Hollingshead<sup>1</sup>, who has made a sociological study of the youth of an American town, refers to the adolescents' "conspiracy of silence". If a boy or girl were to reveal all the details of his or her actions and thoughts to adults such as parents, minister, or teachers, the reaction would probably be an embarrassing barrage of criticism and advice. In self defence, young people conceal from adults many of their actions and most of their inner thoughts. When this shield of reticence is combined with the aggressive sword of youthful independence, the young defender's guard is hard to break through. It is no wonder, then, that so much advice to young people has so little affect.

But teen-agers are not always as independent and self-sufficient as they seem. Their boisterous air of confidence often turns out to be camouflage for a deep feeling of uncertainty. Often they do not know what to say or what to do; they do not understand themselves, and their confusion bothers them. Teen-agers have problems, or cause problems, probably to a greater extent than any other age group in society.

Hollingshead describes their position from a sociologist's viewpoint:

Sociologically, adolescence is the period in the life of a person when the society in which he functions ceases to regard him (male or female) as a child, and does not accord to him full adult status, roles and functions.<sup>2</sup>

Taking an illustration from meteorology, this period is like the region of turbulent weather between a "warm front" and a "cold front". It is not surprising that eccentricities of behavior occur, and that emotional

---

<sup>1</sup> Hollingshead, A.B., Elmtown's Youth, The Impact of Social Classes on Adolescents, John Wiley & Sons, New York, 1949.

<sup>2</sup> ibid., page 6.

3.

storms, sometimes including a certain amount of precipitation, are encountered from time to time.

There should be a way by which a mature and sympathetic adult can help a pupil to understand his feelings and see through his difficulties during this period. There should be a way by which a pupil can learn, in Thales' words, to know himself. The purpose of the present study is to discover the way, by listening to others who have travelled in this direction before, by listening to the young travellers who are to be guided along it, by choosing the most likely path when the trail seems to divide, and, on occasion, by blazing a new trail. The objectives toward which this road guides boys and girls are the highest in education: self-knowledge, self-understanding, self-realization.

Guidance is Needed

The amazing and rapid increase in the complexity of industrial and economic life, the changes in the conditions of living and the phenomenal development of educational facilities beyond the elementary school have greatly increased the dependence of the individual upon outside help, and this dependence is steadily becoming greater. The young person is now confronted with a bewildering complexity of choice, not only of occupations and of jobs within an occupation but also of future schools and kinds of specialized training for life work. Intelligent choice can result only where the young person has adequate facts and experiences and receives careful counseling at all stages of his progress. These society must provide. Delicate instruments are necessary in the life of the youth of today that were not necessary half a century or more ago. The individual needs assistance as never before.<sup>1</sup>

Thus does Jones emphasize the need for guidance in schools. Ruth Strang, too, warns that, without guidance, pupils too often do not make the best decisions.

---

<sup>1</sup> Jones, Arthur J., Principles of Guidance, McGraw-Hill Book Co., New York, 1945, page 49.

She expresses her concern in these words:

As a result of lack of guidance, hundreds of pupils are aimlessly drifting through school. Thousands of other boys and girls are failing, in more subtle ways, to attain their best physical, intellectual, emotional, social, cultural and spiritual development.<sup>1</sup>

A boy or girl has no instinctive insight into the solution of problems, any more than a person visiting a strange city instinctively knows what to look for and how to get to it. In both instances, persistent warnings, directions and admonitions destroy the spirit of freedom and adventure, but unless a great deal of time and effort is to be wasted, some assistance from an experienced person is extremely useful.

Every pupil who is assisted to secure the education best suited to his own individual needs, every pupil who is helped to adjust himself in order to avoid failure and repetition of a grade, every pupil who is prepared to make a greater contribution to his own and his fellows' welfare as a result of guidance, all of these represent sound investments and practical economy. Although guidance cannot prevent all educational waste, nevertheless through its distributive and its adjustive processes, it has already contributed to educational economy, and it will continue to do so.

Bringing about adjustment between a troubled pupil and his environment is an important aspect of guidance, and one closely connected with educational economy. Where guidance is not given in such cases, there is waste and frustration. Strang writes:

Evidences of personal unhappiness and maladjustment are indications of the need of guidance which are obvious to any observing person. In every class may be found children who

---

<sup>1</sup> Strang, Ruth, Pupil Personnel and Guidance, Macmillan Co., New York, 1940, page 10.

make a poor impression because of some easily corrected mannerism or habit. Others have acquired deep-seated personality traits which will interfere with their social and vocational success. Numberless children are wearing themselves out nervously in unfavorable environments which provide no opportunities for them to acquire effective ways of meeting life's problems. Some of these are given no freedom of choice or leeway for working things out in their own way. Others are being constantly viewed as problems. Still others are expected 'to become civilized too young'. . . . All of these youngsters are seriously in need of guidance.<sup>1</sup>

In spite of these indication of the need for it, when guidance has been introduced into a school program, it has sometimes been considered a "frill", an unnecessary addition for the sake of appearances. Some of the defenders of guidance have objected, claiming that guidance deserves the same attention as any other subject. These people say in effect that guidance is not a "frill" but a "garment", a body of knowledge and attitudes with which pupils are expected to clothe themselves, as they do with other "garments" such as mathematics and social studies. In the writer's view, these are both wrong. Guidance, the effort to lead pupils to know themselves and realize their best capacities, is the "fabric" without which no educational "garment" can exist. The fundamental characteristic of guidance is a sympathetic attitude, a recognition of pupils as individuals, and a desire to help them make the best of their opportunities. This attitude must not be limited to one or two "guidance periods" per week, but should pervade all teaching. Sometimes, however, this attitude leads to a direct approach to problems beyond the scope of any regular subject. But this attention to special cases, for which counselors and others are especially chosen and prepared, is only one facet of guidance in school. Guidance in its true sense, whether or not the term itself

---

<sup>1</sup> ibid., page 6

is used, is not a frill, nor yet a garment, but is the basic fabric of education.

The thesis of those who offer guidance to boys and girls in junior high school can be summed up this way: Although adolescents often put on a front of independence, they are passing through a turbulent period, and they feel many uncertainties. They need help in making adjustments and in learning to make decisions. Guidance of the right kind, offered in the right way, provides the help they need. Effective guidance prevents waste of opportunities in education and of talents in society. Guidance is especially necessary where maladjustments are to be prevented or overcome. Guidance is not a separate compartment of education, but an approach, an attitude which should suffuse all teaching, and which sometimes results in directing special attention and methods to meet special needs.

#### Boundaries and Specific Aims of the Study

In this study, attention is directed toward an especially important part of guidance, called counseling. This is the part in which boys and girls are guided individually. In the following chapters, the light of research is focused on this aspect of guidance, but at the same time some light is shed on the surrounding and related aspects of the subject. Since counseling is not an independent activity, but a part of the whole guidance process, it is right that both the individual and the group aspects of guidance be illuminated together.

At the high school level, counseling has become a recognized feature. At the elementary level, counseling has not been considered as a separate function, each teacher being expected to take an individual

interest in the relatively few pupils she teaches, without following any special guidance or counseling program. But in the junior high schools of Winnipeg, guidance is just becoming a regular part of the school program, and counseling is struggling for admission. At this junior high level, the doubt is strongest, the uncertainty is most prevalent, and the confusion is deepest. Because the need for clarification is so great here, the present study is focused on the junior high school grades.

The general purpose of the study has already been explained. But more definite statements of purpose are useful. The concrete aims of this study are:

- (a) To determine what guidance in junior <sup>high</sup> school is or should be;
- (b) To arrive at answers to some questions of procedure concerning which there is lack of agreement at present;
- (c) To examine and clarify some counseling techniques;
- (d) To decide the characteristics and qualifications a good counselor should have;
- (e) To assess the counseling now being given in the junior high schools of Winnipeg;
- (f) To outline an adequate guidance and counseling program for these schools.

Mention has already been made of the doubts and uncertainties felt in relation to junior high school guidance. A number of questions have been heard in discussion, encountered in literature on the subject, and recognized as a result of several years of experience. In this study, therefore, answers are sought for these specific questions:

8.

1. What are the distinguishing characteristics of the junior high school, and what is the place of guidance and especially counseling in it?
2. What is the general content of the whole guidance program in junior and senior high school, and what part does junior high school guidance play in it?
3. What is the relationship between group guidance and individual counseling?
4. Exactly what does counseling mean and include?
5. How should useful case studies be made?
6. How should effective interviewing be done?
7. What other agents and agencies deal with boys and girls, what is the nature and function of the specialized ones, and how can a counselor best work with them?
8. Should counseling be given by home-room teachers or by guidance specialists?
9. What kind of person is likely to make a good counselor?
10. What training should a counselor have?
11. What is the present status of guidance, and especially its counseling aspect, in Winnipeg junior high schools, at the present time?
12. What do pupils think of the guidance they are getting at present?
13. What kind of counseling, if any, do junior high school pupils feel they need?
14. How do pupils who have been counseled feel about it?
15. How can a counselor help pupils who are under-achieving?
16. How can a counselor help pupils with personal problems or maladjustments?
17. How can a counselor help pupils with problems in their social relationships?

18. How can a counselor help pupils to make good educational and vocational plans?
19. What conditions are necessary for good counseling?
20. What would constitute a good guidance and counseling program, suited to the needs of Winnipeg junior high school pupils and practicable in actual school situations?

In the pages that follow, answers to all of these questions are presented. There may be disagreement with some of the conclusions reached, and there may be inadequacies in the supporting data, but no question has been put aside in default. These are the important questions, and an attempt has been made to meet them squarely.

#### The Procedures Followed

Studies of school guidance services are not new. Some of the many books on the subject are listed in <sup>the</sup> concluding bibliography. In approaching the various aspects of guidance and counseling, the views of those who have written on the subject have been examined with some care. In some cases they have been recognized as vicarious experience. In other cases they have been presented as expressions of opinion, with some of which the writer did not fully agree but which deserved consideration. In still other cases, the statements of various writers have been given to illustrate opposing viewpoints, so that the pros and cons could be weighed before conclusions were reached. One approach, then, has been by way of existing literature on the subject.

But each locality is unique, and no textbook study can adequately deal with specific local questions. To discover the experiences and

opinions of teachers and pupils in Winnipeg junior high schools, with reference to guidance and counseling, questionnaires were used. These ranged from a four-page mimeographed questionnaire distributed to all junior high school teachers whose program included any guidance, to a simple two-question inquiry asking some twenty pupils who had received counseling whether they thought it had helped them.

The validity of a questionnaire depends partly on the adequacy of its sampling. For every questionnaire in this study, the answers represent a sampling of at least fifty per cent of the possible cases. The term, "possible cases", as used here, means all the cases the writer could contact by virtue of his position. To be more specific, for one questionnaire it means all Winnipeg junior high school teachers who have any guidance on their timetables; for another questionnaire, all the pupils in a large and representative junior high school; for a third, all the boys in the writer's guidance classes; and for a fourth, all the pupils counseled by the writer during the past two years. The last two questionnaires have the weakness of representing the influence of only one guidance teacher, but they have the virtue of being first-hand and accurate sources of information. When answers to all the questionnaires are considered, the comprehensive picture they present is likely to represent the situation in Winnipeg junior high schools as a whole.

These questionnaires have not been treated statistically, partly because the number of cases was not always large enough to make statistical treatment useful, but more because the purpose was not to discover quartiles or means or standard deviations, but to discover individual circumstances, experiences, and opinions.

Information was also secured by means of interviews. A good

counselor is sure to need the cooperation of other agents who deal with teen-agers. In order to prepare for this cooperation, the writer arranged a series of conversations, ranging from informal talks with fellow-teachers to formal interviews with representatives of the main social agencies. With respect to the specialized agencies, persons in responsible positions were contacted in as many cases as possible. Their names and positions have been given to indicate the reliability of their information. With respect to churches, parents and teachers, the divergent views presented by a relatively small number are likely to be fairly representative in each case. The writer tried to discover the approach to teen-agers made by each person interviewed, to get an understanding of the nature and functions of each of the special agencies, and to find out how they and school counselors could harmonize their efforts. To secure information of this nature, direct conversations seemed to be the best way.

In drawing the conclusions which appear in this study from time to time, the writer has considered the published views on the subject, the results of local questionnaires, and the information from interviews, and he has then analyzed, evaluated, and synthesized this body of material by the process of critical reasoning. That is, he has tried to make good sense out of the accumulated material.

Two other factors, the writer's position and his personal experience, have been of value in this respect. He has had an excellent opportunity to investigate matters of guidance in junior high school, since he has been responsible for guidance classes since their inception in his school four years ago. He has taken an active part in discussions of guidance throughout that period, and acted as chairman of the committee which drew up the series of "resource units" now being used in Grade VII.

Because of his position as guidance teacher, he has had experience with various kinds of program. As noted above, he has been able to observe, and to ask for in writing, pupils' reactions to their guidance program. In addition, he has acted as counselor with many of the pupils in his guidance classes. He has, therefore, been able to approach the present study with some experience and with some evidence of pupils' reactions to counseling.

In the chapters which follow, the writer's efforts to deepen his understanding and to extend his skill are recorded. His goal has been to develop ideas that will work in practice. To the extent that these ideas, this skill and this understanding really help in leading pupils to become adjusted, to see ahead more clearly, to know themselves, to this extent the study has been of genuine value.

## CHAPTER TWO

THE SETTING IN WHICH JUNIOR HIGH SCHOOL COUNSELING OPERATESCharacteristics of the Junier High School

The junior high school grades, seven, eight and nine, occupy an intermediate position between elementary school and high school, and to some extent they comprise a region of transition from one to the other. The elementary school's emphasis on "tool" subjects such as spelling, composition and arithmetic, is retained. These subjects aim to develop in pupils the ability to express themselves effectively and to deal adequately with quantitative concepts and manipulations. Such subjects are not only generally useful, but also specifically necessary in approaching more advanced high school subjects. From the other direction, an interest in "content" subjects seeps down into these grades from the high school. Courses in science and history are found, and mathematics begins to be slightly more abstract and technical. In the cultural subjects such as art, music and literature, more refinements appear. The elementary school sees the beginning of some "content" subjects, such as social studies and nature study, and the high school does not entirely abandon "tool" subjects such as English language and mathematics, but these are not the main features at those levels. In the grades that lie between elementary and high school, a change of emphasis takes place. The junior high school helps pupils to become adjusted gradually to changes in subject matter and presentation as they move from elementary to high school.

In another way the junior high grades act as intermediary steps. No specialization of interest is expected at the elementary level. At

the high school level, specialization becomes comparatively intense. In order that a pupil may be able to choose between physics and chemistry, between history and geography, between office practice and machine shops, he should have some acquaintance with the whole field in which he is to make his choices. Consequently, in the junior high school, broad exploratory studies are carried on in courses such as general science, general mathematics, literature and social studies. At the end of this period in their education, pupils should be able to recognize where specific fields of study belong in the whole range of a subject, and which of these fields seem the most promising and suitable ones on which to concentrate.

In the general science course in grades seven to nine, the material ranges from ants to air pressure, from meteors to magnetism, from the earth's origin to electricity, from humidity to human physiology. In history, the course covers the prehistoric beginnings of man, the ancient civilizations of the Middle East, the classic ages of Greece and Rome, the medieval period and the Renaissance, the story of Britain and the Commonwealth, the United States, and the major countries of Europe, South America and Asia. In literature, pupils encounter poetry ranging from Edward Lear to William Wordsworth, prose from Lewis Carroll to Winston Churchill, and an equally wide range of material in drama, biography and science. In all of these courses, the approach is extensive rather than intensive, with the purpose of providing a background for subsequent more detailed study and for the apperception of information encountered in later life.

Besides giving the pupil an opportunity to explore various subjects, the junior high school undertakes a certain amount of exploration of the pupil, to discover his particular characteristics, aptitudes,

and interests. Pringle refers to these two kinds of exploration in the following passage:

The exploratory phase of this (guidance) function includes all the means that have been devised for ascertaining the pupils' individual traits. For this part of exploration, use is made of scholastic records, pupils' social responses in and out of class, results of various objective tests, and the social and economic status of the family in each case. In recent years many junior high schools have established carefully worked-out exploratory courses. The most marked progress in the organization of these try-out courses has been in the field of industrial arts for boys. Although such courses must always be used as a means to an end, all are agreed that these exploratory and survey courses should be constructed from material that has positive value for pupils as judged by their immediate interests and needs. This means that the program of studies must be wide in range and rich in content. <sup>1</sup>

As pupils enter the period of adolescence, usually about the time of their entry into junior high school, their individual differences, their distinct personalities, begin to be more apparent. Abilities begin to show up more strongly and interests begin to crystallize. Without making prematurely rigid commitments, it is often possible to draw a fairly clear estimate of a pupil's potentialities. This exploration of individuals is most useful in helping pupils to make intelligent choices as they plan their high school courses and future careers.

In still another way the junior high is a step toward high school, because at this intermediate level the transition from a single-teacher to a departmental system takes place. Teachers in junior high do not usually specialize so narrowly and intensely as do those at higher levels. Especially in Grade VII, a teacher may teach several subjects to the same class. A policy often followed is to give the home-room teacher as much

---

<sup>1</sup> Pringle, Ralph W., The Junior High School, A Psychological Approach, McGraw-Hill Book Co., New York, 1937, page 81.

time as possible with his own class. In this way he has an opportunity to approach the intimate understanding of his pupils that the elementary teacher gets through continuous contact in all subjects. When the pupil reaches high school where the higher degree of specialization among teachers often results in fewer contacts with any pupil and a consequently less intimate relationship, he is prepared by his junior high school experience to adjust himself to a number of different teachers. He is therefore better able to manage his own affairs without the close supervision which is characteristic of the elementary school.

Besides becoming accustomed to the changes from teacher to teacher during the day, junior high school pupils may be introduced to high school routine in other ways. They may take part in modified versions of collegiate extra-curricular activities such as student government, athletics, dramatics, and social activities. In this connection, it is interesting to see how teen-agers are becoming more sophisticated. Activities once carried on only at the university level are now common in high school, and those once limited to high school have now appeared in junior high. Gilbert and Sullivan operettas, for example, have moved from university to high school and seem on the verge of entering junior high, and rather elaborate social activities have followed the same trend.

In recapitulation, the characteristics of the junior high school are these: Lying between elementary and high school, it is a region of transitions, from an intimate teacher-pupil relationship to a more impersonal departmental system, from an emphasis on fundamental "tool" subjects to an emphasis on specialized "content" subjects, from loosely organized play activities to highly organized extra-curricular programs. In addition this level provides extensive exploratory courses in several

important subjects, not only to help pupils to understand their environment better, but also to help them choose wisely among subsequent more specialized courses. It is also a stage where pupils' developing interests and personalities are explored with a view to helping them select and follow the courses of action that should lead each to maximum self-realization.

It is evident that the guidance function should be especially important during these grades. Many pupils need help in moving from the stable elementary system through the more dynamic junior high organization and into the highly synchronized pace of the high school. The exploratory subjects should lead to intelligent planning, which is another guidance activity. Guidance should help pupils to make the best use of increasingly more complex extra-curricular opportunities. Indeed so much of the junior high school program has guidance as its underlying purpose that it is difficult to separate guidance activities from all the others. They need not, indeed should not, be separated. The more the guidance viewpoint and attitude pervades the whole junior high school, the better this school will fulfill its function.

The Place of Junior High School Guidance in the Whole  
Guidance Program

The place of junior high school guidance can only be adequately understood when it is seen in relation to the guidance program as a whole. For that reason, the whole guidance program followed in Winnipeg schools from Grade VII to Grade XII is outlined here. The present program was drawn up by committees of guidance teachers during the school year 1949-1950. These committees, one for each grade, with a central coordinating

executive, planned a program on the basis of the needs of the pupils they taught in the schools of Winnipeg. This feature, as well as the fact that many teachers who helped in its preparation had some training and experience in guidance, makes the program one of considerable value. It was never intended to be final. After a year or two of experience with it, a group of teachers are expected to re-examine it and make what revisions seem advisable. The present outline, useful but unpolished, has served to distribute the various guidance functions to the levels where they should be most appropriate, and has integrated the whole program around a considered plan.

In grade seven the pupil is introduced to a building, a set of rules, and a system of teaching that are all new to him, through a series of "orientation" periods. Before class elections are held, he is given instruction and opportunity to discuss the techniques of an election and the qualities a leader should have. As the first major set of examinations draws near, the guidance periods are used to show pupils how to study, how to prepare for examinations, and how to write examinations most effectively. During the early part of the year a "Student Information Form" is filled out by each pupil, and a group intelligence test is given. A little later, he writes his autobiography. All of these data are filed in his cumulative record folder. Subsequent guidance periods are concerned with various aspects of human relations such as sportsmanship, toleration, home responsibilities, and an introduction to parliamentary procedure. Health and safety are dealt with in connection with smoking and bicycle riding. One or more periods on hobbies give some recreational guidance, and at least one period near the end of the school year is devoted to presenting the significance of French, the language course, in the year

to come. To allow for pupils' own problems, a "Question Box" permits them to present topics for discussion or personal questions. In summary, guidance in Grade VII deals with orientation, study methods, human relations, health and safety, recreation, course planning, and the beginning of cumulative-record materials.

In Grade VIII, the topics approached are similar to those of Grade VII. Study methods are discussed in more detail and from a slightly different viewpoint. The parts on human relations deal with citizenship, and morals and ethics as they apply in the life of a teen-ager. Attention is paid to the use of leisure time too, with larger scope than in the previous year. One project, a description and analysis of "The Real Me" is useful in many cases as a background for counseling. Classes where many drop-outs are expected also spend some time discussing occupations.

The guidance course for Grade IX is almost exclusively vocational and educational. Occupations are classified into major groups, analyzed to bring out significant facts about them, and related to school subjects. Then the various high school courses can be intelligently discussed. The nature of each course is explained in detail, and the factors to be considered in choosing the right course are discussed. Allied topics such as the application interview, after-school employment and the family budget are also introduced. Since personal and individual decisions must be made, it is expected that every pupil will have at least one interview with his counselor.

The move from Grade IX to Grade X takes the pupil into a new school in most cases, and into a new system, and so his Grade X guidance begins with orientation. This is followed by the collection of more information about each student. "Student Information Forms" are filled out

again, and a battery of standardized tests is administered. After this, attention is directed to the subjects of study with the purpose of making their value clear, and of developing good study habits. Most of the remaining periods are devoted to a study of occupations -- how to study an occupation, films on occupations, how to get a job, and how to hold it, and openings in Winnipeg occupations.

In Grade XI, (or Level II-A) after an introductory period or two on re-orientation after the vacation, the course concentrates on psychology. It touches on emotions, intelligence, habits, heredity and environment, physical and mental development, the psychology of learning, motivation and frustration, personality, getting along with people, good speech, a philosophy of life, and the larger view of education. It also helps pupils to know themselves by means of the Bell Adjustment Inventory and the Kuder Preference Record.

At Level II-B, (what used to be called Grade XIII, approximately) the emphasis returns to occupations and course planning. Pupils are shown how both jobs and individuals must be analyzed before they can be successfully matched. Opportunities for young people in Winnipeg and Canada as a whole in various kinds of work are pointed out, and attention is given again to getting and holding a job. In addition, university courses are examined for prerequisites, content, and opportunities after graduation. A very practical period is devoted to presenting information about available scholarships and loans. A final piece of information is added to the cumulative record in the form of a personality rating chart.

At the time of writing, no set program is in use for Level III.

An examination of the foregoing data indicates that the emphasis, grade by grade, is about as follows:

Grade VII - Orientation to junior high school, human relations, beginning of records, study habits;

Grade VIII- Study habits and citizenship;

Grade IX - Occupations and educational planning;

Grade X - Orientation to high school, and occupations;

Grade XI - Psychology for self-understanding and human relations;

Grade XII - Occupational and educational planning.

It is evident from this outline that the emphasis in junior-high-school guidance is first on becoming accustomed to a new type of school organization with its attendant needs for a feeling of belonging, new study methods, and for greater self-reliance; and second on preparation for high school. Personal and social questions also are dealt with, but this kind of guidance goes on at all levels. The more detailed and intensive studies of occupations and psychology are left until the high school years.

#### The Complementary Nature of Group Guidance

#### and Individual Counseling

In order to understand the position of counseling in the whole guidance picture, it is helpful to understand its complimentary relationship with group guidance. It helps a pupil when he discovers that his associates have problems like his own, and therefore many kinds of "guidance demand" are best met by group discussion. But some problems are not appropriate for group discussion or are so individual that it is best to hold one or more private talks. A group discussion often leads to individual conferences, and an experienced counselor may present to a group

all at once material that his interviews have indicated to be broadly useful.

Erickson refers to the complementary functions of group guidance and individual counseling and also to their distinct functions, in the following passage:

Group guidance activities are largely preventative, rather than remedial, in their attack on guidance problems. Group guidance tries to prepare youth in advance for the problems to come, by providing information and counsel before critical choices confront them....

Group-guidance activities alone, comprehensive though they seem to be, do not make a complete guidance program. The humanistic, personal, and remedial services that the school can offer are of incalculable value in helping to solve the ever-presenting problems of youth. No school can be considered to have an ideal guidance program until provision is made for adequate individual counseling services, which call, in turn, for adequate time, place, and trained personnel.<sup>1</sup>

Some problems, but not all, can be solved through group discussion. Some questions, but not all, can be answered through individual counseling. Some group topics have angles that require private discussion. Some private talks have aspects that would be enlightened by group discussion. Only by combining both methods can the whole job of guidance be adequately done.

#### The Place of Counseling in the Junior High School

Up to this point, several conclusions have been reached. The junior high school as a whole has adjustment and exploration among its important functions and so guidance is especially important at this level. The content of the guidance program itself is appropriate to these grades.

---

<sup>1</sup> Erickson, Clifford E. (editor), A Basic Text for Guidance Workers, Prentice-Hall Inc., New York, 1947, page 291.

Guidance has two aspects, group and individual, which supplement each other.

In view of these conclusions it should not be difficult to recognize the place of individual counseling in junior high school. An interest in pupils as individuals should permeate all junior high school classes, and especially Grade VII ones, so that the change from one teacher to many does not result in a feeling of estrangement and confusion on the part of the pupil. Part of this attention to individuals takes the form of counseling.

Counselors should make use of the wealth of exploratory material in the various survey courses to stimulate pupils to new interests and to help them recognize the significance of their choices of high school subjects. Bearing in mind that transfer of learning from class to real life is not automatic, the good counselor will use the exploratory material at this level to full advantage as well as introducing educational and vocational information of his own. Helping pupils to make intelligent plans for the future is an important counseling function in junior high schools.

In the junior high school, too, the careful appraisal of each individual, what has already been referred to as "exploration of the pupil", is also part of the counseling job.

As pupils encounter extra-curricular activities of increasing complexity, some of the content of counseling will be designed to encourage some pupils to make use of their opportunities, and to assist other pupils to develop a balanced program without undue emphasis on these activities.

The beginning of adolescence, which usually accompanies the pupil's entry into junior high school, brings with it a multitude of prob-

lems, varying greatly in intensity from pupil to pupil but all very real to the one concerned. Good counseling, therefore, is needed in this stage of development to help adolescents solve their peculiar problems and to help them make good adjustments.

Counseling at this level must also deal with the frequent problems such as under-achievement, family trouble, strained friendships, and emotional upsets, which are found at all levels.

Since this level is the one at which formal counseling is introduced, it is essential that it be introduced well. Otherwise, the adverse reactions of pupils may interfere with successful counseling in subsequent grades. Junior-high-school counselors not only do a necessary job, but they have a special responsibility for doing it well.

The amount of special counseling may vary from grade to grade, and from time to time. The kind of counseling will vary from grade to grade and from pupil to pupil. The status of the counselor may vary from school to school. But the value of a counseling service in junior high school, available when it is needed, adaptable to demands that arise, and suited to the requirements of this level, is no longer open to question.

CHAPTER THREE  
THE SCOPE OF JUNIOR HIGH SCHOOL COUNSELING

Definitions of Counseling

Counseling is defined by Erickson as the process of helping a pupil, through interviews and other individual relationships, to solve his problems and improve his planning. He insists that this process should not be restricted to any particular level:

Every school, (large or small -- elementary, secondary, college or special type) has the responsibility of helping pupils plan for the future, and helping pupils solve their problems. <sup>1</sup>

Jones explains what counseling is in terms of what the counselor does:

The process of counseling involves a clearing up of the problem by discussion; the counselor by skilful questioning brings out what the problem is and makes its implications clear; he often obtains facts from the student: he often gives facts to the student, but more often he gets the student to recall facts he already knows and so to arrange them as to show their significance in the solution of the problem. He suggests lines of study and investigation, he leads the student to see the relationship between various factors and suggests the importance of some facts not regarded by the student as significant. It is distinctly an educational process, often something after the manner used by Socrates. <sup>2</sup>

Hoppock first describes guidance as a whole, and then makes clear that counseling is an essential part of it:

Guidance is broadly defined as any activity which influences an individual in making plans for his own future. A

---

<sup>1</sup> Erickson, Clifford E., A Practical Handbook for School Counselors, Ronald Press Co., New York, 1949, page 159.

<sup>2</sup> Jones, op. cit., page 269.

guidance program is one or more activities undertaken with the conscious purpose of helping the individual to make such plans. ... Individual counseling is an indispensable part of a good guidance program ... Group guidance is intended to supplement and support individual counseling.<sup>1</sup>

Counseling, then, is that part of the guidance process which aims to assist pupils individually to solve problems, make plans, or achieve adjustments. It employs the scientific method in the accumulation and interpretation of facts as a basis for rational action, but it is not coldly impersonal. It requires a warm human sympathy and understanding for the interpretation of the emotions and social relationships of boys and girls. It is at once an objective process of analysis and synthesis, a science, and a subjective process of creativeness and imagination, an art.

#### The Range of Counseling Activities

Counseling in junior high school embraces many different activities. Williamson refers to this diversity as follows:

In the junior high school personnel activities are varied. Vocational information given to the student can be detailed. A student's scholastic ability can be diagnosed definitely, and tentative plans can be made in terms of the amount and general type of educational training to be absorbed with profit to the student and to society. At the same time counselors may begin the recording of data, the making of tentative diagnoses, and counseling regarding social adjustments, emotional habits, general patterns of work, intellectual interests, and any special aptitudes which may be revealed at that age. As a mental-hygiene function the student can be introduced to his own psychological make-up and also to the general fields of the world's

---

<sup>1</sup> Heppock, Robert, Group Guidance Principles, Techniques, and Evaluation, McGraw-Hill Book Co., New York, 1949, page 3.

work together with the type and amount of training involved.<sup>1</sup>

A statement by Chisholm also indicates the variety and extent of the counselor's work with boys and girls:

The school . . . should be interested in the happiness and success of the individual in all of the areas of happy successful living. . . . The recreational life, the civic life, the aesthetic life, one's relationship to his fellow man, and similar aspects of a well-balanced life receive due consideration along with the vocations. <sup>2</sup>

In order to make the meaning of counseling still more definite, its most common aspects are now considered briefly, one by one.

#### Orientation

A traveller arriving in a strange city is happy to be met by a friend who can direct him to the places he wishes to visit and who can explain things which it would be helpful for him to know. In the same way, a counselor can often be helpful to a pupil entering a new school. McKown refers to the pupil's need for assistance in orienting himself as follows:

When a student enters a new school for the first time he faces a crisis. Emotionally, he is probably very ill. He anticipates coming into a different school and facing his new and wonderful opportunities, but at the same time he is appalled by its newness, its bigness, and its strangeness. He is a lost mariner on an unknown shore. And this first day is the most important day he will ever spend in any school, because during it attitudes are formed and reactions are set up that will color his entire stay in it. Consequently, any time and any attention given to the all-important job of making him feel at home, easily, quickly, and naturally, will be time and attention exceedingly well invested. <sup>3</sup>

<sup>1</sup> Williamson, E.G., How to Counsel Students, McGraw-Hill Book Co., New York, 1939, page 47.

<sup>2</sup> Chisholm, Leslie L., Guiding Youth in the Secondary School, American Book Co., New York, 1945, page 6.

<sup>3</sup> McKown, Harry Co., Home Room Guidance, McGraw-Hill Book Co., New York, 1946, page 226.

This picture seems a little exaggerated, especially with respect to the permanence of first impressions, but there is certainly an opportunity at this time for a counselor to be very helpful. He can help the pupil feel at home by acquainting him with the geographic lay-out, important regulations, school routine, student traditions, and extracurricular activities. He can help the pupil to adjust himself to new courses of study and new teachers. By discussing these things, and answering questions, the counselor can help the pupil to become integrated quickly into school activities as a confident and independent individual. This process of orientation may continue all through the pupil's junior high years as he learns, by degrees, the place of school activities among the other activities of his weekly routine, and as he learns how to fit social, recreational, home and study elements into a balanced life.

#### Improving Educational Attitudes and Achievement

A pupil who is doing badly in school and who has unsatisfactory attitudes toward his work can often be helped by a counselor. The counselor tries to help the pupil to see why his marks are low, or why he is inattentive, or why he is often absent from school. The trouble having been recognized, the counselor helps the pupil to make plans to overcome it. Sometimes educational difficulties are only symptoms of more profound ones, and the counselor finds an entirely different question opening up. Although this new problem may seem to have displaced the earlier one, a solution to the deeper one is often accompanied by a solution to the surface one, and so educational purposes are being served all the while.

#### Course Planning and Selection

An important part of educational counseling is concerned with the planning of future education. Hopcock refers to this and suggests

that in junior high school it is more important than the traditional vocational emphasis in guidance:

Elementary and junior high school courses in the better schools today focus their attention on the problem of educational planning, on the choice of high school subjects; occupational information is introduced only as it is related to this immediate problem.<sup>1</sup>

At the end of Grade IX, most pupils are faced with the choice of high school courses. In group-guidance classes the courses are described and their significance is explained. This should be accompanied by an examination of each pupil's decision and his reasons for making it. If the group work has been effective, the individual work may go quickly, but some pupils are still likely to have made selections on the basis of emotions or misunderstandings, and educational interviews can help them to put their decisions on a sounder footing.

#### Vocational Planning

In spite of Hoppeck's admonition, some attention should be directed squarely at occupations, especially in those classes from which few pupils will go on to high school. During the junior-high-school years, a certain number of pupils withdraw and seek employment. A counselor can help these pupils by pointing out the nature of various groups of occupations, by suggesting how a specific occupation can be studied, by indicating how a pupil may analyze his own abilities, and by showing how job and applicant should match. The counselor may lead the boy or girl to decide to remain at school, or to take some other training. On the other hand he may be able to suggest suitable fields of employment, or even help the pupil to get a specific job. Some of this job discussion and pupil

---

<sup>1</sup> Hoppeck, op. cit., page 13.

placement may also be done with pupils who remain in school but want part-time employment.

#### Social, Personal and Emotional Problems

Most pupils have social or personal disturbances at one time or another, and some of these are brought to a good counselor. A pair of girls who have been close friends suddenly become bitter enemies; a boy whose parents are separating feels insecure and unhappy; a boy or girl who feels the lack of friends or is in some kind of trouble wants someone upon whom to "unload". In such situations an understanding counselor can help. In many schools, insufficient attention is paid to the development of social understanding in pupils. On this matter, Smith and Roos comment:

In a country where freedom is the choice of a mate is the custom, and yet where three of every ten of those choices end in broken homes, greater emphasis should be placed on a more complete knowledge of the forces basic to human relationships. <sup>1</sup>

Helping young people who already have personal problems, and preventing difficulties among others, by developing an understanding of human relations in his pupils, are two important jobs of the counselor.

#### Administration of Special Tests

The counselor is likely to be the best qualified person in the school to give certain standardized tests. These may be individual measures of intelligence, diagnoses of reading disability, or ratings of occupational preference. Such tests, ratings and inventories often lose their validity if administered by untrained teachers and so the counselor finds them a part of his business.

#### Making Case Studies

When a pupil requires intensive study for some reason, the

---

<sup>1</sup> Smith and Roos, op. cit., page 94.

counselor makes a full case study. This contains records of school marks, comments on behavior and attitude, results of special tests, reports of interviews with pupil and parents, and information from other agencies. These records are examined, analyzed, and evaluated until conclusions are reached as to the real nature of the trouble. Then proposals for further referral or for treatment are made.

In "Methodology of Educational Research" by Good, Barr and Scates, the following passage by F.N. Maxfield is quoted, and is presented again here to indicate the value of case studies:

"The public schools, faced with the problems of mass education, have only recently come to recognize the necessity for case studies of individual pupils. The needs of the obviously exceptional child, the blind, the deaf, and the seriously mentally defective, have been recognized as well as those of the truant. Until recently, and even now in a majority of school districts, the other so called 'normal' children have been assumed to be homogeneous. Yet recognition of the usefulness of case study techniques in avoiding economic waste, in reducing retardation and maladjustment in school progress, and in preventing miscarriage in vocational preparation and guidance is gaining ground." <sup>1</sup>

Case studies serve a most useful purpose. It is the counselor's job to draw them up.

#### Organizing Cumulative Records

It may not be possible to prepare a case study for every pupil, but the next best thing, a cumulative record of his progress through school, can be assembled for every one. Achievement records, special test scores, student information forms, anecdotal comments, and reports of interviews can all be assembled in folders, one for each pupil. It is usually up to the counselor to draw these items together and to keep them filed for ready reference. The information thus available is especially useful in

---

<sup>1</sup> Maxfield, F.N., The Case Study, Educational Research Bulletin IX, March 5, 1930, page 117.

preparing for subsequent interviews with pupils.

#### Liaison With Other Agencies

Pupils, especially those with difficulties, may be concerned with other agencies besides the school itself. Besides the school nurse or doctor, the attendance officer or visiting teacher, and the Child Guidance Clinic, other agencies such as the National Employment Service, the Juvenile Court, and the Family Bureau, may be able to give invaluable service. A counselor's greatest contribution may be to refer a pupil to another agency which is better equipped to assist him. The counselor is the best person in the school to maintain liaison with these other agencies, and to cooperate with them to give maximum service to the pupil.

#### Developing the Guidance Approach Throughout the School

Another function of the counselor, this time in the school itself, is to do his best to develop and maintain a healthy viewpoint among other members of the staff toward the problems of pupils. Among the various ways in which this may be done is the staff conference. This plan is advocated by Darley in these words:

One of the most effective ways of getting the guidance point of view across to the faculty is the staff clinic or staff consultation about a student. In these clinics, which are led by the counseling staff member, all the relevant material about a student is presented to his teachers and other interested staff people. Then the group discusses the findings to work out a plan of action that will help the student to correct any problems that exist.<sup>1</sup>

In this and other incidental ways the counselor can help to diffuse the "guidance philosophy" throughout the school.

---

<sup>1</sup> Darley, op. cit., page 137.

Conclusion

Counseling is a big job. Its primary aim is to help pupils to help themselves. It operates in the areas of orientation, educational attitudes and achievement, educational planning, vocational planning, and personal and social problems. Its auxiliary services include the preparation of cumulative records and case studies, specialized testing, the maintenance of a working relationship with other agencies, and the development of the guidance viewpoint within the school. This is not to say that counseling is the only important thing in education, or that counseling is always as effective as it should be, but it is obvious that when it is adequately done counseling plays a very important part in the junior high school.

## CHAPTER FOUR

COUNSELING INTERVIEWSThe Crucial Phase of Counseling

In the process of assisting boys and girls in the solution of their individual problems, a counselor engages in many different kinds of activity, as the previous chapter has shown. He administers special group and individual tests, he assembles data into comprehensible records, he studies these to get a preliminary understanding of his pupil. He may subsequently contact some other agency, and follow the progress of his pupil when he is no longer in frequent contact with him. But all of these subsidiary activities lead up to, or are a consequence of, the central and fundamental process, which is the personal interview.

An interview does not have to be an austere and formal procedure. Some interviews may be arranged by appointment, to occur in a particular place at a particular time, for a prerecognized purpose. Others may be informal conversations, not previously planned, arising from school situations or common interests. To distinguish these informal interviews from mere casual conversations, a counseling interview may be defined as any private talk which has as its purpose the development of understanding, the achievement of adjustment, or the formulation of plans for the future.

Although some interviews are more formal than others, excessive formality is a disadvantage. An official appointment tends to set the pupil apart from his classmates, and may cause him some embarrassment. A routine interviewing procedure, such as the open use of a check list, may interfere with the normal person-to-person relationship. Insistence upon

a particular place for all interviewing may also have a stultifying affect. No matter how definite its purpose, an interview should have an air of informality. Of course, this can be carried too far. Pupils should not be allowed to take undue liberties with their counselor, nor should he descend to the level of slangy or coarse or gossipy conversation. If the counselor's spirit is one of friendly cooperation, the interview is likely to avoid these undesirable extremes.

The value of interviewing is based upon three assumptions:

- (a) that behavior is at least partly determined by past experiences and present environment;
- (b) that the causes of behavior are not always readily apparent but often can be discovered through sympathetic conversations;
- (c) that when causes are understood, behavior can be changed, adjustments can be made, and plans can be developed to make the future more intelligible.

This viewpoint is forcefully expressed in a publication by the American Council on Education, called "Helping Teachers Understand Children". Its writers state:

We believe, in the first place, that teachers who understand children think of their behavior as being caused. They see a youngster's present actions as based upon his past experience, as shaped by his present situation, and as influenced by his desires and hopes for the future. This view of human behavior holds that a child's actions can be understood if his relevant past experience is known, if his present situation is analyzed in terms of what it means to him, and if his desires and hopes for the future are taken into consideration. It also implies that every girl and boy is educable, and that unacceptable behavior can be changed, and that desirable and effective action can be evoked. <sup>1</sup>

---

<sup>1</sup> American Council of Education, Division of Child Development and Teacher Personnel, Helping Teachers Understand Children, Washington, D.C., 1945, page 8.

An interview is not an occasion when a pupil is cornered so that he can be subjected to questioning and so that advice can be thrust at him in an effort to change him. On the contrary, it is a process in which both pupil and counselor take part voluntarily, in which each has confidence in the other, and in which each accepts his own responsibility. The greater responsibility is always the pupil's, because only to the extent that he strives to recognize his problem and to devise and carry out means of solving it, can the counseling he receives be effective. Understandings arrived at must be the pupil's understandings, and plans devised must be the pupil's plans, for whose success he is responsible. Chisholm points out the need for developing insight and independence in the pupil, in these words:

Guidance seeks to have each individual become familiar with a wide range of information about himself, his interests, his abilities, his previous development in the various areas of living, and his plans or ambitions for the future. Guidance then seeks to help him become acquainted with the various problems of social, vocational and recreational adjustment which he faces. On the basis of those two types of information and the assistance of counselors, each pupil is helped to face his problems and make plans for their solution. Out of the training and experience the individual gets in meeting and solving his problems while in school, guidance aims to develop in him insight into the solution of his problems of living as well as a creative initiative whereby he will throughout life be able to meet and solve his own problems adequately. <sup>1</sup>

Darley <sup>2</sup> suggests than an interview has three main purposes: getting information, giving information, and changing attitudes. In view of the comments just quoted, this triple purpose should be amended to state that an interview aims to develop in the pupil an understanding of himself, an understanding of his situation, and an insight into the best courses of action for the future.

<sup>1</sup> Chisholm, op. cit., page 3.

<sup>2</sup> Darley, op. cit.

Preparing for an Interview

Much of the time of an interview may be wasted if the counselor has not prepared for it in advance. The principal points of preparation are suggested by Germane and Germane.<sup>1</sup> The counselor should have at hand the routine facts of the pupil's age, grade, scholastic record, intelligence test results, reading test results, and health record. He should have discovered from the pupil's cumulative record as much as possible about his interests, hobbies, achievements, family background, and social relationships. He should refresh his memory concerning previous interviews, if any. In examining this body of information, the counselor should watch for and note gaps in the picture and items that require explanation or elaboration. If this part of his preparation has been done adequately, the counselor can meet his pupil with an initial feeling of familiarity instead of with groping ignorance.

Arrangements should be made for a suitable place for the interview. It has been mentioned above that counseling may be done in very informal surroundings from time to time, but for best results proper facilities are required. Privacy is most important. An informal atmosphere is desirable. These are difficult to obtain in a vacant classroom with its rigid rows of desks, its mental residue of classroom procedure and pupil-teacher relationship, and where interruptions cannot always be avoided. A room of office size, tastefully decorated, furnished with comfortable chairs, and equipped with adequate filing and storage space, would be an ideal counseling room. The writer has in mind the office of a Y.M.C.A. Boys' Work Secretary, which was not only comfortably furnished but also

---

<sup>1</sup> Germane, C.E., and Germane, E.G., Personnel Work in High School Silver Burdett Co., New York, 1941.

contained a South African soldier's helmet, a section of beaver-gnawed treetrunk, an Indian head-dress, and so many other articles of interest that boys were eager to go in. A counselor's office should be such a place.

One consideration not mentioned by authorities in connection with the room in which counseling is done is the curiosity and suspicion that may be felt by a few people if counselor and pupil are shut away in too secluded a place. The mystery of a closed door may lead to a few whispered suspicions, no matter how dependable and highly respected the counselor may be. To avoid any such damaging suspicion, it could be arranged that the counselor's office door have a glass panel, and the furniture could be placed so that the counselor could be seen by passers-by. The office could, however, be located away from the main stream of school traffic.

Arrangements should be made for adequate time for the interview, without interruptions. Neither pupil nor counselor should feel hurried, and if possible the hour should be one when both feel fresh and alert. The average interview takes from thirty minutes to one hour, depending on the level at which it is progressing.

The most important preliminary condition takes a long time to build up. It is the feeling of friendship, good will and confidence between counselor and pupil, without which the interview may halt, stumble, and fall flat. But when an interview begins with friendliness and confidence, it is likely to march on to understanding and achievement.

#### Opening the Interview

In opening an interview the establishment of rapport, a feeling of mutual confidence so that both can speak freely with the expectation

of being understood, is most important. Shaffer <sup>1</sup>, in discussing clinical cases, says that it is worth one or two interviews to establish rapport. He refers to it as a condition of confidence, trust, friendship, and positive emotional response to the interviewer. It helps to remove such forms of "resistance" as diffidence, guilt, shame, fear of social disapproval, repression, forgetting, and lack of insight into causes.

Shaffer suggests that rapport is best established by starting the interview on some subject in which the pupil is proficient, the counselor showing knowledge and interest to develop a feeling of "identification", and perhaps flattering a little to get the pupil in a suitable mood.

Williamson <sup>2</sup> points out that an interview which begins with a burst of confidential information before rapport has been established is on an artificial and unsound basis. Chisholm, agreeing that the opening should not be too hasty, writes:

It is a mistake for the counselor to "rush" the conference by attempting to deal with major problems, especially personal or sensitive problems, too soon, that is, before rapport has been established. ... The well-trained counselor is fully familiar with the types of problems appropriate for discussion in the process of developing rapport, as well as the type that should come after rapport has been secured. <sup>3</sup>

Early in the interview it should be made clear to the pupil that the value received from it depends on his own efforts, and that the counselor only guides him in his efforts to help himself. In explaining this situation, Erickson states:

The counselee may try to shift the responsibility to the counselor. The counselor rejects the responsibility for the solution of the problem. The counselee either accepts the responsibility for solving his own problem or withdraws from

<sup>1</sup> Shaffer, L.F., The Psychology of Adjustment, Houghton Mifflin Co. Chicago, 1936, chapter XV.

<sup>2</sup> Williamson, op. cit.

<sup>3</sup> Chisholm, op. cit., page 178.

the interviewing procedure. <sup>1</sup>

This approach diverts the interview from a process of handing out advice which may never be followed, to one of encouraging the pupil by helping him to realize his independence and his responsibility for managing his own affairs.

When the pupil realizes that the interview is in his hands, and that he is not to be lectured or pressed to reveal incriminating data, he is probably ready to proceed. Koos and Kefauver<sup>2</sup> point out that it is useless and unwise to ask the pupil questions until he seems ready to give the desired information. Pupil "readiness" is important. A willing pupil who feels free to explain his story to a sympathetic listener is much more likely to give accurate and adequate information, and to benefit from the talk with his counselor.

Even at this point, when the interview is well under way, the counselor is advised not to draw out too much information all at once. Darley gives this warning in rather striking terms:

Do not attempt to get the student to "tell all" in one short interview period. This generalization is particularly true when dealing with emotional or personal adjustment problems. Some books on clinical work urge the interviewer to let the student make a complete "confession", or get everything off his chest, at one time. It is fairly well established, however, that the student who has talked that much about emotional or personal problems has rather clear feelings of guilt afterwards and may be ashamed to return again for further assistance. Furthermore, a counselor who lets his sympathies run away from him in such a situation and keeps prompting the student to tell everything in his innermost thoughts is unlikely to be skilful enough to help the student face and solve the emotional problems. Such a counselor would be in much the same position as an amateur "doctor" who opened up an incision or a wound and left the patient as a bleeding mass of flesh, not having

<sup>1</sup> Erickson, A Practical Handbook for School Counselors (op. cit.) page 53.

<sup>2</sup> Koos, Leonard V., and Kefauver, Grayson N., Guidance in Secondary Schools, Macmillan Co., New York, 1932.

the skill to repair the damage.<sup>1</sup>

This appears to be a fairly serious matter, and so another opinion, that of Erickson, is also quoted here:

It is unlikely that in the usual interview a major miracle can be wrought in the life style of another person. This means that the number of ideas and topics discussed might well be kept to a minimum in most interviews. ... It may be suggested that a human being does not act like an automobile, all of whose needs can be met in a one-stop filling station. ... There is a danger in a one-stop system that loads him up with so many ideas that he will forget most of them. Furthermore, the counselor must have time to sort out the ideas which seem relevant to the client's needs.

This same problem of the number of ideas per interview is particularly important where the ideas involved deal with emotional attitudes, resentments, failures, frustrations, and conflicts. It will do very little good if the interviewer gets the client to "tell all" that is on his mind. If by oversympathetic attention or excessive curiosity the interviewer tricks the client into saying too much about his feelings the client will go out with a very little likelihood of coming back again, since he will feel guilty and ashamed at having exposed so much to a stranger.<sup>2</sup>

The experience of both of these writers seems to be quite definite in indicating that the pupil should only be encouraged to tell his story naturally, without pressure and without trying to deal with too many things at a time. Most of the worst problems have gone on for some time, and so immediate improvement cannot be expected anyway. In cases like this it is better to have a series of talks, so that as the facts become clearer the pupil gains in confidence and understanding instead of being possibly further upset by an intensive counseling experience.

#### The Non-Directive Approach

It has already been pointed out that young people do not often

<sup>1</sup> Darley, op. cit., page 176.

<sup>2</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.), page 63.

want advice. But they sometimes do want help with their problems. How can they be given help without advice? The non-directive approach to counseling provides the answer.

The essence of this approach is that the pupil draws his own conclusions as to the causes of his difficulty, and develops his own plans for their treatment. The counselor acts not as an adviser but as an interpreter, an arranger and reflector of the pupil's statements in such a way that their true significance becomes apparent to him. Erickson points out the counselor's interpretive function as follows:

If the client is attempting to put a deeply emotional attitude into words, it may be a difficult and awkward process. He may have a feeling of shame or guilt attached to this attitude, or he may hesitate to appear ridiculous in the eyes of another human being. Whatever his motivations, this flow of emotion will be cut off beyond recovery if the interviewer passes moral judgment on the attitude or turns aside from the underlying feeling that is emerging. . . .

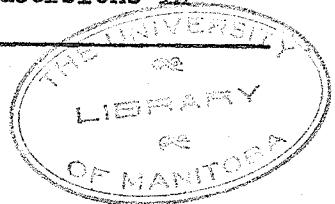
It is better to say, "You feel that people are being unfair to you", than to tell the complainer, "Everybody has trouble getting along sometime." . . . Reflecting feelings and attitudes means that you hold up a mirror, so to speak, in which the client can see the meaning and significance of his deep-seated feelings.<sup>1</sup>

The counselor accepts as a prime purpose the development of intelligent independence in his pupils. The process may be slow. A boy or girl, fumbling for a decision, may take the wrong course. But as decisions of greater and greater weight are faced with increasing insight, confidence develops and the need for guidance by others diminishes. In this way growth occurs. The alternative method, solving the pupil's problems for him, thwarts his development as an individual. Among the guidance authorities who emphasize this approach is Chisholm, who writes:

The only substitute for the thesis that the decisions in

---

<sup>1</sup> Ibid., page 61.



the field of guidance should come from the individual is paternalism, a plan in which someone, presumably with a higher degree of wisdom decides for the individual. He then blindly follows. This theory is contradictory to the democratic process of life and in the long run at least contrary to the best interests of the individual.<sup>1</sup>

A similar opinion is expressed by Koos and Kefauver, who stress the danger of teacher interference:

The guidance program should equip the student to give careful consideration to the issues he faces and to make intelligent judgments. There are times when the adviser knows he could make a wiser decision for the student. However the hazards are too great to permit exception to the principles. ... We should not tolerate a benevolent paternalism in which the personality and independence of the student are submerged because the adviser believes himself to be more able than the student to make the important decisions affecting the student. The program of guidance aims to make the student independent and capable of self-guidance.<sup>2</sup>

There is no doubt about the necessity of developing independence in meeting problems, but there is some disagreement about how rigidly the principle should be applied. Koos and Kefauver, in their statement above, absolutely forbid deciding for the pupil, claiming that the hazards are too great. On the other hand, Erickson says:

The statement that it is not the function of the counselor to solve problems does not preclude the fact that, in the case of some students who are faced with a serious problem and who are totally incapable at that stage of handling it, he may have to suggest and even urge on the student an appropriate course of action.<sup>3</sup>

When a child is learning to walk, it is wrong to continue to hold his hand. He must be allowed to stumble and fall if he is to learn to get along by himself. But if he toddles onto the street and into the path of an automobile, it is right and necessary to take his hand and

<sup>1</sup> Chisholm, op. cit., page 4.

<sup>2</sup> Koos and Kefauver, op. cit., page 404.

<sup>3</sup> Erickson, A Basic Text for Guidance Workers, (op. cit.), page 201.

guide him directly and emphatically out of danger. It would be reasonable to apply the same thinking in guidance. A pupil's independent conclusions should be fostered wherever possible. It would be wrong to correct every unsuitable decision he makes. On the other hand it would be equally wrong to remain silent while a pupil took a turning known to the teacher to be a serious and dangerous mistake. The problem is one of degree, and the adviser must decide whether or not such an emergency is presented that direct advice is warranted. The fundamental principle remains, that school guidance should lead to self guidance.

#### The Interviewer's Attitude

Reference has already been made to rapport, and to the importance of restraint in offering advice and in drawing forth information. These factors give some indication of what a counselor's attitude should be. A good counselor does not accelerate a pupil's outpouring, but he does not brake or obstruct it either. He is first of all a sympathetic and attentive listener, who lets the pupil tell his story in his own way. Afterwards he asks questions to complete the picture or to explore other possibly relevant aspects of it. These questions may be frank and straightforward, or they may be indirect, gradually leading the pupil to uncover bits of information. In any case, the questions should be clearly worded so that their meaning is plain. Questions that can be answered by a simple "yes" or "no" are usually less useful than those that call for an explanation or description, and so the former kind should be avoided.

The whole picture obtained by listening and questioning takes on greater significance if the counselor imagines himself in the position of

the pupil, facing his problems and feeling his emotions. Information alone is insufficient. Understanding, sensitivity, and sympathy are needed by the counselor, too. Sympathy, in this instance, does not mean feeling sorry. It is used in the sense of the sympathetic vibrations of a piano string when a sound of the same pitch strikes it. A counselor must be able to "tune" his response to the pitch of his pupil's feeling toward the problem, in order to be in sympathy with him to start with.

In listening to the pupil's explanations and answers, the counselor should be alert for unspoken implications and indications that some parts have special importance in the pupil's mind. When the pupil begins to defend his action with unusual warmth, when he strains logic to rationalize his actions, when he hesitates, gets his words mixed up, blushes, shows nervous mannerisms or otherwise indicates that part of the topic arouses him emotionally, the counselor observes such indications and tries to find their significance by roundabout questioning or by mentally fitting the parts of the story together so that the significance of this part becomes clear. This alertness for significance is an important part of the counselor's function as a listener.

Sometimes his "listening" may take the form of reading. It may happen that a pupil does not wish to say out loud the details of his difficulty or of the information that may help his counselor understand it. It may be easier for him to write these details. Williamson refers to the value of letting a pupil write instead of speak, in this passage:

Frequently personal experiences are too intimate to be revealed in a face-to-face situation. Other significant facts cannot be remembered and put in a proper setting by means of question and answer methods. The student must organize his own account of these experiences, ideas, attitudes, and ambitions. He thinks more clearly when he tells his own story in his own manner. . . .

For these reasons counselors frequently suggest that the student write out a story of his life including what he considers to be his most significant experiences. Usually no specific outline of points to be covered is suggested, since it is an insight into the student's reactions toward his experience that the counselor desires. In this sense the autobiography is a loose form of analysis by the free-association method.

When the counselor notes that the student is becoming reluctant to discuss certain topics, or rather wants to but is blocked, then he may suggest that the student try to write it out and bring in the product at another interview. At times it may be advisable to make such a suggestion with indirect reference to the cause of the specific blocking by casually asking for the autobiography.<sup>1</sup>

An interviewer's principal task is to increase his and his pupil's understanding. If he has an attitude of condescension, of criticism, or of condemnation, his pupil will soon feel the lack of sympathy and will lose the confidence necessary for effective results. A counselor does not criticize, judge, or ridicule his pupil's actions, nor does he praise his actions excessively. A counselor does not show feelings of surprise, disgust, or worry, no matter what he may be told. This is not to say that he is without feelings, but it is to emphasize that his comments are on rational and not emotional grounds. This attitude will help his pupil to feel confidence and security with him even in severe difficulties.

Counseling should be sincere and careful. Snap-judgments based on incomplete evidence must be avoided. Objective reasoning should prevail over subjective feelings, and in this connection it is recommended that counselors refrain from referring to their own experiences, which are personal, subjective, and often irrelevant. A counselor can retain a feeling of friendly interest and sincere concern without abandoning his objective and rational approach.

The interview should have a "forward lean", a positive approach.

---

<sup>1</sup> Williamson, op. cit., page 73.

Even when difficulties seem overwhelming, some positive element can be found and built on as a basis for resurgence and progress. When a pupil tries to escape his problem by retreating into fantasy or other unsuitable responses, the interviewer should not emphasize his difficulties by dwelling entirely on them. Instead, he should concentrate on the pupil's real assets, and make real victories more satisfying than fancied ones. As Koos and Kefauver say, "Never let a child fail completely. If he falls, teach him to fall forward, to jumpup, and to go on." <sup>1</sup>

Since every problem is different from every other in some degree, the counselor must not have a rigid approach which cannot be adapted to suit circumstances. For example, pupils of low learning capacity may be counseled on the basis of authority, whereas pupils of high capacity can recognize and apply complex rational considerations. A mechanical or routine method of interviewing for all cases would be poor. For this reason questionnaires, check lists, or forms on which information is to be compiled are usually out of place in an interview, since they channel it in too rigid and automatic a way. The interviewer's technique should be flexible enough to suit different times, places, age levels, emotional pitches, mental capacities, and kinds of problems.

All this can be summed up by saying that the counselor's attitude should include friendliness, confidence, reserve, alertness, objectivity, and adaptability. When these considerations govern his approach, his counseling has a good chance of giving real assistance.

---

<sup>1</sup> Koos and Kefauver, op. cit.

The Development of Plans

Most pupils are self-critical enough to balance the negative factors in their accounts with at least one or two positive factors. An alert counselor will bear these in mind, and when the pupil has finished presenting his story, these positive factors will be brought forward as bases for encouragement and starting points for improvement. From these positive suggestions put forward by the pupil himself, he may be led to consider others, so that an encouraging platform of satisfaction is recognized, upon which plans can be built.

Tentative plans proposed by the pupil should be discussed until they crystallize into fairly definite conclusions. These conclusions may relate to the hours when he will attend to home assignments, the choice of friends, the improvement of personal habits, or other matters. Whenever possible the plans should be such that their success can be estimated in some way. They should be in concrete terms, so that the pupil feels that he has received something definite from the interview, and that he has really been helped. He should recognize that the responsibility for the success of his plans is his own, but he should also feel confident and self-reliant.

Other things are important in interviewing, but if the interview is to have a useful and successful outcome the planning process is the essential one. Preparation, rapport, efforts to understand, and techniques of recording all revolve around and contribute to the central function, plan-making.

Closing the Interview

A good way of drawing an interview to a conclusion as well as to a close is to have the pupil review what he has learned, or come to understand, or planned during the interview. Erickson suggests:

The amount of learning that has gone on in the interview can be roughly estimated from the way in which the client summarizes the interview. When the interviewer sees the time is drawing to a close, it is his job to set the stage for the summary. If possible the client should do the summarizing. "Now suppose we see what we have accomplished in this interview", or "Tell me how you think the situation looks now" -- phrases of this kind will be of assistance in calling forth a summary from the client. <sup>1</sup>

In some cases it is necessary to hold a series of interviews, and at least the next of these should be arranged before the interview closes. Whether formal plans are made or not, the pupil should be made to feel welcome if he wishes to come back at any time. To leave a good impression with the pupil, the counselor may close the interview with a comment on some interest discovered at the opening, or with some little humorous remark.

Immediately after the interview the relevant data should be recorded. It is often not desirable to write the pupil's words in front of him, but they can often be remembered afterward. Complete and accurate records of information received and decisions reached is necessary for follow-up work or preparation for subsequent interviews. Data should be written objectively so that it is still useful if later events subject it to different interpretation.

No quick results of the interview should be expected. Some gradual changes are to be hoped for but many significant ones may come

---

<sup>1</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.), page 65.

very slowly. A realistic approach also takes into consideration the possibility of failure. Darley points out the inevitability of some failures:

Even though a counselor may make a good and correct and appropriate diagnosis of a student's difficulties, he cannot therefore necessarily expect to cure or solve all those difficulties. In the same way, a doctor sometimes makes a perfect diagnosis of an incurable illness. <sup>1</sup>

He goes on later to add:

Beware of the student who discusses his problems freely and who comes back periodically for a good heart-to-heart talk but who, between interviews does nothing to help himself and does nothing to follow out suggestions. Such cases can seldom be helped. <sup>2</sup>

An additional comment in "Child Guidance Procedures" which is given concerning clinic cases probably applies almost as well to pupils who come to a school counselor:

In general it is a waste of time for a child guidance clinic to concern itself with the problems of children whose parents cannot be brought to a genuinely cooperative attitude.<sup>3</sup>

It is apparent, then, that some counseling will bring no good results at all. However, every pupil who becomes better adjusted or who learns how to meet and solve his problems is a witness to the fact that the system does serve a useful purpose.

#### Special Techniques

Some interviewing techniques are highly specialized, and are properly used only by professional personnel who are thoroughly trained.

---

<sup>1</sup> Darley, op. cit., page 144.

<sup>2</sup> Ibid., page 178.

<sup>3</sup> Institute for Juvenile Research, Child Guidance Procedures, D. Appleton-Century, New York, 1937, page 27.

They are mentioned here to indicate their significance and to help an ordinary counselor understand occasional references by pupils which might not otherwise seem important.

Darley explains how the opportunity to express his troubles in a counseling interview sometimes relieves a pupil of emotional tension. He writes:

...The interview sometimes becomes a cathartic experience for a student suffering from tremendous emotional pressure. In such a case, when the student begins to pour out his long and troubled story, simply for the satisfaction of getting it off his chest, the counselor must prepare to sit back and listen. Students who are emotionally upset are not ready to learn or to be helped beyond the point of having someone to whom they may talk. The counselor must be alert to notice the student's frame of mind so that the counselor will not attempt to handle some other less deep-seated problem when the student wants to pour out his own immediate problems.<sup>1</sup>

It should not be forgotten that this cathartic experience is only one part of a two-fold process. The student who tells his deepest troubles to the very limit has broken through normal barriers of restraint and exposed the sensitive parts of his emotional life. He is emotionally empty afterwards. He must not be left in this condition. The second part of the process, the healing of emotional wounds and the restoration of a healthy and a balanced view of his situation, is essential if the process is to be of value. Unless the counselor is capable of completing the process he is probably doing a disservice by beginning it. To refer again to Darley's analogy, it would be like an amateur doctor making an incision or opening a wound, but, lacking the skill to heal it, leaving his patient worse than before.

Another technique which may be used by a person who is adequately trained is free association. The procedure is to establish complete

---

<sup>1</sup> Darley, op. cit., page 169.

rapport so that the patient trusts his counselor completely and does not feel that anything he says will be treated critically or used against him, and then to have the patient talk without restraint or self-criticism, saying all that comes into his mind without any attempt to criticize or organize it. Here again the pupil exposes sensitive areas, and the process should not be undertaken unless the counselor can understand its significance and make real use of it. To undertake such a process, a counselor should have training in psychiatry.

A similar technique is the study and interpretation of dreams.

In "Child Guidance Procedures" the writers state:

Dreams tend to be more nearly an expression of the varied wishes and purposes of the dreamer than waking speech or action, and when studied by an experienced person can be very valuable, particularly in conjunction with the second method, free association.<sup>1</sup>

Shaffer<sup>2</sup> explains that dreams are a kind of thinking, a symbolic trial and error process, or a recalling of experiences. In interpreting dreams the facts are less significant than the attitudes or emotions felt. Since dreams are so tenuous and easily lost from consciousness, they should be written down by the patient as soon as he wakes. Once again, what forms a significant pattern to a psychiatrist may be completely misinterpreted by a layman.

Two other techniques which are especially useful with young children are fantasy and play observation. In both of these, the child speaks or plays freely, letting his imagination act as he makes up a story or as he acts it out with dolls, houses and other toys. The experienced worker recognizes the pattern and significance of the ideas expressed in these ways.

---

<sup>1</sup> Institute for Juvenile Research, op. cit., page 141.

<sup>2</sup> Shaffer, op. cit., Chapter XV.

Writers who mention these special techniques are careful to emphasize that an untrained person should not try to do a psychiatrist's specialized work. Ineptness is likely to result in more harm than good, and if he goes beyond his depth a counselor may find a pupil's personality "exploding in the counselor's face". In introducing his chapter on mental hygiene, Shaffer warns:

The study of the psychology of adjustment is one of the prerequisites for practice, but it is far from being the sole requirement. The sections on techniques of mental hygiene are included here to inform the reader as to what the practitioner does, not to prepare him to do these things himself.<sup>1</sup>

Thus warned, counselors should stick to techniques with which they are familiar and in which they are competent.

#### Summary

The purpose of interviewing is to develop the understanding necessary for a pupil to make plans or adjustments. The counselor helps the boy or girl to recognize the relevant facts, but the ultimate responsibility for making the plans or adjustments is the pupil's.

For a successful interview, preparation and rapport are necessary to start with. A good interviewer is friendly but objective, and does not get his pupil to tell too much too soon. He listens carefully, alert for emotional implications, and reflects to the pupil the significance of what he hears. His technique should be flexible but always aimed to keep the interview moving positively. Certain specialized techniques should not be undertaken without adequate psychiatric training.

Scholastic difficulties, educational and vocational planning,

---

<sup>1</sup> Ibid., page 437.

and social and personal adjustments are the areas in which most problems occur. The processes of plan-making and adjustment call for special understanding.

A good way to close is to have the boy or girl summarize what he or she has gained from the interview, including plans for the future. After a friendly parting, the counselor writes an objective statement of the progress made, for future reference.

Results may be slow to appear and some failures are to be expected. If the interview is a failure, the other counseling activities have little value. But every time a pupil, as a result of a counseling interview, gains a real insight into the nature of his difficulty and undertakes the responsibility for planning and managing his own future, then the interview has been a success and the whole counseling process has borne fruit.

## CHAPTER FIVE

CASE STUDIESWhy Make Case Studies?

Sometimes a pupil's problem is simple and easy to identify. It can be dealt with by the usual methods outlined in the previous chapter. But sometimes it is so complex that it can only be understood after careful and detailed investigation. An investigation of all the factors which may have a bearing on the pupil's difficulty is called a case study.

W.C. Reavis<sup>1</sup> compares the need for case investigation before educational treatment to medical diagnosis, pointing out the need for careful preliminary study before treatment in both cases. He is deeply concerned about the economic and educational waste which results from teachers' inadequate knowledge of their pupils, and he maintains that failure rates could be greatly reduced by more detailed studies of students.

Germane and Germane<sup>2</sup> recommend case studies of normal as well as of maladjusted pupils in order to direct the teacher's attention primarily to the pupil rather than to the school or course of study. They advocate the wide use of case studies because they concentrate attention where it belongs, on pupils individually.

This emphasis on individual treatment is echoed by other authorities. Elsie M. Smithies, for instance, says:

The pedagogical case-worker, diagnostician in the educational field, must individualize his problems, and by study

---

<sup>1</sup> Reavis, W.C., Pupil Adjustment in Junior and Senior High Schools, D.C. Heath & Co., Chicago, 1926.

<sup>2</sup> Germane and Germane, op. cit.

of the pupil from every possible angle discover his peculiar susceptibilities, tendencies, reactions, and fundamental disorders.<sup>1</sup>

The range of matters with which the school is concerned has expanded in recent years. Educators used to be concerned almost exclusively with academic success, but now they deal with the child's whole personality. Since so many factors in the child's life are interdependent, formal learning being only one of them, teachers have come to take a broader interest in the many non-scholastic aspects of their pupils' activities. Teachers and counselors are now trying to help their pupils with problems of physical and emotional health and personality adjustment, as well as the usual scholastic ones. Reavis says in this connection:

It has been found that a child in school cannot and should not be considered with reference to his intellect alone. He must be considered as a personality. Every quality of characteristic that he possesses, whether it be mental or physical, every hereditary influence to which he is subject, and every environmental relationship that he establishes, these, all of them, including every stimulus and every impulse he experiences, enter into the composition of a personality.<sup>2</sup>

Since so many factors are interrelated in the life of an adolescent, there is good reason for the comprehensive investigation which a case study requires.

Another value of the study of individuals in school is suggested by Germane and Germane.<sup>3</sup> In conducting a case study, information is gathered and examined with scientific precision and objectivity. This familiarity with the scientific method is likely to prevent biased or purely subjective judgments in other fields. A scientific attitude may thus become habitual, and this may lead to significant improvements

---

<sup>1</sup> Smithies, Elsie M., Case Studies of Normal Adolescent Girls, D. Appleton Co., New York, 1933, page 6.

<sup>2</sup> Reavis, op. cit., page xii.

<sup>3</sup> Germane and Germane, op. cit.

in other aspects of teaching.

These, then, are some of the values of case studies. They are a necessary preparation for successful remedial treatment of pupils who have difficulties. They give a sound basis for help to normal pupils with day-to-day problems, and for routine guidance and counseling. They direct the teacher's attention to individual pupils, rather than to courses of study, and they may even lead to the adjustment of school facilities to meet more effectively the needs of its pupils. They point out the complexity of a child's personality and show the interrelation of academic with other factors. They help to instil in those who conduct the studies a sound objective approach which may prevent misconceptions or errors of judgment in other aspects of teaching and counseling.

When so many benefits accrue, the time and effort required to study a pupil in this detailed and scientific way are amply justified.

#### The Researcher's Critical Approach

A characteristic of good research is its critical examination of evidence. When information is collected in the process of making a case study, each item should be evaluated with care. Some statements are acceptable as true beyond reasonable doubt; some are probably true; some may be very doubtful; and some may be flatly contradictory. The selection of accurate facts and the elimination of inaccurate and misleading and questionable ones is essential for the presentation of a true picture.

The sources of information are of prime importance. First-hand personal observation is the best way to learn the facts. Observation of a pupil's behavior is better than reading a report on it prepared by some-

one else. A personal visit to his home furnishes a clearer picture than another person's description. An interview has far more meaning to the interviewer than to the person who reads a summary of it. A source that has not been interpreted or evaluated by an earlier researcher is called a primary source. For dependability and accuracy the counselor as often as possible gets his information from primary sources.

Whenever a fact has passed through the mind of another person, his account is called a secondary source. The item's value is subject to the abilities and good judgment of the observer, and so the question of his qualifications comes up. If he presents an intelligence rating, is he a qualified psychometrist? If the medical record indicates a heart murmur, was the diagnosis made by a parent, teacher, nurse, or doctor? If a report has been submitted in connection with his behavior, has the pupil been observed closely enough and for a long enough time to make the observation reliable? Memory is fallible. Was the record made while the facts were still fresh in the observer's mind?

Even with secondary sources which seem to be presented by qualified people, it is desirable to verify the evidence by comparing it with that of other competent contemporaries whenever this can be done. Do a pupil's various teachers agree on the nature of his problem? Do different intelligence tests taken at different times by different people reinforce or contradict each other? Independent agreement adds greatly to the credibility of secondary sources.

Unfounded guessing or assuming something to be so through lack of contradiction are not acceptable procedures. It will not be assumed that a pupil's home life is satisfactory simply because he says nothing about it, nor will the counselor guess at such items as eye strength,

adequacy of nutrition, or sufficiency of sleep. The evidence must be positive and definite to be acceptable.

A case study is a compilation of facts, not opinions. As many as possible of them should be based on the counselor's own observation. When secondary sources are used, the qualifications of the original observer must be considered. Facts should be cross-checked whenever possible to make sure of their validity.

#### Techniques of Investigation

In making a case study the existing school records concerning him are a good initial source of information about the pupil. These records include statements of his scholastic achievement, attendance, previous schools, findings of school medical examinations, intelligence estimates, and possibly records of offences and disciplinary treatment. In addition, the counselor's cumulative records, one folder for each pupil, are likely to yield information about the pupil's interests, home conditions, and aspirations, and other incidental items which may be useful.

Valuable information may sometimes be obtained by means of a questionnaire. It may call for all teachers who deal with the pupil to make five-point-scale ratings of various traits in his personality, or to indicate on a check-list habits or characteristics they have noticed. This composite opinion is especially useful when most of the answerers are in agreement. Check-lists or questionnaires are not of much value if the questions do not have the same meaning to all answerers, and so they must be carefully worded to avoid ambiguity and to present their questions clearly.

Another useful technique is directed observation. The length of continuous attention by the pupil may be timed at intervals and in different classes, and the frequency of his contribution to class discussion may be noted. It may be revealed that although he rarely causes any disturbance his attention span is much shorter than the average for the class, or that he is usually attentive but never contributes to discussions. Other characteristics such as daydreaming or nervous mannerisms are observed more intelligently when attention is directed specifically to them. Data from these directed observations are sometimes surprising, even to teachers who have felt quite familiar with the pupil.

In some cases objective and lasting records are made by a stenographer or even a motion picture, but these facilities are neither available nor necessary in the usual school situation. A counselor's or teacher's notations are adequate, proved that they register objectively what has been observed, not merely the observer's interpretation or opinion. A statement such as, "Gilbert was very lazy this morning", is poor because it interprets his actions without describing them. The statement, "Gilbert slouched in his seat during most of the Composition period, and on three occasions did not know the question he was to answer", is a good objective description. Incidentally, it does not necessarily lead to the conclusion that Gilbert was lazy. He may have been very tired, or ill, or distracted by a disturbing personal difficulty or experience. The time for interpretation is only after all the facts have been collected.

In studying a pupil, an experimental approach may be considered as well. One feature of an experiment that may be applied to case studies is its means of establishing a cause-affect relationship. This is done by controlling all possible causal factors, and varying them one at a time,

the others being kept constant, until the affect is discovered to vary with one factor and with that one alone, which factor is likely to be the cause. The cause of a pupil's poor reading ability may be discovered by investigating, one at a time, possibilities such as physical weakness of the eyes, low mental ability, illiteracy at home, or a disturbing emotional problem. The variation of these factors, one at a time, would point to the cause eventually. A difficulty is at once apparent. Many factors in a pupil's life are completely outside of the school and cannot be adequately controlled. Home conditions, gang associations, and physical defects are examples of factors which the school may influence somewhat but cannot control to the extent that the factors in an experiment should be controlled. This is a limitation to the experimental method in studying individuals. On the other hand, when the case has been thoroughly studied, and recommendations put into effect, the experimental viewpoint will help the researcher to recognize whether or not the change in the situation has the expected affect. If it has not, a trial along other lines may be suggested.

Interviewing, one of the best ways of getting information, has already been discussed at length in the previous chapter. The same principles of securing rapport, listening attentively, and remaining alert for unspoken implications and signs of emotion, apply whether the person interviewed is a pupil, parent, or teacher, a child, adolescent, or adult.

When techniques such as the study of records, the use of questionnaires, directed observation, the experimental alteration of variables, and personal interviewing are combined and governed by the principles of good research, the case study is likely to be accurate and dependable and useful in giving pupils real help.

The Content of a Case Study

Although each case is unique, it is useful to have an organized method of attacking the study so that none of the important phases of the pupil's life is omitted. The following are the matters usually included.

Identifying Data

These include the pupil's full name and nickname, if any, his age, home address, school, grade and class.

Statements of the Problem

The counselor records the exact nature of the initial problem as viewed by the pupil, his parents, his teachers, and any other people concerned. As the study proceeds, the problem may turn out to be quite different, but this preliminary statement is the starting point. Whenever possible, verbatim statements with specific references or instances are included.

Information about School

Percentage marks are usually available. The number of failures, strong and weak subjects, and rank in class are sometimes better indications of his academic position. Records are examined to determine how well he has done in the past, and when any noticeable change took place. Intelligence test results are compared with the pupil's achievement to see whether he is working to capacity. Intelligence estimates should not be taken too literally, since even the best of them may be in error to the extent of ten points or more in intelligence quotient. However, any great discrepancy between ability and achievement should be noted.

The pupil's study habits, attentiveness, faithfulness in completing

assignments, workmanship, initiative and effort can be described by his various teachers, and their descriptions assembled to give an organized picture. The school staff can also furnish information about the pupil's willingness to participate, his qualities as a leader, and problems of discipline concerning him. They may give scale-ratings of his personality traits as they see them. For pupils in the upper grades, aptitude and interest inventories may be used. Preferences, dislikes, difficulties, and plans for the future in connection with his schooling should be known. If his attendance record contains instances of truancy, excessive lateness, or malingering, they should be recognized as indications of the pupil's attitude to school.

#### Information about Health

In connection with health, height, weight and normality of growth are noted. Attention is paid as well to his dental condition, visual and auditory acuity, handedness, and possible speech defects. His nutrition, the duration and kind of sleep, and habits such as smoking or overeating are also investigated. Data on earlier diseases and operations are worth having, especially when special treatment or prolonged confinement were involved.

#### Home and Family Life

The pupil's position in and feelings towards his family command special attention because of their importance. The ages of the other members, their occupations and feelings toward their occupations, the position of any who are away from home, and the presence of other people such as relatives or boarders in the family circle should be known. Any deaths in the family, with dates and causes, should be noted. How the family

gets along together is significant, especially the pupil's reactions toward the others. His attention to his parents and their methods of disciplining him should be learned, too.

The status of the whole family may have a bearing on the case. What language is spoken at home? Do they attend church regularly? What cultural facilities are in the home? How does its economic level compare with the others in the neighborhood? Is it congested or spacious and comfortable? Is it clean and well kept? These questions draw attention to factors in the home that may be connected with the pupil's difficulty.

#### Background and Early Life

As much as possible should be learned about the pupil's background and early life. Were any unusual characteristics found concerning his grandparents, parents, brothers or sisters that would indicate significant hereditary influences? Was there anything unusual about the conditions at birth? The pupil's rate of development can be roughly indicated by the ages at which he sat up, walked, talked, and so on, although these vary widely from one child to another without great significance. His early emotional development may furnish useful clues, especially concerning fears, tantrums, night terrors, love, apathy, and other extremes of feeling.

#### Social and Personal Satisfactions

The pupil's social activities and personal habits and satisfactions may be revealing. To what associations does he belong? How many friends has he? Are they older, the same age, or younger? Boys or girls? How is he influenced by them? What interest, knowledge and experience has he concerning members of the opposite sex or about sex questions?

Does he seem to be an introvert or an extravert? Are his leisure time activities constructive, destructive, or simply time-killing? What is his daily routine? Where is he, usually, when not at home or school? What imaginative satisfactions has he in the way of remote ambitions, wishes, or daydreams? What has he shown special interest in, or collected, or created?

#### Records of Previous Studies

If the pupil has been studied previously, the earlier information should be incorporated into the current study as a basis for comparison and for conclusions respecting development, either positive or negative.

#### Conclusions

After careful study of the information which he has collected, the counselor comes to certain conclusions concerning the nature and cause of the pupil's difficulty. In the conclusion to the study, these opinions are presented and explained if necessary. In most cases these conclusions lead to suggestions for remedial measures, and so the final section of a case study is usually in the form of recommendations.

#### Recommendations

This is an explanation of what should be done next. The suggestions should be in concrete terms, so that they can be readily followed out by any other people concerned, without confusion. There may be a series of alternatives, so that if one is not successful others may be tried.

A case study is never really closed so long as the counselor continues working with the pupil. He may add new facts from time to time, and especially the results of the proposed remediation. In the end, the

case study may become a highly detailed part of the pupil's cumulative record.

#### Conclusion

By making a case study, a counselor is able to assemble and organize a wide variety of data about a pupil so that his complex problems become clearer and the best means of helping him become apparent. Its data, obtained from records, questionnaires, observation, experimentation and interviews, is subjected to high standards of criticism so that only what is valid and reliable is accepted. Information about all the facets of the pupil's life is collected so that the picture which is created represents the pupil as a whole. A case study does not solve all the pupil's problems, but it provides a sound and dependable basis upon which a solution can be built.<sup>1</sup>

---

<sup>1</sup> For an example of an actual case study, see Appendix, page 223.

## CHAPTER SIX

LIAISON WITH OTHER AGENCIESIntroduction

Every boy and girl comes under the influence of many adults. When these adults are acting to guide young people and to help them overcome difficulties, it is important that their efforts be in harmony. It is part of a counselor's job to discover what other adults, privately or in organized agencies, are trying to influence the boys and girls he counsels, so that each may understand the other, and so that a coordinated approach may be developed.

In order to develop such a mutual understanding at first hand, the writer visited a number of homes, talked with other teachers and principals, and interviewed responsible officers in all of the principal educational and social agencies which work with adolescents. The experiences and opinions of parents, teachers and principals are presented in a later chapter. The present chapter is devoted to the matter of liaison with organized agencies, both within and without the school system, which have special functions or which offer special services related to the welfare of boys and girls of junior high school age.

In every case, the writer explained his position and purpose, and inquired about the purpose, functions and facilities of the agency under discussion, with a view to establishing mutual understanding and confidence. It is possible that some conditions may change from time to time, that some agency has been overlooked, and that high principles and good intentions may not always be matched by actual practice, but the following

statements, each based on first-hand information from a person in a position to know, comprise a reasonably accurate survey of current conditions in these agencies.

#### Visiting Teachers

Miss Patricia Desjardins, Supervisor of Visiting Teachers, suggested that visiting teachers and counselors could cooperate by interpreting each other's viewpoint and purpose to pupils. A counselor could build up in his pupil a positive attitude to start with, by accepting him and establishing good personal relationships with him and thus preparing for the approach of the visiting teacher. It sometimes happens that a pupil fears or resents the activities of a visiting teacher and good counseling could help to prevent this. The exchange of information concerning school progress and behavior, and home conditions would be mutually helpful. The visiting teacher is also in a strategic position to refer a problem presented by a counselor to the appropriate agency, or to introduce the counselor himself to the agency so that he can explain the case more completely. Since visiting teachers work closely with the Child Guidance Clinic, difficult cases encountered by a counselor may be routed to the clinic through them. The main values of cooperation here seem to be in the exchange of information, interpretation of the other's viewpoint to pupils, and facilitation of access to the clinic for cases requiring intensive study.

#### Attendance Officers

The views of an attendance officer on the relationship between his work and counseling were given by Mr. Harry Clissold, a man

with wide experience. He said that the counselor and attendance officer could and should work together, since both were doing essentially the same thing, trying to understand pupils who have difficulties, and to provide them with the best possible opportunities. When he talks to a boy, Mr. Clissold tries to find out what is really the matter, what his attitude is, and what he wants. Then he places him in the best available location to achieve his worthwhile purposes. Sometimes the pupil is moved to another school, sometimes he is enrolled in the Manitoba Technical Institute for specialized training; and sometimes he is established in a job. The attendance officer is familiar with these openings and opportunities, and can make suggestions to a counselor or to a boy or girl referred to him.

Counselor and attendance officer can cooperate by exchanging information so that each understands better whatever situation they are dealing with. The attendance officer spends most of his time visiting parents. He gets their viewpoints, and can pass this information on to the counselor, who, though he will probably keep it to himself, will be able to approach pupils with greater understanding as a result. Likewise, the counselor can explain how a pupil behaves and achieves at school, to round out the attendance officer's picture. When both agencies reinforce each other, putting the same positive views into action, the pupil is bound to benefit.

Mr. Clissold visualized a counselor's job in a school the size of the General Wolfe (twenty-two classes) taking half of the counselor's time to deal individually with boys. He said that men counselors often work successfully with girls even on rather personal questions, but that it would not be a good idea to make a policy of counseling pupils of

the opposite sex. A counselor can do a good job only if he is the right kind of person himself, and if he is genuinely interested in boys and girls and anxious to help them. Compared with these considerations, he said, a lot of highly technical training is less important.

Parents need to be counseled too, especially when their children get into difficulties, and the attendance officer can often present the same ideas to parents during his visits as the counselor presents to his pupil at school. There is room, too, he believes, for some visiting of homes by the counselor himself in connection with pupils he is counseling. This is not likely to interfere with the attendance officer's work, since the reasons for visiting will not be quite the same, and there will not likely be a conflict of views anyway.

The attendance officer is a law officer, according to the "Manitoba School Attendance Act.". He is sworn in, and acts as a police officer for juveniles. He can have them picked up by police and confined to detention for twenty-four hours. He can lay charges requiring parents to appear in court. Although the use of this authority is kept to a minimum, still, it is the only effective approach in some cases. Severe cases known to the counselor, in which he thinks such legal action should be taken, could be referred to the attendance officer for his consideration, and if he concurs he could institute appropriate action.

The difference between visiting teachers and attendance officers is worth noting in passing. Visiting teachers have not this legal authority, he said, and operate according to a different philosophy, too. They believe that maladjustments and antisocial actions are caused by circumstances surrounding the child, and that only by remedying these causes can adjustment be made. Consequently they frown on punishment, corporal or

otherwise, as a means of correction. The attendance officer's view appears to be that pupils who have done something they recognize to be wrong should not be excused because of possible environmental causes. Such pupils, he says, usually are willing to admit honestly that they were wrong and that they deserve a fair punishment. This punishment is not taken to be the solution in itself, though. It should be followed by constructive measures designed to make sure that the trouble does not recur. The approaches of visiting teacher and attendance officer are actually not widely divergent, since both of them try to discover and remedy underlying causes. The difference seems to be that the visiting teacher tends to look past the surface manifestations to search for the fundamental sources of trouble, whereas the attendance officer treats pupils' actions on their own merits besides looking for environmental causes. A crude illustration may clarify the difference. A visiting teacher is like a sailor in a sinking boat who tries to find the leak in the hull before doing any bailing: an attendance officer is like a similar sailor, who bails his boat out first and then plugs the leak. Which way is right is not always easy to say.

Public Health Nurse

Mrs. K. Sutherland, a school Public Health Nurse, said she thought that counselors could cooperate by referring to her pupils who seemed to need medical attention of any kind. When such pupils come to her, she either examines them herself and advises them or recommends that they be examined or treated by the family doctor. In some cases she can advise pupils or parents of free medical services when they seem necessary. She occasionally counsels teen-age girls concerning their problems of

health and hygiene, and sometimes teachers send to her pupils who seem to have unhealthy habits, but due to her full schedule she does not search out questions or problems of this sort. She visits the homes of pupils and can often share with the counselor information obtained from these visits. She felt that a counselor and school nurse could cooperate best by exchanging useful information so that each could understand better the pupils under their care.

#### High School Counselors

Mr. Ross Donald, boys' counselor in Gordon Bell High School, gave his opinions and they are likely to represent those of most counselors at this level. He said that the preparation of cumulative record folders and the forwarding of these to the high school was not being adequately done. He thought that junior-high-school counselors could be more efficient in seeing that intelligence test scores, student information forms, and other valuable items of information were assembled and sent on to the high school to which the student graduated. A rather thorough testing program is conducted in junior high school and the results of it are largely wasted at present. There is some opportunity, too, he thought, for direct discussion of pupils who have passed from one counselor to another.

He emphasized the need for good counseling regarding course selection before the pupil enters high school. This has sometimes been so badly done that almost ten per cent of Grade X pupils are changed from one course to another after only four months in high school. At present it is often necessary for the high school counselor to do too late what a

junior-high counselor should have done.

He gave the general opinion that junior-high-school counseling would be better integrated with that in senior high if one person in each junior high school were recognized to organize the program for that school.

#### The Child Guidance Clinic

Miss Grace Dolmage, Director of the Winnipeg Child Guidance Clinic, expressed the views of the clinic staff of the subject of mutual assistance between clinic and counselors. One of the best ways counselors could increase the effectiveness of the clinic would be to develop in the school as a whole the philosophy of guidance, she said. Counselors should be more than interested teachers with a special "bag of tricks". They should be familiar with the best current thought concerning children, growth and development, and learning. They can act as "extended arms" of the clinic, representing the clinic's viewpoint, interpreting its philosophy in the school, and putting its ideas into practice. By maintaining and explaining such attitudes and practices, a counselor's most effective work may be preventing problems from arising. To cure adjustment problems is usually difficult. To prevent them is often possible through the development and application of an understanding of boys and girls. Counselors can be of great service, therefore, in extending, interpreting, and practising good guidance ideas and techniques in routine school situations.

Counselors can also cooperate with the clinic by discovering and selecting severe cases of maladjustment that need the highly specialized facilities of the clinic. The clinic's technical staff, which includes psychiatrists, psychologists, psychometrists, and social workers, may be able to deal with a pupil whose difficulty is beyond the scope of the

school counselor. In such cases, the problem is analyzed, conclusions are drawn, and remedial proposals are made. The pupil is usually returned to his school, and there the counselor is in a position to interpret and carry out the clinic's recommendations. This "follow-up" using the clinic's advice could be a most useful activity of counselors, and would help to overcome a common criticism of the clinic, that pupils are examined, tested, and diagnosed thoroughly, but that remedial measures are inadequate and improvement is too often not noticeable. The counselor would be able to recognize and explain the consequences of unwise attitudes and treatment on the part of regular teachers with regard to severe pupil problems, and he should be the teacher to whom the pupil back from the clinic can go if things begin to "blow up" again.

If a scheme Miss Dolmage has in mind develops, the clinic can be of even further value to counselors. In this proposed scheme, a few counselors each year would be attached on a full-time basis to the clinic staff. They would learn and practise the activities of such specialists as the psychologist, visiting teacher, adjustment teacher, or reading or speech expert. After a year of this "internship", the counselor would return to his own school with greater skill and insight. A system like this is now operating in connection with the Manitoba School of Social Work, which each year sends four students to the clinic for training and practice.

#### Home and School Association

No Home and School Association exists in connection with the General Wolfe School, and so the president of an association in another area was asked for her views. Mrs. S. Doctoroff is president of the Elmwood Home and School Association, which she described as a vigorous

group of over four hundred paid-up members. She said that her association and school counselors could work together in a number of ways. Counselors could come to meetings and interpret the guidance viewpoint to parents, she suggested. They could also help in the discussion of problems brought up by parents, by showing how a counselor would approach such problems, explaining how complex the causes might be, and suggesting methods of treatment. A further value would be in the mutual understanding and support given and received by parents and counselors. A Home-and-School meeting would be an excellent place to develop this mutual understanding and confidence.

Mr. Robert Cochrane, Principal of Lord Selkirk School and an active member of the Lord Selkirk Home and School Association, suggested that individual members of the association might agree to counsel students sent to them for information and advice, each for his own occupation. He proposed also that counselors could bring parents up to date on the study of occupations and the nature of high school courses, so that parents could understand and help their sons and daughters in the intelligent selection of courses. Mr. Cochrane also said that a Home-and-School meeting would be a good point of contact between parents and counselor, especially if "the right parents" could be persuaded to attend these meetings.

#### Churches

How can church and school combine forces to help boys and girls? To find an answer to this question, a number of ministers whose churches are in the neighborhood of the General Wolfe School were interviewed. Each was asked what facilities his church offered teen-age boys and girls for competent individual attention, for integration into healthy groups,

and for instruction and recreation. Ministers were also asked how they thought that minister and counselor could best cooperate to solve mutual problems.

Although it was of practical value to refer to churches which are not far from the writer's school, it is likely that the point of view is much the same in other churches of the denominations mentioned here, and so these may be considered as a representative cross-section.

#### The Unitarian Church

The Rev. Phillip Petursson, minister of the Unitarian Church, described his Sunday School, which has a class for eleven- and twelve-year-olds, and one for thirteen- and fourteen-year-olds. The latter develops into a confirmation class, and after confirmation boys and girls drop out of Sunday School. A young people's group may be organized in the near future. At present there are no mid-week activities for teenagers in this church.

An interesting project has been a series of parent-education sessions where parents of Sunday School children have seen films in mental hygiene and heard discussions leading to a better understanding of their children.

Among the Sunday School staff and congregation are two trained social workers, one being the Director of Public Welfare for Manitoba, and the other his assistant in this position. These are graduates in social work, and capable men.

Mr. Petursson said that a working relationship between church and school had been almost non-existent in his experience, and that he had regretted this once especially, when a problem with a boy had arisen. He

believed that school counselor and minister could help each other by sharing information to help develop a better understanding of people who had problems.

#### First Lutheran Church

The Rev. V.J. Eylands of the First Lutheran Church said that he would be happy to consult with a school counselor on common causes. He said that he would refer to the school counselor a pupil whom he thought could be helped in that way. If a pupil were referred to him by the counselor he would lay out the church's program and show the boy or girl the best place to fit in.

The emphasis in this church is on religious education. The Sunday School of about three hundred members ranging from kindergarten four-year-olds to Senior sixteen-year-olds, meets at 12:15 after the morning service. There are two classes for boys aged twelve to fifteen and two for girls of the same ages. The lesson material is expertly prepared and up to date in viewpoint, using modern educational methods. The four teachers of these classes are mature and capable, three being professional teachers, and discipline is good. A young People's Society of about sixty-five members aged from fifteen to twenty meets after the evening service (which they usually do not attend because it is in Icelandic) and conducts a fourfold program -- devotional, educational, recreational, and social. It has elected leaders, and adult advisers along with the minister, and their meetings are well conducted. The focus of religious education is on the Confirmation Class for pupils aged twelve to fifteen. This group meets from eleven to twelve o'clock and from two to three o'clock every Saturday for a period of two years, preparing young

people for adult religious life, and climaxing its activities with Confirmation.

During the week, Girl Guides are conducted by a capable lady who is also a Sunday School teacher; Scouts are efficiently led by an army captain, and Cubs are organized for younger boys. Problem pupils could be integrated into these organizations but not much individual attention would likely be given. The Young People's group meets every second Friday evening, along with St. Jude's Anglicans, in the auditorium of the Sargent Park School, for dancing and other social and recreational activities. A Junior Choir of about forty boys and girls aged sixteen to twenty-five practises Wednesday evenings and sings at the morning service. There is also a Sunday School choir but this group has no special practices.

The religious education program appears to be strong in this church. Newcomers are welcomed and they seem to stay, indicating that the groups have a capacity to absorb new individuals well, but there appears to be less attention to the personal troubles of individuals.

#### First English Lutheran Church

The Rev. H.H.W. Egler, pastor of First English Lutheran Church, is very interested in counseling. He is familiar with counseling techniques as they apply to a pastor's work, having spent a period of time in Augustana Lutheran Hospital in Minneapolis, taking a course in Clinical Training for Pastoral Counseling, which included a clinical approach to psychiatric situations, family troubles, and other questions. He pointed out that ministers and psychiatrists should not try to do each other's work, and that in the human triad of spirit, mind and body, the minister, psychiatrist and physician complement each other. He drew attention to

the often-overlooked fact that counseling is not new, that counseling with its sincere concern for individuals was Christ's own way, and that "the word of God is the best psychiatric medicine", especially with respect to guilt-complexes and extreme grief. He mentioned that all pastors are not equally good as counselors. Some are more concerned with preaching than counseling; some "bawl out" people who tell their troubles; some try but have inadequate understanding of the factors involved.

With particular reference to the cooperation of pastors and school counselors he said that each could approach from his own angle the person who came with a problem, and through this and an exchange of information, the best service could be given. He also suggested a meeting of pastors and counselors to exchange viewpoints.

In his own church, he said, the Sunday School of about fifty members meets at ten o'clock Sunday morning. There are classes for boys and for girls, classified into groups of about eight members on the basis of school grades. Boys and girls aged twelve, thirteen, or fourteen enter the Confirmation Class which meets Saturday mornings for several months, but they usually drop out of Sunday School after confirmation. The mid-week Luther League, a mixed group for teen-agers, is not functioning at present.

Mr. Egler had so much to say about counseling that it was difficult to leave him. No doubt in an actual counseling interview he would devote more of his efforts to listening and understanding rather than explaining or expounding. Although he has come to his present church from the United States only a few months ago and has done little counseling here so far, he considers it an important part of his pastoral work, and is ready to cooperate with school counselors, should appropriate situations arise.

St. Matthews Anglican Church

When the minister of St. Matthews Anglican Church, the Rev. Burton Thomas, was interviewed, he offered his full cooperation in dealing with common problems. He agreed that an exchange of views and of information would be most useful. He said that he would consider it the minister's job to follow up cases referred to him by a counselor, and wherever it was appropriate to bring the boy or girl into an organization, to send someone already in it to bring the new member out and make him feel welcome. Mr. Thomas recognized the reluctance of teen-agers to ask advice, and mentioned that they don't often feel like telling their troubles to the parson.

The principal group activity in this church, he said, is a non-denominational organization called "Boys' Town". About seventy boys aged from nine to eighteen meets each Monday evening at 7:30. Six good leaders direct the program which is almost entirely recreational, with the purpose of keeping the boys off the streets. They have boxing, wrestling, basketball and floor hockey. Organized as a town, they have elections for councilors and mayor. Two main leaders provide an effective combination of planned program and good discipline. Cubs and Scouts, also non-denominational, operate in the church as well, but there has never been a Girl Guides organization. A girls' group called the Girls' Auxilliary, carries on with difficulty a program of basketball, missionary study, and philanthropic projects. The trouble seems to be that girls of this age, twelve to fifteen, are more interested in boy friends and balk at "too much religion". This same group meets on Sundays as an effective Bible Class, leaving the church service just before the sermon. Another girls' group does the same, but no boys' group is active at this time. At three o'clock

six classes of boys and of girls, aged from eight to thirteen, meet. At about the age of thirteen a pupil usually enters a confirmation class, and after Confirmation stops attending Sunday School. A special group at three o'clock is conducted for choir boys. This amazing organization is also present for both Sunday church services and practises on Monday and Friday evenings and most of Saturday morning. Apart from the boys' choir, the emphasis seems to be on Sunday's Bible Class for girls, and Monday's "Boys' Town".

St. Edward's Roman Catholic Church

Father Webb, rector of St. Edward's Roman Catholic Church, indicated that the emphasis in his church is on individuals rather than on groups. There are no organized mid-week activities for boys or girls in the twelve-to-fifteen age group, he said, except the sanctuary boys' club conducted by the Franciscan Sisters, and the Junior Choir of girls, and these are both rather specialized. For fifteen-to-eighteen-year-old boys and girls, the "Junior Group" carries on dinner, dramatic and social activities on Friday nights in the church hall. It has about eighty members. On Sundays a Catechism Class of boys and girls, up to about the age of fourteen meets for about half an hour after the 9:00 a.m. Mass. After the age of fourteen, these children usually stop attending this class. Its purpose is to teach the doctrine of the church, and it would not be a very suitable group to use for purposes of social development and integration of problem cases, Father Webb explained. He said that a Catholic child who presented a problem should be sent straight to the priest. Boys and girls come to confession about once a month, he said, varying with the individual and starting with their first Holy Communion at about the age of seven. This confessional is very definitely a counseling

process especially insofar as religion and behavior are concerned, and Catholic boys and girls who attend church should be adequately attended to in that respect, he suggested. Apart from confession, Father Webb has had discussions with young people about their problems. Parents sometimes have asked him to advise their children on some personal questions. There is still room for school counseling in the fields of school work and attitudes, sportsmanship, occupations, and so, he agreed. This church has no objection to participation by its members in community club activities, and so those who would benefit from group associations may find their needs met in such organizations. In the church itself, though, the emphasis is on individuals. Father Webb visualized how priest and counselor could exchange information, except what each would naturally consider confidential, and believed they could talk over the results of actions taken to coordinate their efforts.

#### Old St. Andrews United Church

The Rev. Fred Douglas, minister of Old St. Andrews United Church, was asked for his opinions because he was known to be actively interested in boys' and girls' work, although his church is outside the immediate neighborhood of the General Wolfe School. He believes that there are opportunities for much greater cooperation than exists between the various agencies that deal with the same children. He suggested that they should get to know each other to start with, and learn each other's viewpoints and approaches. To reduce conflict to a minimum, each group should have an understanding of the aims and standards of the others. The minister, counselor, social worker, community club officers and others should show their common interest -- their "togetherness" -- by being seen together

and by visiting each other's activities once in a while. These little actions may have more value than long speeches about cooperation. Mr. Douglas believes that ministers and school counselors can both benefit by exchanging information about cases they deal with, and he went further to suggest that case conferences including all the agencies concerned, such as minister, counselor, principal, Juvenile Court officer, and social worker, should be held from time to time. He has had some experience with such conferences, held in a neighboring school during school hours by invitation of the principal. An approach such as this would bring many constructive forces to bear on the problem, and effective treatment would be much more likely. He emphasized the importance of constant liaison, mentioning his dissatisfaction concerning cases which, having been referred to some other agency, were never heard of again. He says that it is entirely reasonable and correct for a counselor to refer pupils who would so benefit, to appropriate churches in cases where it is felt that the minister can give the kind of help that is needed. This is often done, he pointed out, by making the boy or girl an integral part of a group as well as, or instead of, holding private talks. In his church, the viewpoint is that much good can be done by working through social and recreational groups which are permeated with ideals.

This particular church acts as a mission for social work, and has on paid staff, besides the minister, four deaconesses trained in case work and visiting; an enthusiastic and effective boys' worker whose time is divided between the church and the Juvenile Court, and three part-time workers, graduates of university now taking theology. Groups for teen-agers in the Church include Sunday School classed for boys and for girls, up to about the age of seventeen, Trail Rangers for boys aged twelve to fifteen led

by three well trained men, and C.G.I.T. for girls of the same age group led by a mature and effective leader. Counseling is done in this church, but the emphasis is on group work.

The writer had an opportunity to get the views on this question of the Associate Secretary for Evangelism and Social Service for the United Church of Canada, the Rev. William Berry. The extent to which a minister can be of service to a counselor, or to a boy or girl referred to him, he said, depends on the minister. Some are good at working with young people individually, and some are not. The only way to find out is by trial and error. Conversely, the usefulness of a counselor to a minister depends on the counselor. He pointed out that in some cases a layman in the church or Sunday School can give more effective help to individuals than the minister can. In connection with the facilities for young people, he suggested that it would be well to know not only the general nature, but also the strength of leadership, general effectiveness, and capacity to deal with problem-cases. He felt that the greatest value in the collaboration of counselor and minister would be in the exchange of information. Ministers often can explain difficult family situations about which the counselor knows little. Although some information will be confidential on both sides, there will be much that can be shared so that both parties get a deeper understanding of the people they serve.

#### Young Men's Christian Association

The Y.M.C.A. is an organization especially fitted to serve boys. Mr. Frank Hoffman, Boys' Work Secretary of the Winnipeg "Y", expressed the opinion that school counselors and Y.M.C.A. staff members could both benefit

by cooperating. Counselors could suggest to certain boys the value and satisfaction to be gained from "Y" activities, and the "Y" leaders would make a point of getting these boys into suitable activities. In some cases, "Y" staff and school counselor could confer to exchange information and plan a joint approach to the problems of a boy.

The Y.M.C.A. probably has the best facilities for boys' activities of the various organizations in the community. Covering the junior-high ages (roughly 12 to 15) are the "Junior B" section for boys twelve and thirteen; the "Intermediate" section for boys fourteen and fifteen; and the "Evening" section for boys of these ages who work after school and so are unable to attend them. Each of these sections every week has two one-hour periods of calisthenics, tumbling, apparatus work and team games in the gymnasium, followed by a half-hour in the pool. For special groups there are further periods on the gym floor and in the pool. Every boy is taught to swim before entering other physical activities, Mr. Hoffman pointed out.

During the winter season hobby-groups are organized, and friendship-clubs meet for social and recreational purposes. A Saturday movie program has been very popular, as were monthly sectional dinners and annual Father-and-Son banquets.

During the summer, camps for boys are operated, he said. Camp Stephens is located on a group of islands in the Lake of the Woods, and Camp Manitou is on the Assiniboine River between Winnipeg and Headingley. Both camps have good facilities, trained leadership, and well planned programs. For boys in the city a Summer Fun Club operates in and from the "Y" building with a full craft, swimming and games program, the boys returning to their homes in the late afternoon.

The fees are six dollars a year for a boy's "Y" membership, and a weekly rate for camp, but allowances are made for boys who cannot get the full fee in either case.

#### A Community Club

The president, Mr. Bill Easton, was spokesman for the Orioles West End Community Club. He said that membership in this club is open without fee to all people in the community, since it is partially financed through the Public Parks Board.

Activities for almost all ages are carried on. The club has a good hockey rink and facilities, and boys are organized into hockey teams which play in C.A.H.A. and city leagues. The boys also take part in a city basketball league which operates at Sargeant Park School. (Boys under sixteen would be Juveniles.) He mentioned a possible weakness in this sports program, in that all but the youngest teams are made up of boys who are already good players. The novices have little chance to learn after about the age of twelve, except in unsupervised "scrub" hockey which is not very suitable. That is, players with little or no skill don't get much chance to play in organized games.

A girls' basketball team has been organized but has been less successful than the boys'. Fancy skating classes have been organized for girls of all ages, meeting two evenings a week and closing with a carnival.

For teen-agers, boys and girls, square dancing instruction classes have been held on Monday evenings, and these have been well attended, mostly by junior-high students. An adult acts as supervisor for these teen-agers but they elect their own officers and conduct their own business. They contribute financially to the support of the club. There are no canteen

dances, but "Basketball Dances" after league games have been very popular. The teen-age activities are well managed, Mr. Easton said. Discipline is good and smoking and rough-house activities are forbidden. The club is open daily from 2:00 to 10:00 p.m., for ping-pong, general skating, and use of the canteen.

For adults, including a Ladies' Auxilliary, there are craft classes in copper tooling, sewing, clay modeling, and fretwork. There is an "old age" program too. Most of these adult programs operate in the afternoons.

Leadership is all volunteer except for one craft instructor, and Mr. Easton said that the leaders are conscientious and effective. Each phase of the club's activity is under a chairman who organizes it, and the system works very well. A supervision system has been worked out in which sixty men take turns, coming in pairs. Activities are always under adequate control, the president said.

The main purpose of the club, according to its president, is to "get the kids off the street" and then to get them back home at the right time, for parents to take over.

Mr. Easton could not think of many situations in which counselor and club officers would need to cooperate closely, but he mentioned that it would sometimes be useful to have a counselor's advice in connection with a boy or girl who is troublesome around the club.

#### Juvenile Court

The Chief Probation Officer of the Juvenile Court, Mr. A.J. Kitchen, and Mr. Desmond Robinson who is probation officer for the district in which the General Wolfe School is located, discussed with the writer ways

in which court and counselor could combine forces to give optimum service. A school counselor would be helpful as an informed person for the court to contact in the school, if the principal chose to refer such matters to him. The counselor, besides giving information, could follow up cases referred by the court, giving vocational or educational information if necessary, or perhaps just lending a willing ear to a pupil who still has a problem. Mr. Kitchen remarked that the resentful attitude sometimes found in boys when probation officers talk with them might not appear in talks with a school counselor, and so the latter might be able to make more progress. It was also mentioned that the principal, due to his disciplinary function, would not likely be in as favorable a position as a good school counselor in this respect.

The counselor would be useful as a liaison officer between the school and the court. When this relationship is established, it would become almost a matter of routine for the court to contact the counselor when a pupil from his school came to its attention. With a good counselor, knowledge of a boy's treatment by the Juvenile Court would not prejudice his chances on his return to school. Information given to a counselor would have to be treated confidentially, so that it could never be used with adverse affect by himself or any other teacher. Similarly, the counselor could secure information from other teachers and from school records in such a way that no unfavorable attention would be reflected on the pupil.

The functions of a counselor with relation to the Juvenile Court would be to give and receive information within the limits of confidential treatment, so that each agency gets as true a picture as possible, and also to help the pupil who has returned from the court, by sympathetic counseling, to become re-established.

Most reference was made to boys during the interview, but girls also appear in Juvenile Court. The court provides counseling officers for girls, and it would be reasonable to expect that they would follow the same procedure as with boys in contacting the school counselor. Where the school has a woman counselor, contacts concerning girls would naturally be made with her.

In Juvenile Court a charge is not laid unless it is felt to be absolutely necessary, since a juvenile's conviction is kept for the rest of his life on city police records and may have an adverse affect on his chances later on. Therefore the court's first purpose is preventive, and it is in that respect that a school counselor can cooperate most effectively.

A Family Court operates in conjunction with the Juvenile Court, it was observed. Family counselors discuss the troubles of adults who come, with the primary purpose of restoring satisfactory relations within the family. If this cannot be done, they advise the complaining party about legal procedure, and the availability of free legal counsel if necessary. Where there are no grounds for legal action, the person may be referred to the Family Bureau which operates a counseling service for troubles of this kind.

#### The Family Bureau

The work of the Family Bureau was outlined by Miss Audrey Fridfinnson, Case Work Supervisor there. She explained that each worker attends to all cases in a district. These cases are discussed with a case work supervisor, and all supervisors are under the instructions of the Director, Miss Marjorie Moore.

Miss Fridfinnson commented that in all districts an increasing

number of cases involving teen-agers is appearing. In most cases the whole family is concerned, but sometimes a boy or girl "kicked out" of his home comes for help alone. A frequent reason for the appearance of parents at the Family Bureau is inability to deal with their children. These parents often want the Family Bureau to scare the children into being good, and do not always understand a more constructive approach. In almost all cases the whole family is involved and an attempt is made to bring about adjustments within it.

Contacts with the Family Bureau are voluntary. Its workers do not go out after cases, and no compulsion is used to bring people in, the supervisor explained. It is primarily a counseling service intended to provide help for people who are not able alone to solve their problems.

When a parent brings in a problem concerning a child, the procedure is to have parent and child interviewed by two separate workers, and information given by one member of the family is never passed on to the other. Even in contacting other agencies which may be concerned, care is taken not to break confidence since the worker's first loyalty is to his client. Contacts with other services are made only if asked for by the client, and information is exchanged confidentially. There is an attempt to avoid overlapping, and some cases are referred at once to other agencies. The Confidential Exchange keeps a record of the names of clients of all agencies, so that it can easily be discovered whether the client should be returned to an agency he started with, or accepted as a new case.

Few referrals have been made directly through schools, except when a pupil has been on the point of ejection, when the situation has already gone too far. School counselors could help to improve this situation by advising parents to contact the Family Bureau at an earlier stage

in their difficulties.

When parents go to the Family Bureau in connection with their children, the school counselor might act as the worker with the child, getting his point of view and helping in his adjustment, as well as maintaining contact with the Bureau to understand the general home situation. Sometimes the boy or girl feels unwanted and needs to have his ego built up. Informal talks with a school counselor might accomplish this.

#### The Children's Aid Society

Miss McDuffy, Supervisor of the Protection Department of the Children's Aid Society, expressed the views of this organization. Its work has three aspects: assistance to children in their own homes; child care and placement; and assistance to unmarried parents.

Of about 1200 children dealt with annually, only about sixty are taken out of their homes. This indicates the agency's belief that the removal of a child from his home is a last resort, and not a procedure lightly undertaken. Sometimes, however, due to special circumstances such as a mother's illness, children are placed temporarily in foster homes. These children are still under the control of their parent or parents, who can have the children brought back home on request. The intention in such situations is always the eventual return home. Payment for support of the children is adjusted according to the parents' ability to pay.

Some cases require compulsion. Under the Child Welfare Act, the court can remove from home, even against his parents' will, a child that is being neglected, and make the child a ward of the Children's Aid.

These children are placed in institutions or, preferably, in foster homes, either temporarily or permanently.

Some boys are placed in Knowles Boys' School, a residential school which has had excellent results in making adjustments. An effort is made to re-establish these boys in normal life and so most of them attend regular schools, and take part in sports, hobbies and social activities.

Sir Hugh John Macdonald Hostel cares for a smaller number of boys in much the same way. Boys may be referred to the Hostel either by the Children's Aid or by the Juvenile Court.

The Receiving Home takes in children from the ages of three to sixteen, the older ones being mostly girls. They stay there for observation, for temporary residence until more permanent placement, or for shelter when brought in off the street due to neglect on the part of their parents.

St. Joseph's School for boys aged three to sixteen is operated by Catholic sisters and Roman Catholic boys are referred to it.

St. Agnes's Priory in West Kildonan conducts a residential program for disturbed Catholic girls of normal intelligence. On the same grounds is the Home of the Good Shepherd, operated by the same Catholic order but as a completely separate institution. It is for severe cases of disturbance among Catholic girls.

The Children's Home cares for a small number of (about twelve) girls aged eleven to sixteen who are seriously disturbed. Placement here is by the Children's Aid on the advice of a psychiatrist.

In a separate part of the building in which the Children's Aid main office is located, counseling facilities are provided for unmarried mothers, and this is given there or elsewhere both before and after the

baby is born. Girls are referred to the United Church Home in East Kildonan, to Grace Hospital, or to Miseracordia Hospital where they are treated with understanding. Occasionally they are placed in light domestic jobs, and often they remain at home.

The staff of the Children's Aid Society itself comprises eight women and one man, all university graduates who are especially trained for social work.

In the matter of cooperation between school counselors and the Children's Aid, Miss McDuffy suggested that the counselor should refer all serious cases to the Children's Aid or to the Family Bureau. She believed that an exchange of information would be very valuable, and said that a school counselor would be given information about a pupil of his, on request, to be treated confidentially. Part of the social worker's procedure is to report back to the source of the case from time to time, and so the liaison should be continuous.

#### The Manitoba Technical Institute

The service available at the Manitoba Technical Institute was outlined by its principal, Mr. B.F. Addy. He said that this school undertakes to train boys and men from any part of Manitoba to become skilled and certified tradesmen. The usual procedure is that an apprentice in one of the "designated trades" under the labor act attends eight weeks at the M.T.I. during his first year of apprenticeship, another eight weeks during his second year, four weeks during his third year, and four weeks during his fourth. Then, after passing examinations in practice and theory related to his trade, he is certified by the Department of Labour of the Manitoba Government.

The minimum age for entrants is sixteen years, and the minimum education to begin an apprenticeship in the designated trades is Grade IX, except for electrical where Grade X is required. A complete high school education is a distinct advantage, and results in a higher standard of technical work. Experienced apprentices may come with less than Grade IX but they do not have the same standing at the end of the course.

For boys of junior-high-school age, there are pre-apprenticeship courses, it was explained. These open just after Labour Day and run for eight months. In these courses, about half of the student's time is spent on elementary shop practice in his chosen trade, and the other half in theory related to that trade, for example in mathematics, science, drawing, English, and trade literature. The expense of this course is usually borne by the Department of Labour, but if the student must pay, it amounts to about \$26.00 for the first six months and \$3.00 a month thereafter. A two-year course costs \$100.00.

At the close of his pre-apprenticeship course, provided he is sixteen years old or more, the student becomes attached as an apprentice to a tradesman in his field of work. He need not spend the eight weeks at M.T.I. during his first year of apprenticeship, and is given the same standing in entering apprenticeship as if he had completed Grade IX. In his second and subsequent years he returns for instruction as do other apprentices.

The present technical schools in Winnipeg, and the new Technical-Vocational School, give a general technical training something similar to the pre-apprenticeship course at the M.T.I., but likely at a higher level because of the longer time there and the greater proportion of academic work, Mr. Addy said. These schools are not intended to produce fully qualified tradesmen, but should be "feeders" to the Manitoba Tech-

nical Institute, which offers complete terminal courses.

Mr. Addy said that junior-high-school counselors could help by explaining to boys the facilities offered by the M.T.I., and by advising them to get as much general education as possible before considering technical training. He offered to arrange for speakers to talk to school audiences about M.T.I. facilities and courses on request. The Institute has a staff member who specializes in testing, and guidance concerning problems of study, finance, and so on, and this man, Mr. Bill Hazelfield, would be the liaison officer for school counselors to contact. The cumulative records of students transferring from Winnipeg schools would be very useful to the M.T.I. counselor, Mr. Addy said. The Institute keeps a comprehensive record of each student from the time of his entry, but is often handicapped by the lack of previous records.

The Manitoba Technical Institute is a source of pride and enthusiasm to Mr. Addy, and he offered his full cooperation to school counselors who planned to advise pupils concerning it.

#### National Employment Service

The assistance to young people offered by the National Employment Service was outlined by Mr. W.F. Hutton, Superintendent of Youth Employment. He suggested that counselors should encourage boys and girls to get as much education as possible. Entrants to the apprenticed trades are expected to have a clear Grade IX standing. The railways required Grade IX. The department stores and most wholesale firms ask for a Grade X standing. Office work requires Grade XI or XII in most cases. There are occasional exceptions to these requirements, but in almost all cases applicants with lower standing get menial jobs with little chance for promotion into po-

sitions of responsibility. Once in a while a person who works willingly and who studies hard may train himself and earn promotions, but regular schooling is the easier way. Laborers often get fairly good pay without needing much education if they are well built and strong, but they are stuck in this kind of work for life unless they work and study to improve their standing.

Mr. Hutton proposed that counselors should point out to prospective job-seekers the importance of good appearance and courteous behavior. Punctuality, appropriate dress, clear and polite speech, and willingness to learn should be recognized as important qualities in an applicant for a position. He also mentioned that the new employee's willingness to work, his behavior and his attitudes are carefully watched, and that employees who show good potentialities in this "try-out" period are likely to be placed soon in better positions.

It was the opinion of Mr. Hutton that the main area of cooperation between his service and school counselors would be in connection with school drop-outs. The procedure is to contact the school to make sure the cessation of schooling is recognized and in order, and to contact the parents of the applicant to make sure that they concur, since boys as young as fourteen are dealt with. If the principal decided so, the counselor could be the person in the school to be contacted by the Employment Service to give an estimate of the job-seeker's abilities and achievements. Often the counselor would encourage his pupil to finish his year at school, and in this connection it was pointed out that fewer jobs are open in mid-winter but that by the spring there should be opportunities for all young people who want work.

The National Employment Service also offers assistance to young

people in finding after-school and summer employment. Each spring officers conduct a campaign of "selling" summer employment plans to Winnipeg enterprises, and the response has been good. In some cases a summer job has led to full-time employment with the same firm after the student has graduated from school.

The procedure when a boy or girl seeks part-time or full-time employment through the N.E.S. is as follows:

1. He goes to the N.E.S. Youth Division office on the sixth floor of the Travellers Building. He registers there, by filling out a card with information about his family status, education, work experience, interests and hobbies. It helps if he has a letter of introduction from his school counselor.
2. An N.E.S. counselor talks with him, to discover what kind of work he could do best. At this stage, if he is a teen-ager, his home and school are likely to be telephoned for information and approval.
3. His registration is sent to the main office where requests from employers are received, and employer and applicant are matched in the best possible way. Sometimes an officer makes special contacts to help place the applicant.
4. The boy or girl is directed to the best opening and makes his application or begins work. Placement is not always immediate, since employment conditions vary from season to season, but the first opportunity is offered to the registrant.

The matter of unemployment insurance was mentioned in passing. Any person, of whatever age, working for a regular income or salary, is expected to register and contribute for unemployment insurance. Paper-boys have not a "regular income" but delivery boys and other part-time

employees may have, and these latter should be covered by insurance.

After 180 days contribution has been made, the person is entitled to apply for benefits if he, without voluntarily quitting, is without work and available for full-time employment. It would be possible in some cases for school students unemployed during the summer to collect benefits. Even if they don't, the benefits accumulate for later emergencies. Every employee should be careful to keep track of his Unemployment Insurance book, since its loss makes difficult the collection of benefits.

The National Employment Service refers people to the Manitoba Technical Institute only if they have been previously employed and need further training to become employed again. Boys or girls wanting to leave school for this specialized training should apply directly to the M.T.I.

A booklet for school counselors, giving information useful for counseling high school students concerning jobs in the prairie region has been prepared by the Employment Branch of the Unemployment Insurance Commission, and is available for junior-high counselors as well. Titled "Information for Young People Entering Employment", it is an up-to-date survey, having been mimeographed in April, 1950.

Mr. Hutton offered his full cooperation in assisting boys and girls sent by counselors, and in speaking himself or sending another officer to speak to young people in groups of any size, about employment questions.

#### Conclusions

From the many comments on the usefulness of liaison between the various agencies and school counselors, it may be concluded that there is a definite job to be done by capable counselors in junior high schools in

this field. It is important that a counselor's efforts and those of the other adults who influence the same boys and girls be in harmony. In particular, a counselor should know the aims and functions of the various agencies within and without the school system that serve teen-age boys and girls, so that cooperation may be developed and maintained. Representatives of all the agencies visited were interested in the work of counselors and were willing to cooperate. Since some problems brought to a counselor may be dealt with more effectively by other agencies, a close working relationship between counselors and these agencies would serve a very useful purpose.

## CHAPTER SEVEN

THE COUNSELOR HIMSELFHome-Room Teacher or Specialist?

Among the authors of guidance and counseling textbooks as well as among Winnipeg teachers there is a difference of opinion as to who should be responsible for counseling boys and girls at school. On the one hand, it is said that classroom teachers are in a more effective position to counsel their pupils; on the other hand, it is claimed that only guidance experts can do the job adequately.

The question comes into sharper focus as the views of guidance writers are examined. Jones believes that counseling should be done by classroom teachers. He writes:

The classroom teacher meets each pupil more frequently; he knows more about the pupil; and by means of general science, general mathematics, and general language he is able to help the pupil explore fields of knowledge and experience, widen his interests, and lay the basis for more intelligent choices. ... The more intimate relationship over a longer period enables the teacher to help the pupil eliminate undesirable attitudes and assist in his adjustment both in and out of school.<sup>1</sup>

A similar opinion is registered by Ruth Strang:

Qualified teachers, through their contact with children for long periods of time under natural conditions have unsurpassed opportunities to appraise children's mental capacities, emotional behavior, personality assets and liabilities, and special aptitudes and interests. They have also the opportunity to put this information to immediate use in helping pupils to make good adjustments to everyday difficulties and opportunities. It cannot be assumed that tests and other technical measuring instruments supply adequate information along these lines or that a special counseling service is a satisfactory substitute for guidance in connection with the child's on-going activities.

---

<sup>1</sup> Jones, op. cit., page 300.

The fact that at present the average teacher is not sufficiently well trained for his guidance responsibilities is no legitimate reason for neglecting in-service education.<sup>1</sup>

Both of these statements show that the classroom teacher is in a good strategic position to give routine guidance and that he has an excellent opportunity for counseling. They do not mention that some teachers do not take advantage of these opportunities. All the benefits mentioned in the passages just quoted are dependent upon a genuine interest on the part of every classroom teacher in the "personality assets and liabilities and special aptitudes and interests", and in the "adjustment both in and out of school" of each individual pupil in his class.

It is probably because some teachers have not shown this much interest that some writers maintain that counseling should not be left to classroom teachers. Williamson is one who believes that counseling should be given by specialists. His reasons are indicated in the following passage:

For the immediate future, ... no personnel worker will expect that a large part of his present functions can be turned over at once to the average teacher, who is still trained primarily to dispense subject matter. Nonacademic adjustments of the pupil are too important to risk such a move. Personnel workers should insist vigorously upon remaining differentiated in point of view and methodology from teachers until the latter have become professionally trained, with a corresponding change in point of view, in the effective teaching of the whole pupil.<sup>2</sup>

Several pages later he adds:

... Very few teachers have been trained in the psychology of human adjustment, and many more are temperamentally unfitted for, or uninterested in, such individual relationships with students.<sup>3</sup>

<sup>1</sup> Strang, op. cit., page 196.

<sup>2</sup> Williamson, op. cit., page 14.

<sup>3</sup> Ibid., page 37.

This opinion is found as well in a concise statement by Erickson:

The counselor needs training, interest, and ability for his special responsibilities. Every teacher cannot and should not become an effective counselor.<sup>1</sup>

Whereas the first two quotations overlook the inadequacy of some classroom teachers as counselors, the last three quotations overlook the contribution that many classroom teachers can and do make in assisting pupils individually to reach better adjustments. It appears that there are arguments in favor of both sides of the question.

In approaching a decision as to who should counsel, it is helpful to consider the various functions that counseling includes. Most of these functions are included in the following list:

1. Showing a friendly interest in every individual pupil;
2. Watching for individual differences, and arranging for adaptation of instruction, insofar as possible;
3. Watching for evidence of poor health and referring pupils to the school health service when necessary;
4. Watching for early signs of social or emotional maladjustment, and taking such remedial measures as school routine makes possible;
5. Helping new pupils to become familiar with the school, its routine, and the departmental system;
6. Teaching effective methods of study;
7. Investigating in a systematic way causes of academic failure;
8. Discussing with groups or individuals common problems such as school citizenship, sportsmanship, boy-girl relations, and recreation;
9. Developing and maintaining useful cumulative records;
10. Interviewing parents at school or at home;
11. Administering and interpreting standardized group and individual tests, ratings, and inventories.

---

<sup>1</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.)  
page 7.

12. Making detailed case studies;
13. Presenting information about future school courses and other training opportunities, and helping pupils to make education plans;
14. Presenting information about occupations, and helping pupils to make vocational plans;
15. Helping pupils to secure jobs;
16. Interviewing pupils with troublesome social or emotional problems;
17. Maintaining liaison with other educational and social agencies.
18. Planning and leading case conferences in the school;
19. Trying to develop and maintain an enlightened and cooperative approach to individuals throughout the school.
20. Keeping acquainted with current thought with respect to guidance and counseling.

When counseling is analyzed in this way, it becomes apparent that some functions require a much higher degree of specialized training and skill than others do. There is no reason why all these counseling services must be performed by the same teacher. A regular classroom teacher is perfectly capable of attending to many of these functions, because the only essential factors for their execution are interest, effort, and common sense on the part of the teacher. Many of the functions listed are not new, and have already been recognized as the responsibilities of home-room teachers, who in many cases are already attending to them perfectly well. Perhaps some teachers need to be reminded and encouraged to perform these functions more effectively, just as they may need to be reminded and encouraged to keep their class registers more accurately, or to teach the material of a certain subject in a more effective way.

The first five functions in the list above do not require highly

specialized training, and they are already generally recognized as the responsibilities of classroom teachers. These functions should be left with classroom teachers, and no counseling specialist should relieve a classroom teacher of them.

The next five functions, (6 through 10), require some special preparation. If a class teacher is able and willing to carry out these functions effectively, a special counselor should not intrude. If, on the other hand, a special counselor has worked out successful techniques, and has the time and facilities which class teachers may lack, some or all of these functions may be assigned to him. Who handles these responsibilities depends on the local situation.

The remaining functions, (11 through 20), all require special training and a considerable amount of special preparation. To ask every teacher to undertake all this training and preparation would be to impose an unnecessary load. It is reasonable that a staff member should specialize on this aspect of education, just as other staff members specialize on their particular subject fields, because of the economy of effort and the greater educational efficiency. Provided the special counselor is well fitted for his job and has the confidence of his fellow teachers, this arrangement should be satisfactory to both class teachers and guidance specialists.

The fact that counseling functions are divided between class teachers and specialist does not mean that each goes his separate and independent way. Each contributes to the success of the other, and their cooperation is essential. Williamson refers to the distinction in function between class teacher and personnel worker, and to the need for cooperation between them, in the following passage:

The teacher has a function to perform which should occupy her full time. To expect her to be a personnel expert as well as an effective teacher is to be unreasonable and to confuse functions. She does not need to know the technicalities of psychological testing in order to become an effective teacher. She needs to understand and to act upon the implications of diagnoses and modify her instruction to fit the peculiarities of students described by the counselor. She should also contribute to case records her indispensable observational data. A further very important personnel function of the teacher is maintaining in the classroom and in personal relationships with the pupil a psychological atmosphere conducive to optimum growth and to cultivation of the student's desire to utilize to the maximum his potentialities toward achievable ends in socially approved directions. In the case of students with adjustment problems the effective teacher assists the student in carrying out the activities recommended by the counselor. These personnel functions are sufficiently important and time-consuming for the teacher in view of her instructional duties. To attempt to train every teacher to become a professional counselor is to divert her once more from her chief function and responsibility — to teach pupils.<sup>1</sup>

Erickson agrees that classroom teachers and special counselors both have a part to play, and that they should work in harmony. The following passages illustrate this point of view:

The classroom teacher represents the eyes and the ears of the guidance program. He is the first to notice evidences of maladjustment; the first to learn of good or poor planning; the first to learn of the interests and abilities; and he can be the first to locate "spots" where the guidance program can help.<sup>2</sup>

Many of the failures of guidance programs have been due to the lack of understanding and support by the teaching staff. If teachers appreciate the important role they have to play, the significant contribution the counselors can make to the pupils, and the fact that they are working together towards similar ends, there need be no conflict between teachers and counselors.<sup>3</sup>

The guidance program can be very helpful to the teacher by assisting him when he encounters a problem he finds himself unable to solve. It should be pointed out, however, that the counselor should not take the responsibility for the case away from the teacher. The role of the counselor is to help the

<sup>1</sup> Williamson, op. cit., page 42.

<sup>2</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.) page 137.

<sup>3</sup> Ibid., page 141.

teacher learn how to care for such cases. The worth of the counselor's work is measured in terms of teacher growth.<sup>1</sup>

The question as to who should counsel now has its answer. Both class teacher and specialist are needed. The class teacher, because of the frequency and closeness of his contacts with his pupils, carries on all the guidance and counseling functions that do not require highly specialized training or extensive preparation. He deals with routine situations which arise in the classroom, and for which the solutions are within the limits of his understanding and facilities. The highly specialized work, such as individual testing, presentation of vocational information, and treatment of more serious maladjustments, is carried on by the special counselor. The classroom teacher helps the counselor by referring serious cases to him and contributing information on the basis of his observation. The counselor helps the teacher by assembling facts from many sources, arriving at a conclusion whenever possible, and recommending appropriate procedures in the light of this conclusion. Teacher and counselor proceed in harmony to give the pupil the best service possible.

What about the teachers who simply aren't interested? Instead of being permitted to hand over their guidance responsibilities to a special counselor, they should be encouraged and persuaded by fellow teachers and counselors and if necessary reminded by their superiors to undertake this essential part of their classroom work. It is more likely that teachers, once they know that they alone are responsible for routine guidance for the pupils of their own home-rooms, will undertake too much rather than too little. Discussions, school "clinic" conferences, and the mounting feeling of satisfaction in more human pupil-teacher relationships

---

<sup>1</sup> Ibid., page 141.

are likely to help this home-room part of the counseling program to find its proper place in the life of the school.

#### The Counselor's Personality

What are the qualities of a good counselor? The most important, and perhaps the only really essential quality is a genuine liking for boys and girls. Other personal qualities, skills, years of experience, and courses of preparation doubtless contribute to a counselor's effectiveness, but without this first essential, he is shallow and artificial and his counsel is hollow and mechanical. Strang supports this belief when she writes:

There is no substitute for genuine friendliness between pupils and teachers. No amount of testing, observation, or perfunctory adjustment will compensate for this basic relation. Fortunately it is possible for a teacher to find something in every child to like, something to respect, something worthy of genuine friendship. Sentimentality is shallow and easily detected as such; impersonal objectivity leaves the pupil inert; but a friendly relation based on a knowledge of the child and an appreciation of his potentialities is the "sine qua non" of personnel work. High school pupils as well as elementary school children need the security which a mature and understanding friend can give them.<sup>1</sup>

In addition to a friendly feeling toward pupils, a counselor must have a spirit of cooperation with fellow staff members and other adults. He must be able to get along with people, to judge their capacities and to predict their likely reactions. He must have a highly developed social intelligence. In his discussion of interviewing, Williamson quotes G.W. Allport, as follows:

"The interviewer ... must possess the 'social gift' for his function is most complex: he must listen quietly and yet probe, encourage frankness and yet never seem shocked, be

---

<sup>1</sup> Strang, op. cit., page 253.

friendly and yet reserved, patient but prodding, and through it all never seem bored. Such a delicate balance of accomplishments requires in a high degree any and all traits making for frictionless personal relations. To do and say the tactful thing requires a prognostication of a person's most likely responses. Hence social intelligence is linked with the ability to make swift and almost automatic judgments of people.<sup>1</sup>

Darley refers to the need for a reserved and objective attitude, so that the counselor's relationship with the pupil may be not only friendly and sympathetic, but also helpful and productive. He writes:

The interviewer is friendly; he is tolerant of what the student has to say; he refrains from making moral or ethical judgements to the student; he suspends his final judgment until all of the facts are available; and he accepts the student as a conversational equal during the interview. This is somewhat different from the usual relations that exist between an adult teacher and an immature student.<sup>2</sup>

The last point in the quotation above, the conversational equality of counselor and pupil, is a reminder that the counselor is cooperating with the pupil to help the pupil. His first loyalty in the case is to the pupil. This means that after an interview, the counselor does not discuss with other people what the pupil has told him in confidence. In fact, only when the pupil feels sure that what he says will not become common knowledge, will he talk about some of the things on his mind. This confidence can be broken by the ricocheting within a school of chance remarks let slip by a counselor. Smithies<sup>3</sup> insists that "The art of being close-mouthed is the 'sine qua non' of an efficient case worker".

A counselor should be mature, with a reasonable amount of life

<sup>1</sup> Allport, Gordon W., Personality: A Psychological Interpretation, Henry Holt & Co., New York, 1937, page 516.

<sup>2</sup> Darley, op. cit., page 166.

<sup>3</sup> Smithies, Elsie M., Case Studies of Normal Adolescent Girls, D. Appleton & Co., New York, 1933, page 11.

experience, say Smith and Roos.<sup>1</sup> He should have an analytical mind, and sound judgment, coupled with human understanding and freedom from sentiment. His personality should be strong and well integrated but not so striking as to overwhelm the pupils whom he meets. Strength and stability are necessary when difficult questions arise.

A counselor must be well balanced himself. It is not inconceivable that teachers who feel themselves to be inadequate in some way may try to compensate for their own weaknesses by trying to dominate the lives of others. A counselor who uses his work as compensation for a personal flaw is likely to over-reach, becoming unnecessarily curious about pupils' affairs, or giving unnecessary or unsuitable advice. A counselor's activity, to be genuine and valid, should be founded on a stable and well balanced personality.

A counselor must be patient. In an interview he must often wait for information to emerge slowly, without upsetting the situation by haste. He must expect the results of his work, if they show at all, to appear very slowly. He must be hardened to discouragement, since in case after case he will find that his best efforts seem ineffective, or that circumstances block his work just when the end is in sight.

Several pitfalls must be avoided if counseling is to be done successfully. It has already been mentioned that counselors who are compensating for some defect within themselves may try to influence unduly the pupils that come to them. Without using the same words, such counselors still have the same feeling as the melodramatic villain who hisses to his helpless victim, "Now I have you in my power!" Counseling whose purpose is to gratify the counselor's desire for power is not likely to

---

<sup>1</sup> Smith and Roos, op. cit.

be very helpful to the pupil. A reminder from Koos and Kefauver that pupils must be left to decide their own affairs is not out of place here:

There are times when the adviser knows he could make a wiser decision for the student. However the hazards are too great to permit an exception to the principles. ... We should not tolerate a benevolent paternalism in which the personality and independence of the student are submerged because the adviser believes himself to be more able than the student to make the important decisions affecting the student.<sup>1</sup>

Another pitfall lies before counselors who are full of enthusiasm and good will, but who are out of touch with their pupils. This kind of counselor can be made to seem ridiculous by a pupil who "takes him for a ride" by telling him an outrageous story with a perfectly straight face. A good counselor recognizes this kind of nonsense at the start, because of his social consciousness and understanding. A novice should be rather canny about unusual accounts given in deep confidence, especially if the counselor is asked or led to react in some particular way. Like the cartoon psychiatrist, the inept counselor can become the butt of ridicule, with devastating consequences for his work.

The third pitfall is a pious and superior attitude on the part of the counselor toward other staff members. Because so much of his work depends on cooperation with other teachers, the counselor must not offend them by any implication that they are ignorant or incompetent, or that he has any closely guarded private power. His superior training should be recognized but not flaunted. He cannot claim all the credit for successes any more than he can accept all the blame for failures, since in both cases the victory or defeat is shared by the others who have worked with the pupil. A critical and superior attitude can make the counselor's work infinitely more difficult and less productive.

---

<sup>1</sup>

Koos and Kefauver, op. cit., page 404.

In summary, a good counselor should be friendly and sincere, and able to maintain cordial relations with adults as well as with boys and girls. He must be sympathetic but also reserved and objective. He must be loyal to his pupils and respect their confidences. He must have life-experience and maturity, and be well balanced and emotionally sound. He must be socially alert and intelligent, humble, and slow to impose his will on others. All in all, he must be a most exceptional person. But then, he has a most exceptional job to do.

#### Preparation and Training

Although a counselor's specialized training is important, many writers on the subject of counseling consider training a secondary consideration. Darley, for example, says:

All other things being equal the staff member to whom students normally turn for help -- the more popular teacher -- is the better potential counselor, if that teacher is not a confirmed sentimentalist. If some background in psychology, tests, and statistics can be found among these popular teachers, the way is paved for the development of an adequate counselor, who can learn the necessary skills by his own efforts.<sup>1</sup>

On the other hand, Smith and Roos<sup>2</sup> claim that a counselor should have a master's or, preferably, a doctor's degree in some field of human relations.

A counselor is often responsible for group guidance too, and so Hoppock's comment about the training of guidance teachers is of interest:

Absolute minimum training for any person undertaking group guidance for the first time should include the following:

- One course in principles and techniques of guidance
- One course in facts about jobs and where to get them

---

<sup>1</sup> Darley, op. cit., page 136

<sup>2</sup> Smith and Roos, op. cit.

One course in group guidance and how to teach it. To this minimum should be added promptly the essential background courses for all counselors, e.g. psychological tests, social case work, mental hygiene, how to interview, typical cases, and practice counseling under supervision.<sup>1</sup>

The three authorities cited above with respect to the training of counselors seem to assume that counseling functions are recognized and agreed upon, and the training programs they propose give adequate preparations for these functions. It is, nevertheless, a good idea to look again at the various kinds of work a counselor does, in order to make sure that his training actually does prepare him adequately for the functions he is expected to carry out.

In order to teach effective methods of study and help pupils to avoid academic failures, a counselor must have an understanding of educational psychology.

In order to conduct groups and lead discussions on common problems among adolescents, and lead school case-conferences of teachers, the counselor should be familiar with methods of group work and leadership, as well as techniques of group guidance in school.

In order to organize a cumulative record system, to make detailed case studies, and to use interview techniques effectively the counselor should have at least an elementary knowledge of the principles of research.

In order to administer and interpret special group- and individual tests, ratings and inventories, a counselor should be familiar with the preparation and administration of such measuring instruments, and have a sufficient knowledge of statistical methods so that these measures can be properly interpreted.

Because he works so intimately with adolescents, the counselor

---

<sup>1</sup> Hoppock, op. cit., page 35.

should have a knowledge of adolescent psychology. This should include an approach to common adolescent problems such as delinquency, sex education, and emotional disturbances. Because some cases deviate from normal behavior and need to be recognized for what they are, the counselor should have some knowledge of abnormal psychology.

Because much of a counselor's success depends on his skill in interviewing, his training should include both theory and supervised practice in interviewing.

Because he will be called on to advise students in the choice of high school courses and other training opportunities, a counselor must be familiar with the set-up of his educational system and of other facilities outside of it, and he must know the variety and content of courses available to junior high school graduates.

Because a knowledge of occupations is required for the purpose of advising pupils both in the selection of appropriate high school courses and in the selection of a life's work, the counselor must know how to approach the study of occupations, and he must be familiar with the constantly changing picture in his community.

If he is to make the best use of the other agencies which work with boys and girls, and cooperate most effectively with them, the counselor needs to know the nature, aims and facilities of each of them.

Thus, in order to fulfill his functions, a counselor needs training in the following:

Educational psychology

Adolescent psychology

Abnormal psychology

Elementary methods of research

---

Measurement of mental capacity, achievement, personality, attitudes and interests

Elementary statistics

Methods of group work and leadership

Methods of group guidance in school

Theory and practice in interviewing

Educational opportunities and requirements

Vocational opportunities and requirements, and methods of studying occupations

Nature and facilities of other educational, social-service and community organizations

Counselors need experience as well as training. Every year of teaching experience helps a counselor to understand the educational problems he must so often deal with. Every year of counseling experience helps him to recognize which methods of approach are most effective with different kinds of problems. The longer he has been at the job, the more effective he should become, as the precepts of theory are made meaningful through practice. This is not to say that any two cases can be handled in exactly the same way. Each pupil has a new and unique problem, but they all contribute to the counselor's understanding and thus to the solution of those to come. Every contact he has at first hand with the people of his community, and every personal experience in the world of business and industry makes him better able to serve his pupils. Youthful in spirit, a good counselor is at the same time mature and wise in experience, both in and out of the field of education.

Erickson offers a list of qualifications for counseling which is a fitting conclusion for this section:

1. The counselor should have some successful teaching experience.
2. The counselor should have some non-school work experience.
3. The counselor should have adequate training for this job (a year of graduate work in this field will not prove too adequate).
4. The counselor should have the ability to develop good working relationships with other staff members.
5. The counselor should have already shown some ability and interest in counseling by having pupils come to him voluntarily.
6. The counselor should have real interest and genuine ability to become a counselor.
7. The counselor should have a wholesome personal adjustment (personally adjusted and happy).
8. The counselor should have few biases which prevent effective counseling.
9. The counselor should have a great deal of insight into human nature and be interested in people and their welfare.
10. The counselor should be willing to study, work extra hours, and diligently direct his own self-improvement.<sup>1</sup>

#### The Counselor's Status

A counselor should also be a teacher. If he spends all his working time engrossed in the private problems of individuals he may lose his sense of perspective and his close contact with the realities of teaching. Some of his teaching time is likely to be in group guidance classes, because of the close relationship between group guidance and counseling. But it is good for him to teach an academic subject or two as well, so that through first-hand experience he remains aware of such practical con-

---

<sup>1</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.) page 167.

siderations as the pressure of examinations, classroom discipline problems, unfinished homework, and the inadequacy of some textbooks. Some may feel that his classroom manner may carry over into his counseling, to the detriment of the latter. If he is a good counselor the carry-over is more likely to be in the opposite direction, making him a more friendly and understanding teacher.

A second reason why a counselor should also teach is that by this means he becomes acquainted with a large number, perhaps all, of his pupils before they come to him in his capacity as counselor. Through his relationships with them in class and his observation of their behavior and progress, he feels that he knows them so that when he meets them privately they are not strangers. If for no other reason, a counselor should teach as many classes as possible in order to contact and become acquainted with as many pupils as possible. These preliminary personal contacts in class are better than a host of detailed records in getting a counseling session off to a good start.

The division of a counselor's time between teaching and counseling will depend on his school situation, but for the reasons mentioned above it is suggested that at least half of his time be spent in the classroom. From the viewpoint of extending his contact with pupils, it would be especially useful for a junior high school counselor to teach as many different grade seven classes as possible. He would thus get to know his pupils at once and even if he did not teach them in subsequent years their initial friendly relationship would remain or could be easily renewed.

Principals have always done work of a counseling nature, and will continue to do so. However, they cannot and should not do all the counseling that is required in a school of even moderate size. The principal's

many administrative and supervisory duties make it impossible for him to spend enough time with individual pupils to serve his whole school in this way. Class teachers should undertake much of the routine counseling of their pupils, but there are far too many cases requiring special counseling skill and knowledge beyond that of the usual teacher for the principal alone to attend to.

The principal's disciplinary function puts him in an unsatisfactory position for some kinds of counseling. A pupil should not approach his counselor with fear, and the respect felt toward many principals by their pupils is very close to fear, especially in the case of pupils who are in trouble. It may also be very difficult for a principal, whose other duties require him to make decisions and issue instructions, to retain a non-directive approach to a pupil. When the pupil has come into conflict with school standards or regulations, it is almost impossible for a principal to remain merely a sympathetic listener and reflector of the pupil's ideas, and it may not be desirable that he should. The principal has his function in situations of this kind, but it is not the same as the counselor's whose contribution, while not out of harmony with his principal's, may be quite different in nature.

Although he should not be a disciplinary officer, the counselor should have recognized status in the school. When a counselor has been especially selected, trained and appointed to a school, it is fitting that his position should be properly understood. The principal should make clear to the rest of the staff what matters are to be referred to himself, what are to be left with class teachers, and what are to be referred to the counselor. The counselor should be recognized as the "resource" person from whom teachers may, if they wish, ask suggestions in meeting

classroom guidance situations, and the one who is qualified to assist class teachers in dealing with especially difficult individual cases. The allocation of pupil-personnel responsibilities among class teachers, counselor and principal may differ from school to school, but within any school it should be made as definite as possible, so that each party knows what his limitations and responsibilities are.

With respect to division of responsibilities, it is likely that there will be a man and a woman counselor in each school. In most cases the girls will go to the woman and the boys to the man, but there may be a few exceptions in each case. Erickson says it does not matter very much:

Ordinarily should women teachers counsel girls and men, boys? There is no real reason for this practice except in the case of some personal problems.<sup>1</sup>

The human sympathy, emotional balance, and moral integrity of the counselor are far more important than his or her sex.

The counselor should have the same authority as the representatives of other school services. The school nurse, attendance officer, and others call pupils out of class from time to time, without complaint from the class teacher. A counselor should have the same right. He should not abuse it so that a pupil misses class after class and falls behind in his work, or so that he misses a test or an important lesson, but the value of counseling should be recognized as equal to the value of teaching. It is the counselor's responsibility to make this statement valid or else to meet his pupils out of class time. The counselor should have the right to hold his conferences in a suitable place free of interruption. He should have enough time in his daily schedule for the preparatory and follow-up work that accompanies his interviewing. He should have access

---

<sup>1</sup> Ibid., page 188.

to all school records that may help him in the fulfillment of his responsibilities. He should have the cooperation and support of the principal in the performance of the duties assigned to him. These rights are all implied when a counselor's status is recognized, and this recognition is the most important factor in clearing the way for good counseling.

## CHAPTER EIGHT

THE PRESENT STATUS OF GUIDANCE AND COUNSELING IN WINNIPEG JUNIOR HIGH SCHOOLS

The present status of guidance and counseling activities in Winnipeg junior high schools was estimated by means of a questionnaire. Since the school superintendent was himself interested in such an appraisal, and since the material was expected to be useful for discussion at a "workshop" of guidance teachers, the questionnaire was distributed from the school board office to every junior high school teacher whose timetable included any guidance or counseling. This number was estimated to be 81, and, of these, 48 teachers answered and returned the questionnaire. The information in this chapter was derived from these answers, and from expressions of opinion at the "workshop" of junior high school guidance teachers mentioned above, which was held on March 1, 1951. After each part of the subject has been presented, general statements or conclusions are added to indicate its significance.

Prevalence of Guidance and Counseling

Group guidance is laid down by the Manitoba Department of Education as part of the program for Grades VII, VIII and IX, and so it is carried on in most Winnipeg junior high schools. In three schools with fairly large junior high departments, no formal guidance program at all is carried on, although it is expected that guidance will be given incidentally. All of the 48 questionnaire answers indicated that group guidance was going on.

Counseling was less prevalent. Counseling was taken to mean interviewing pupils individually, as distinct from group guidance, and exclusive of principals' talks with pupils. Of the 48 guidance teachers

who answered, only 11 had any scheduled counseling periods. Among these 11, the number of periods per week ranged from one to five, and the total number of counseling periods reported was 27. (It may be assumed that this represents most of the scheduled time, since teachers who did not return the questionnaire were probably those who had only one or two guidance periods per week and were not very interested.) Counseling was done in spare time by 28 other teachers, some of whom spent up to two hours per week on it. Ten teachers reported that they did no counseling, and in addition no guidance at all was done in the three schools mentioned previously.

These data lead to the conclusion that group guidance is an activity accepted in most schools, but individual counseling is not.

#### Distribution of Guidance Duties

The guidance "load" varies considerably from teacher to teacher, as indicated in the following table:

TABLE I. DIFFERENCES IN GROUP-GUIDANCE TEACHER LOAD

Group Guidance Periods per Week	Number of Teachers
1	23
2	7
3	3
4	9
5	3
6	0
7	1
8	1
9	0
10	1

It will be observed that although the range is from 1 to 10, the median is 2 periods per week per teacher, and almost half of the teachers who answered (23 of the 48) have one period per week, 17 having it with the home-room class only. (It is probable that a majority of the teachers who did not answer had only one guidance period per week, as well.)

It may be concluded that more than half of the teachers responsible for guidance are not guidance specialists.

On the questionnaire, teachers were given an opportunity to comment on the extent of their own interests in guidance. Fifteen reported that they would like to do more guidance and counseling if given the time; 12 would keep the program they have; 7 would drop guidance entirely (6 of these having now only one period per week); 10 would prefer to use their guidance time differently by spending more of it on counseling; one wanted to put more of his time on Grade IX, leaving most the Grade VII and VIII guidance to home-room teachers; and 3 did not answer this question.

From this summary it may be concluded that some teachers have little interest in guidance and are probably carrying on the program unwillingly, but that many present guidance teachers are interested and believe that the work is worth doing.

The opinion that a greater proportion of guidance time should be spent on counseling was repeated at the "workshop" of March 1, where several teachers recommended that many aspects of group guidance be left with home-room teachers, giving guidance specialists greater opportunity to concentrate on counseling.

#### Training and Experience of Guidance Teachers

More than half of the teachers who answered the questionnaire,

(26 teachers of the 48), had no special training in guidance except for voluntary reading. Two teachers referred to their undergraduate university courses in sociology and psychology. Fifteen had taken courses in the Faculty of Education. Four had taken work related to guidance at other universities, and two had received training for personnel work in the army.

The experience of guidance teachers was limited too, as indicated by the following table:

TABLE II. GUIDANCE TEACHERS' YEARS OF EXPERIENCE

Years of Experience Previous to the Present Year	Number of Teachers
0	13
1	10
2	9
3	8
4	4
more than 4	4

It appears that the majority of guidance teachers at present have no special training in guidance, and, in view of the very limited number of courses in guidance available in Manitoba, it may be assumed that hardly any teachers are highly trained for the job. In addition, most guidance teachers have had very little experience in the field. The lack of specialized training and experience is chiefly attributable to the newness of the guidance program.

#### Materials and Conditions for Group Guidance

During the school year 1949-50, a series of resource units was prepared for each grade from seven to twelve, to assist teachers who were

not sure what to do in group-guidance periods. An appraisal of this resource material was included in the questionnaire, and the extent to which other material was available was also asked. The answers are indicative of the state in which guidance exists at present.

Taking collectively all the answers appraising the resource units for the junior high school grades, and noting that some teachers have answered for more than one grade, it was found that 54 answers indicated the resource material to be useful and satisfactory, and only 6 answers indicated it to be unsatisfactory. The added comments showed that some teachers used the material only as a guide and depended largely on their own initiative, while other teachers leaned heavily on it and wished it were more detailed.

The extent to which other materials were available, or were wanted if not available, is indicated in the table below:

TABLE III. Guidance Materials -- Use and Demand

Materials	Teachers to Whom These are Now Available	Teachers Who Lack and Want Them	No Reply
Cumulative Record Folders	16	5	27
Student Information Forms	13	6	29
Group-Guidance Workbooks	9	15	24
Reference Books	12	1	35
Group Intelligence Tests	16	4	28
Group Reading Tests	10	4	34
Individual Test Materials	2	4	42
Filing Space	13	7	28
Storage Space	8	9	31

The "no reply" figures indicate an apparent lack of interest. This is partly because many items refer to counseling, little of which is done.

A striking fact in this table is the number of teachers who feel the need of workbooks for their pupils. When this is considered along with the general approval of the detailed resource units prepared locally, it becomes apparent that many teachers depend on material prepared by others.

The conditions under which group guidance is conducted were mentioned briefly in the questionnaire, and were discussed briefly at the "workshop". It was felt by several teachers whose guidance classes were mixed that it would be better to have all-boys or all-girls classes instead. Boys and girls were not equally interested in the same topics, and it would be easier to discuss some topics under the direction of a teacher of their own sex. The situation was more acute when the teacher was also responsible for counseling the members of his guidance classes, these teachers said.

The view was expressed that the size of group-guidance classes, which in most cases contained from twenty to forty-five members, was too large. It was felt that when a discussion group exceeds about 15 members the proportion of non-participants rises sharply, and so it is difficult to carry on effective discussions in groups of the usual class size. Because of the nature of group guidance, discussions play a very important part, and so this is a serious defect.

Some teachers doubted the value of having guidance periods with pupils they taught at no other time. They suggested that home-room teachers should be the ones to attend to most guidance questions, especially in Grades VII and VIII.

The views expressed in the last three paragraphs do not necessarily represent a majority opinion, since the questionnaire and the

"workshop" both devoted only brief attention to them, but they were considered to be worth registering.

#### Conditions for Counseling

##### 1. Time

Only 11 guidance teachers had scheduled counseling periods, and the total of their periods per week was only 27. The remaining 37 teachers had no scheduled time, and either used their own "free" time or did no counseling. Ten teachers indicated their desire for more time for counseling.

The amount of time at present scheduled for counseling is grossly inadequate.

##### 2. Place

Since the atmosphere of an interview is influenced by its surroundings, the place where it is held is important. Nineteen teachers said they used a vacant classroom; 3 said their counseling was done at the front of the room during a class period; 3 used the medical room; and 3 used any space available at the time. Of the 26 who answered this question, 10 were dissatisfied. Some of their reasons were:

"Interference and lack of privacy in classroom"

"Schoolroom atmosphere; interruptions"

"Records not at hand"

"Sometimes cannot get a place"

"Students must come before or after school and this conflicts with duties or work."

It is concluded that the places in which counseling is done leave much to be desired.

### 3. Attitude of Other Staff Members

The attitudes of other staff members were estimated by the guidance teachers who answered, as follows:

- A. 31 considered that their principals actively encouraged guidance and counseling;
- 11 considered that their principals tolerated these activities;
- 2 considered that the principal disapproved of them as separate activities;
- 4 did not answer this question;
- B. 9 considered that non-guidance teachers approved of guidance and counseling;
- 13 considered that non-guidance teachers tolerated these activities;
- 7 considered that non-guidance teachers resented these activities or considered them a waste of time;
- 19 did not answer this question (In some schools all were guidance teachers);
- C. 13 found it easy to have pupils excused from other classes for counseling;
- 9 found it difficult;
- 5 found it impossible;
- 10 found it unnecessary;
- 11 did not answer this question.

An examination of these figures and statements leads to the conclusion that, as a general rule, other staff members are not standing in the way of effective counseling, but that some of them need to be further convinced of its value.

Kinds of Counseling Done

In order to give some basis for comparison, the possible kinds of counseling were grouped into six categories, and guidance teachers were asked to indicate what kinds they did in order of frequency in each of the three grades. Below is a composite table of these ratings, listing the topics grade by grade in order of frequency:

TABLE IV. RELATIVE FREQUENCY OF GUIDANCE FUNCTIONS

Grade VII	Grade VIII	Grade IX	Collectively
School work	School work	School work	School work
Orientation	Personal questions	Personal questions	Personal questions
Personal questions	Course planning	Course planning	Course planning
Course planning	Orientation	Vocational planning	Orientation
Individual testing	Vocational planning	Orientation	Vocational planning
Vocational planning	Individual testing	Individual testing	Individual testing

It is interesting to see the consistently high positions of school work and personal questions as matters for counseling, and the low position of individual testing. The relatively high positions of orientation in Grade VII and educational and vocational planning in Grade IX are also evident.

Because other agencies which work with boys and girls may contribute to a counselor's understanding of difficult cases, it is useful for a counselor to have a working knowledge of these agencies, based on direct contact with them. Teachers were asked on the questionnaire to indicate with what agencies they had made direct contacts, and about what agencies they would like more information. The answers are summarized in the table below:

TABLE V. EXTENT OF COUNSELORS' COOPERATION WITH OTHER AGENTS

Agency	Number of Teachers Having Made Contacts	Number of Teachers Wanting Information
School nurse or doctor	26	3
Attendance officer or visiting teacher	26	2
Parents individually	20	5
Child guidance clinic	13	6
Counselor at the next level	11	2
Home and school association	8	0
National Employment Service	6	8
Manitoba Technical Institute	5	5
Juvenile Court	4	3
Family Bureau	3	6
Community club	3	2
Children's Aid Society	2	4
Neighborhood churches	2	1
Other (Knowles' School for Boys)	1	0

It appears that junior-high-school counselors work with the other agencies in the school system, but seldom with outside agencies directly. This is explained by the fact that relationships with other agencies are generally considered to be the job of the attendance officer or visiting teacher. The counselor may, through him, have more extensive indirect liaison with outside agencies.

The desire for information about the National Employment Service, the Child Guidance Clinic, and the Family Bureau is indicative of some of the problems faced by counselors.

Summary of Present Conditions

Group guidance is an accepted part of the program in most Winnipeg junior high schools, but counseling is not.

More than half of the teachers responsible for guidance are not guidance specialists. Some of these teachers have little interest in guidance and are probably carrying on the program unwillingly, but a majority of guidance teachers are interested and believe the work is worth doing, especially the counseling part of it. Hardly any teachers, even among those that are considered guidance specialists, are highly trained for the job, and most guidance teachers have had very little experience in the work, mainly because the program is new.

For group guidance, resource material and other supplies are available to those who make an effort to secure them. Some teachers depend heavily on the published resource material and workbooks which are available.

It is felt that, to make group guidance more successful, the size of guidance groups should be drastically reduced, and group and teacher should be of the same sex. Guidance teachers who have no other teaching contacts with their pupils feel themselves to be at a disadvantage.

In Winnipeg junior high schools the time scheduled for counseling is negligible. Many teachers want more time for guidance, and especially for the counseling part of it. Most counseling is done in vacant classrooms and this is not entirely satisfactory. As a general rule other staff members are not standing in the way of effective counseling, but some of them need to be further convinced of its value.

Most of the counseling now being done is concerned with school work and personal questions, with added emphasis on orientation in Grade VII

and educational and vocational planning in Grade IX. Very little individual testing is being done.

Counselors cooperate with other agencies within the school system but with respect to outside agencies their contacts, if any, are usually indirect, through the visiting teacher or attendance officer.

#### Progress Since the 1948 Survey 1

Three years ago the status of guidance and counseling in Winnipeg schools was investigated as part of the "Directed Self Survey of Winnipeg Public Schools. It is interesting to see what progress has been made in the intervening period. In the following brief discussion it is assumed that the reader is familiar with Chapter XIII of the Survey Report, entitled "Pupil Personnel Services".

#### Extension of Guidance and Counseling

With respect to group guidance, the Survey Report indicates that in 1948 only 7 out of 17 junior high schools had guidance officers, and that work suited to the junior levels had to be repeated at the senior high level because only a small number of pupils had participated in the preliminary work. In 1951, group guidance was scheduled in all but three junior high schools.

The Report states that the small amount of routine interviewing, in fact of any organized counseling, resulted in students not being placed to the best advantage even in the courses then available. The present

---

<sup>1</sup> Report of the Directed Self Survey, Winnipeg Public Schools, Committee on Field Services, Department of Education, University of Chicago, September, 1948. (mimeographed). Chapter XIII.

situation is not much better. With the exception of a few schools in which pupils near the end of Grade IX are interviewed concerning their choice of high school courses, hardly any routine interviewing is carried on. In all Winnipeg junior high schools together only 27 counseling periods per week were reported on the 1951 questionnaire, and the total is not likely much more than that.

#### Guidance Personnel

The scarcity of "guidance officers" persists. In 1948, seven junior high schools out of 17 had guidance officers. If the term "guidance officer" is taken to mean a teacher who gives group guidance, the number is now much greater, but this is too broad an interpretation. If it means a teacher having time scheduled for counseling, there are 11 of them. If it means a teacher with 5 periods or more per week for group guidance and counseling together, there are only 10, of whom 4 have no counseling time. These facts indicate that group guidance has become more prevalent but that there are not many more specialists in the field.

Many teachers who are responsible for guidance in junior high school are still not well trained for the job, and some have little interest in it. The suggestion in the Survey Report that a common source of occupational information for counselors be established has not been carried out. No sound basis for selection and training of guidance personnel has been established, and no in-service training has been offered.

#### Guidance and Counseling Conditions

Recognition: The uncertainty among principals, guidance teachers, other teachers, and pupils concerning the function and purpose of the

guidance program in the school persists. Guidance officers still act in an advisory capacity without any special authority, and they are still not generally consulted as to changes in the whole school program. It appears to be still largely true that counselors spend more of their time dealing with problems which present themselves in the school rather than preventing the development of such problems, and so one of their important functions has not yet been recognized. Distribution of responsibility for guidance problems within the school and cooperation among staff members in their approach to individual pupils are still, in the writer's opinion, in a confused and uncertain state. It is probably still true that many people within and without the school system expect either too much or too little of a guidance service, and the need for adequate interpretation is still very great.

Time: Although the Survey Report recommended a large increase in the amount of counseling time at the junior high school level, this time is still very limited. As mentioned above, only 27 teacher-periods per week were known to be scheduled for counseling for all the junior high school pupils of Winnipeg.

Place: The inadequate physical set-up for guidance service in most schools was decried in the Survey Report. To date no provision for special counseling rooms or offices has been made, and sometimes conditions are very unsatisfactory in this respect.

Materials: Filing folders, stationery and storage space are now generally available.

#### Guidance Functions

Educational Guidance: The lack of guidance in the selection of

high school courses has been largely overcome by the preparation and general use of informative and suggestive resource material relating to course selection, for Grade IX groups. When the spring flood of 1950 interfered with this educational advisement service, the number of difficulties in course placement in high schools in the following autumn was noticeably greater than in the previous year, in which the appropriate guidance had been available.

Much more counseling time for educational guidance was suggested in the Survey Report, and is still needed.

The remedial and adjustment teaching services which were recommended for schools above the elementary level have not yet been established.

Opportunities for exploratory course sampling are no less inadequate now than they were in 1948. More use in this connection could be made of existing survey or exploratory courses by the teachers responsible for teaching them.

Vocational Guidance: The statements of the Survey Report concerning vocational guidance are not entirely consistent, but they seem to indicate that insufficient vocational guidance was given. In 1951 this is much less the case, owing to the preparation and general use of vocational guidance resource units for Grade IX. Liaison with the National Employment Service has been improved by a meeting at which N.E.S. services were explained to junior high counselors.

Social and Emotional: The attitude of most teachers toward the social and emotional needs of their pupils remains much the same as at the time of the survey: difficult situations are recognized and usually treated sympathetically, but some symptoms of maladjustment are overlooked,

and basic causes and contributing factors are not always understood.

Counseling on personal matters is more often remedial than preventive.

Health and Physical: Although Winnipeg's public health services provide more facilities than are usually used, the unintelligibility of medical cards, mentioned in the Survey Report, continues to be a drawback.

Tests and Records: Special testing and the preparation of cumulative records are now the responsibilities of guidance teachers in most junior high schools, and systematic cumulative records are now being compiled in many schools.

Relationships with Other Agencies: Methods of referral to auxilliary services are still in a disorganized state, and the extent to which community resources are used is difficult to estimate. Special school services such as the attendance officer, visiting teacher, and Child Guidance Clinic appear to be operating through the principal's office in much the same way as before. And as before, outside social agencies are contacted usually through the principal or visiting teacher and seldom directly by a counselor. The counselor's direct liaison with social agencies is difficult because of the lack of systematic arrangements and because of his uncertain position in the school. The agencies concerned, similarly, are still unfamiliar with the nature and function of the school guidance service. The lack of confidence of some administrators and teachers in certain agencies is still marked, mainly because of lack of confidence in their personnel, lack of evidence of beneficial results, or failure to keep the person who made the referral informed of decisions or progress.

#### Coordination of Guidance Services

The Survey Report named lack of coordination as the most serious

fault in the guidance program. The variation in guidance service from school to school, the lack of a central coordinating officer, and the inadequate attention given to guidance coordination by any of the superintendents are continuing difficulties. In other areas, coordination is lacking as well, with the notable exception of group guidance content. During the school year 1949-1950 a program of resource units for group guidance was prepared by interested teachers in committees, grade by grade. The various aspects of guidance were placed at the levels where they were thought to be most effective, and unnecessary duplications were eliminated. The program was mimeographed and issued on a temporary basis. Now in use, it is effective in reducing overlapping and in distributing topics to various levels in an organized way.

#### Summary of Progress

In many respects little or no progress has been made in the last three years. The number of "guidance officers" worthy of the name is still very small. No system of selection and training has been set up, and no in-service training has been offered. In consequence, most guidance teachers are not especially trained, and some are not very interested in the work. No remedial or adjustment teaching service has been provided for junior high school students, and little or nothing has been done to give classroom teachers a more enlightened conception of pupils' social and emotional problems, in any organized way. Courses are still too rigid to permit much, if any, exploratory course sampling. No one seems to be sure where the counselor or guidance specialist stands, with respect to his responsibilities, authority, function, and method of coordinating with other staff members or agencies. His time is still very limited,

and he has no really suitable place for counseling.

On the positive side there have been one or two encouraging developments. Group guidance has become routine in most junior high schools, so that most pupils encounter high school guidance with a body of common preliminary experience. The program has been organized so that unnecessary duplications or omissions do not occur, and guidance material is placed at the levels which are most suitable. Vocational and educational guidance is much more effective, now that a program of informative and suggestive material along these lines has been made available for Grade IX. The preparation of detailed cumulative records is becoming a regular practice in many schools.

From this summary it can be seen that a start has been made toward the establishment of an adequate guidance and counseling service in the junior high schools of Winnipeg. Some work has been done and is being done. It can also be seen that the present group guidance and individual counseling programs have many inadequacies which must be overcome before their potentialities can be fully realized.

## CHAPTER NINE

WHAT PARENTS, TEACHERS AND PRINCIPALS THINKABOUT COUNSELINGParents

The adults most directly concerned with boys and girls are usually their parents, and so a number of parents were asked to express their ideas on the effectiveness of counseling as they have found it, on what matters a school counselor should touch, and how parents and counselors could work together. Each parent interviewed had a son or daughter who was in junior high school at the time or had been during the previous year or two, and so they spoke from experience. Each family situation was different, so that a variety of problems were represented. Because some of the material is personal, the people concerned are not named.

A. The father of a girl in grade nine and a boy in grade three said that he and his wife try to keep the family spirit strong by going as a family on picnics, to movies, to the beach, and so on. This parent said that he and his wife were doing their best to train and advise their children as parents should, but he recognized that in some cases, even with his own family, the school counselor would be the best person for his son or daughter to go to. He thought that counselors should be careful not to be out of harmony with parents in such matters as late hours and church activities. It was important for a counselor to get the parent's viewpoint before attempting to advise on a problem of any great importance, to avoid the confusion that would result from conflicting advice. Parents

and counselors should come to agreement first.

It was this man's belief that his daughter's first counseling interview, which was with a teacher she knew and liked, was not taken very seriously. But when the girl disagreed with her parents over late hours, it was suggested that she ask the counselor's advice. This was done and it helped to ease the question of late hours. The fact that her parents valued the services of the counselor gave their daughter more confidence in the counselor too.

This parent thought a good counselor should be free to deal with any problem that a pupil brought. Some matters could not be dealt with in class because of individual differences. Boy and girl relations and even sex education proper might be dealt with in groups of six or seven pupils or fewer, when requested, but would not likely be successful as a part of a class program. Similarly, late hours and unchaperoned parties were individual matters that varied from one family situation to another, and should have individual attention.

He felt that the effectiveness of counseling depended on the approach and the personality of the counselor, and that good counselors, working in harmony with parents, could give a very valuable service.

B. The mother in another family had similar opinions. Three daughters and a son have left high school and found employment, and a younger boy is now in Grade VIII. There has been considerable tension in this family, the father having completely lost the confidence of the other members. The situation has been accepted and, although still unfortunate, is not as disturbing as in the past. The mother said that she would have been glad to make use of a school counselor whose main function

would probably have been to suggest and explain the services of agencies able to help her when the children were smaller and the trouble more acute. She felt that this "relaying" function of a counselor would be valuable where there were family troubles.

She mentioned spontaneously that many parents would be glad to have a school counselor give sex education to their children. When asked how this could best be done, she said that small groups could be formed, on request, but that formal class treatment would likely be unsatisfactory. The street lore picked up by most children contained the wrong kind of information and emphasis, and proper treatment of sex questions, though needed, was often never given adequately at home because parents don't know how to start. She thought it might be good to get the parents' consent before starting such a group.

Her older son graduated from Grade X without any clear idea of his life's work, except a desire to join the R.C.M.P. He has been rejected by this organization and has since worked as a truck driver and as a decorator, but feels that he has not found his real job yet, and doesn't quite know how to find it. His mother believes that adequate counseling in school should be given to help boys and girls make up their minds about courses and occupations and to help them get started in the right direction.

It was her opinion that a counselor should be free to deal with any kind of problem brought to him. She would not resent her son taking a problem to his counselor, because sometimes boys do not feel like talking with their own parents about some things. She thought that a man counselor should be free to work with girls but that having a lady counselor for the girls would probably be the best working arrangement. It was her general opinion that it would be good to have a counseling service for

junior high school boys and girls.

C. The mother and father of an only son who is now in Grade XI offered a rather vigorous criticism based on their own experience. The boy wanted to become a doctor. His junior-high-school counselor had agreed with him and encouraged him. When he went to senior high, the new counselor advised him that this career would be inadvisable for him, and tried to discourage him. The result of this conflicting advice was confusion and distress in the boy's mind. These parents never felt it necessary to refer their son to the junior-high-school counselor, nor did the boy initiate any move in that direction. However they believed that a counselor could be very useful to many pupils in giving guidance in the selection of courses, and in helping to bring about adjustments between teachers and pupils. To be able to help in this way, they said, a counselor must be broad minded enough to see both sides of a question. They thought it would be good if class teachers referred cases of teacher-pupil friction to the counselor, because these conflicts often resulted in a serious decline in the pupil's achievement. They added that a counselor should understand and advise, but he should not be dictatorial or his main value might be lost.

A counselor should be free to attend to any problem that a pupil brings, these parents said. In particular, he should try to discover why pupils are doing badly in school subjects, and, where necessary, to relieve exaggerated fears and tension associated with school work. Counselors could also help by talking over with pupils such matters as late hours, hobbies, balanced recreational activities, and adjustment between school and extracurricular activities. Some difficulties cannot be properly

treated without reference to parents, and counselors should initiate these contacts, even visiting the home if necessary, to avoid conflicting approaches to the pupil's difficulty. Sometimes the counselor could even help settle family troubles, this couple thought, by explaining how various factors such as insecurity or lack of affection influence pupils. There was an opportunity for a big job to be done by a school counselor, they said, if he were the right kind of person.

D. In still another family, the father was a doctor in a rural hospital, and the rest of the family had come to live in Winnipeg because of the city's higher educational advantages. Of the five children, one son had graduated in Arts, a daughter was completing extensive training in music, another daughter was completing her Arts course this year, the younger son was in first-year Science with the intention of becoming a doctor, and the youngest daughter was in Grade IX. Their mother expressed her opinions about counseling on the basis of her experience. Only the youngest daughter has had any counseling as such at the junior-high-school level. This girl and her friends treat the whole thing as a joke, and her mother has overheard comments such as "This is the day I get my past dug up by that old bag", or "What's that busybody poking into our affairs for?" These girls are a group of happy, well-adjusted teen-agers who are doing well at school, and the mother wondered why they were getting this kind of intensive counseling.

This mother referred to several incidents in the passage of her children through school, which, although not all at the junior high level, indicated what value counseling had or might have had. In Grade VI the youngest daughter was found to need remedial reading. Special lessons

were given to her which were very helpful. The mother was grateful that someone took enough interest to discover and attend to this need. On the other hand, a son who had a greasy salve on his hands because of eczema was accused of being dirty and told that if he didn't clean up "other methods would be used"; this lack of understanding was extremely distressing to son and mother alike. On another occasion, a son with a moderately good average, between 65% and 70% usually, was pressed to study harder by a teacher who did not realize that this would cost time which the boy was devoting to music lessons and woodworking, both of which gave him great satisfaction. At university, one son was considered a lazy playboy because he sometimes fell asleep in class. His professors, not knowing that exzema kept him from concentrating and cost him most of his night's sleep, failed him and almost succeeded in having him barred from continuing toward his degree. One daughter was very sensitive to scoldings directed at her class and always accepted them as against herself. She drove herself harder and harder to succeed, and became more and more tense, until she ended high school with a hatred of books and education. It was mentioned in passing that teachers sometimes brand pupils as lazy, inattentive or indifferent, without recognizing underlying causes and being sure that the criticisms are justified. At present, the youngest daughter, who is almost a perfectionist, spends an unbalanced proportion of her time (and the family's) on "projects" for school, at the expense of her music lessons, church group activities, and a necessary period of free time for fun with her friends. In all of these cases, it was felt that a sincere effort to understand, such as a good counselor would put forth, was, or would have been, a real benefit to these children.

It was this mother's opinion that counselors and parents could

cooperate by helping pupils to reach a sensible balance in their various activities, without undue emphasis on homework, extracurricular projects, or other recreation. A counselor could be helpful in guiding pupils in these matters, especially if he were the kind of person they would naturally talk to.

Part of a counselor's job, she thought, could be with parents. If parents were enlightened concerning their responsibilities toward their children, much less counseling would be necessary. But adults hate to think, she said, and they don't always understand the best approach to their teen-agers. This does not mean that teachers should take over parents' responsibilities, but it suggests that teachers and especially counselors may be able to help parents recognize and carry out their own responsibilities. One concrete proposal was that the parents of a group of boys and girls that attend parties together should meet and agree on hours of returning home. This suggestion could be extended to the point where a counselor might invite the parents of pupils with similar difficulties to come together at school to compare their problems and pool ideas for their solution.

When sex education was mentioned this lady considered that it might be presented for the sake of those who got none elsewhere, the topic being approached in class, discussed further in small groups, and continued in private talks where necessary. The teacher in charge would have to be a specialist, she said, able to deliver his information in a straightforward and unemotional way. In some cases counselors could help parents who wished themselves to present these things to their children.

E. The mother of a Grade VIII boy and a Grade XI girl had a parti-

cular difficulty. Separated from her husband and responsible for maintaining herself completely, she has let a married sister and brother-in-law take her daughter into their family, and she and her son live in rooms by themselves. She was never asked specifically for comments on counseling, but during a visit to the school on parents' day she showed intense concern over her son's progress and relief that an attempt was being made to understand his situation. She had been greatly upset the previous year when a teacher had not understood and had besieged her with complaints. When she was telephoned several months later, she seemed to appreciate the counselor's comments on her son's improved behavior, but lack of punctuality at school, and possibly excessive part-time work. She also showed a particular interest in information which was offered concerning apprenticeship and technical training in the work her son planned to enter. Her manner and response indicated that she was glad that someone was taking a personal interest in her son and relieving her of some of the worry about his education.

The opinions of parents have been presented at some length, because it is important that parents' views should be understood. Judging by their remarks, it can be seen that most of them perceive value in counseling. They have not always been satisfied with what has been done, but they suggest that counseling should be improved rather than abandoned. They believe that besides scholastic achievement, a counselor should deal with educational and vocational planning, a sane balance between school and outside activities, and recreational planning. Sex education is mentioned as one possible field where some parents would be glad of help. If this were taken up in school, it is agreed that small groups would be better

than routine classes. These parents say that a counselor may be able to help resolve conflicts between children and parents or to help in other family troubles. They all agree that a counselor should be perfectly free to deal with any problem a pupil brings, and that they would not resent their children taking their troubles to a counselor instead of to their parents. Some parents recognize the danger that too much family responsibility may be unloaded onto the school, but they believe that the right kind of counselor will not reduce but will reinforce parental responsibility. They emphasize the need of parents and counselor to operate in harmony and are happy to find that a teacher is interested enough to contact them personally about their children.

#### Teachers

Since regular classroom teachers are expected to take a personal interest in each of their pupils, they are definitely concerned in the establishment of any counseling program. Therefore several junior high teachers who had no official guidance duties were asked for their comments.

A. One of them said that there was room for good counseling by the right person. She thought that a person who had always been a "goody-goody" and had never got into mischief or trouble at school would not likely understand how a boy or girl really felt, and would not be a very good counselor. She also mentioned that an older person is listened to more readily than a young teacher, and that with many pupils a real understanding needs to be developed to "see what makes them tick". She would not object, she said, if pupils were absent from her classes from time to time for counseling. One matter that she believed required pre-

sentation by a really effective person was sex education, which she felt to be badly needed in her class of boys, even though they are not apparently a bad group. She thought it would be good to have a good man and a good woman counselor in each school to whom other teachers could send pupils with whom they found difficulty in dealing. She also remarked that every school should have a counseling room available to any teacher for private conversations with pupils.

B. A man who was asked to comment pointed out that in many cases when a pupil misses a class for any reason, including counseling, he misses some part of the subject and breaks the thread of continuity. For that reason he thought counseling should not result in too much absence from class. He agreed that, with some pupils who are troubled, not much was absorbed in class, and that missing a lesson would not mean much loss to them. He felt that the home-room teacher would likely be in the best position to counsel the members of his class.

C. A teacher of manual training interpreted guidance as being mainly vocational, and said that he thought much more should be given, since many young people go even as far as university graduation without knowing what occupation they are preparing for. He thought that counseling would be very useful to junior high school pupils.

D. Another man said that he thought guidance and counseling could be useful in junior high, and that special cases among pupils could benefit by careful investigation and understanding. Sometimes a pupil who has some difficulty is confronted by different authorities, each using

his own approach independently of the others. In one case a pupil was faced by his class teacher, subject teacher, vice-principal, attendance officer, parents and principal in quick succession, with the result that "half way through he stopped saying anything". The coordinating and counseling service of a good counselor would be an improvement. He believed that counseling should be done by class teachers, but recognized that some of these would not bother and others would not do it well. Case conferences sounded like a good idea, he said, but with actual teachers' approaches diverging as widely as he thought they would, the usefulness of such conferences was doubtful. He considered that there was a possibility of progress in this direction, though. In his opinion, counseling would be a source of frustration to a sincere counselor, until both school administration and regular teachers recognized its value. At present, many teachers consider it unnecessary and a little ridiculous, partly because its results are not readily apparent. This attitude of exaggerated expectation coupled with lack of confidence would make a counselor's job discouraging. He personally would not object to a counselor working with a member of his class, although he might feel in his heart that he could do just as good a job himself. He disapproved of pupils entering or leaving a class which is in progress because of the disturbance, and suggested that pupils should be out for the whole period or counseled at some other time. He claimed that his confidence in a counselor would depend mainly on the person's personality, and only secondarily on his specialized training. "A whole pile of degrees doesn't make a counselor". The cooperation of regular teachers, he felt, would depend on their confidence in the counselor, and that would depend on his own personality.

E. A woman teacher claimed that counselors might be necessary for Grade IX and possibly for Grade VIII, but not for Grade VII. The Grade VII class teacher should carry on the Grade VI atmosphere and style of contact, and so class teachers would be in the best position to work with individuals, special counselors being unnecessary. She, personally, took a personal interest in her pupils, she said, and tried to find the real cause of their difficulties. She considered that her counseling job was to maintain liaison between pupil and school, between pupil and teachers, and between pupil and outside influences. She recognized that some class teachers might not have this interest and attitude but believed that for Grade VII at least, the pupil's counselor should be his home-room teacher.

F. Another woman teacher claimed that less remedial counseling would be needed if regular teachers had more disciplinary authority over their pupils. She saw no prospect of such a change, however. She thought that the class teacher should be the first person to attend to individuals, and pointed out that the principal already spends much of his time on the more serious cases. She would not resent a counselor helping a pupil in her class, believing that both teacher and counselor should work together, but she did not believe in wholesale counseling of all junior-high pupils, claiming that too much attention can be drawn to minor difficulties which pupils should be left to attend to by themselves.

G. There might be some value in counseling with problem cases, a man said, but he added that he hadn't thought much about it. He was not sure what counseling would involve and assumed it would be stirring up

enthusiasm and perhaps extra coaching in weak subjects. He recognized some value in knowing the background of a pupil in order to get a better understanding of him. He did not think that the average teacher would go into this deeply, although most teachers know background details about some of their class members. He commented that he found it hard to talk to pupils of this age, himself. He would not object to a counselor working with pupils in his class, and believed that anyone who could help them should be free to do so. He felt, however, that it would not be wise to have pupils leave a regular class because this made them too conspicuous. He also mentioned that a feeling of friendliness and confidence was necessary on the part of the pupil. Otherwise neither home-room teacher nor counselor would be able to get results.

Each of the teachers whose opinions are presented above spoke independently, in private conversation. On several points they differ. One teacher believes that stricter discipline is the answer, another claims that home-room teachers such as herself are generally adequate, a third says that some teachers such as himself would find it difficult to give intensive individual treatment, and still another thinks that the cards are stacked against a conscientious counselor. But they agreed more than they disagreed. Their ways of saying so varied, but, generally speaking, they held these ideas in common:

1. Counseling which leads to a better understanding of pupils by their teachers would be useful.
2. The home-room teacher has the first responsibility for giving individual attention to the pupils in his class.
3. All teachers are not equally effective as counselors, or in

counseling any particular pupil, and so the services of a special counselor who is especially good at this kind of work would sometimes be helpful.

4. Most teachers would not resent the efforts of a counselor with the members of their classes, believing that whoever can help pupils should be free to do so.

5. It is best not to take pupils out of other lesson periods for counseling, and it is especially undesirable to have them entering or leaving classes during lesson periods.

6. A counselor's effectiveness, and the confidence of other teachers in him, depends more on his own character and personality than on the number of courses he has taken.

In general, non-guidance teachers are not clamoring for a special counseling service for their pupils, but they can see how it might sometimes be useful, so long as it did not interfere too much with their regular teaching, or with their own relations with their pupils. Any counseling program that may be established will require their confidence and cooperation and so, to be successful, it should at least begin within the limits that they accept. If such a program proves successful, then the limits may be expanded to allow counseling to take a more prominent place. For the present, until its value is established, a modest undertaking with recognized objectives and limits is most likely to succeed, from the viewpoint of teacher-counselor relations.

#### Principals

Four principals were asked to give their views on the need for

and the place of counseling in junior high schools. Their schools are representative of the whole city, the first being in a prosperous residential district, the second in a community of stable middle-class homes, the third on the border between a fairly new working-class residential district and a down-town and boarding-house area, and the fourth in the heart of the lower-income non-Anglo-Saxon district. The first and third are exclusively junior high schools and the other two have junior high departments and so all of these principals are familiar at first hand with junior high school conditions.

A. Mr. J.M. Scurfield is principal of Lord Roberts School, which is located in a socially and economically stable district in Fort Rouge,<sup>Man.</sup>, and which has an almost completely Anglo-Saxon population. He believes that counseling in junior high school can be done best by home-room teachers. In elementary school, pupils have one teacher all the time, and when they come into junior high school this system should not be changed too abruptly, he believes, and so in Grade VII, pupils should spend at least half of their time with their home-room teacher. This intimacy of contact between teacher and pupils in Grade VII makes the home-room teacher the logical counselor for his own class. Besides, some teachers are sensitive to the implication that they can't do their own counseling, and would resent a counselor's encroachments. Much the same situation applies in Grade VIII as in Grade VII. Mr. Scurfield says that there is a place for counselors, though, in a junior high school. In Grade IX a good man is needed to counsel boys concerning the selection of high school courses, and to work with boys who plan to leave school to find jobs. A lady is needed to counsel Grade IX girls in the same way. There are also other things a

counselor may be required to do, he says. He has given each of three teachers a period free of classes to administer and mark intelligence tests, reading tests, aptitude ratings, and so on. He has trained these teachers for the purpose, and they have found their time fully occupied. In addition, the Grade IX counselor, whose own class was composed of boys of low achievement, had two periods a week for counseling them. Whether or not such counseling time is available depends each year on the "staff load", and the timetable of the school, but it is scheduled whenever possible.

A case-conference system has been worked out in this school. All teachers of a particular pupil who is underachieving or who is a behavior problem are invited to discuss the difficulty over lunch at noon on Friday. The visiting teacher prepares a case history of home conditions for this purpose. Where underachievement is the problem, it is often discussed in terms of quintiles, the pupil's ability being compared to his achievement average in that way. Although attendance at these conferences is voluntary, most teachers have been interested enough to attend, and they have become aware of the many factors that influence a pupil. This principal believes that all teachers benefit from participation in such conferences, and that some place for them should be found in school time.

Liaison between the school and other agencies has been considered the visiting teacher's job, Mr. Scurfield says, but in view of the fact that these visiting teachers are usually overloaded with work, a school counselor might assist in maintaining liaison and might occasionally visit parents where cases that come to him make it desirable. It was also mentioned that a part-time counselor would be useful in carrying out recommendations from the Child Guidance Clinic.

B. Mr. Fred Baragar of Laura Secord School is opposed to the presentation of guidance as a separate class in junior high school. Pupils get enough of it in high school, he says, and most of his pupils go on to high school. Matters like orientation, sportsmanship, study methods, and human relations are dealt with by every good teacher and do not require a special place on the timetable. There can be too much vocational advisement, he claims, so that a pupil's future schooling and vocational choice are taken out of his hands, depriving him of a desirable freedom. Counseling of failing students and of pupils with personality problems is dealt with by the classroom teacher as a matter of course. No extra time is required on a teacher's timetable for this because the teacher's satisfaction in doing it will keep him after hours if necessary. More serious cases of failure, discipline, and personality troubles come to him as principal, and he attends to an average of four or five a day. Not many have to be referred to the attendance officer -- perhaps six from September to January. He mentioned that his pupils are a stable group, coming from established middle-class homes, and that in other districts more personal attention by counselors might be desirable. He also conceded that there is perhaps room for more use of the material presented in the Grade IX group-guidance program -- a survey of occupations to develop a general understanding of factors involved and a study of the nature and content of the various high school courses. He believes that to develop a good spirit in the school is his big job in the line of guidance, and that he himself can do the special counseling that is needed. Concerning "guidance teachers", he mentioned that they are often teachers who have a lot of theoretical ideas but who are not necessarily the best people to do a job of this kind.

C. Mr. A.H. Hoole, principal of the General Wolfe School, observes that counseling is now an established school procedure. Its value is recognized by independent authorities who are concerned with boys and girls, and schools should make use of the facilities it offers. Due to the changes in home conditions and family life which have come about in the past three decades, some responsibilities once accepted by the home are no longer being effectively carried out. In this situation the services of the school have been extended to deal with matters once attended to by parents. Counseling is one of these services. There is a danger that parents may wish to unload too much of their responsibility onto the school, and counselors should guard against this. When a family has failed and where there is no other appropriate social agency, the school may be the only agency capable of action and a school counselor's services may be very valuable. But a counselor should not usurp parents' responsibilities. He may help parents to recognize and assume them for themselves, but then he should withdraw. The effectiveness of the counselor's help and his recognition of his own limitations in responsibility and scope will depend on the counselor's personal equipment and character.

Mr. Hoole also introduced a practical consideration in connection with the routine of the school. If a counselor is to be given time for his work in the school program, his counseling must be justified and recognized by the other teachers as the equivalent in effort of teaching before a class. If other teachers look on the counselor as a self-styled expert with a soft job, they are less likely to respect him or to cooperate with him in his work. It will be difficult for a counselor to demonstrate that he is always busy at counseling, since the demand for counseling will vary from month to month and from year to year. A further difficulty concern-

ing teacher relationships is involved when a counselor begins to work with a pupil from another teacher's class. The class teacher may feel a loss of prestige if things are taken out of his hands, and resent the counselor's efforts, or he may swing to the other extreme and expect the counselor to attend to all the problems in his class. Both attitudes would be unfortunate. Even where there is close cooperation between class teacher and counselor, the pupil is to some extent taken from his class teacher's hands when the counselor takes over. The problem of establishing a good working relationship between class teachers and counselor is most delicate and difficult.

When the proposed scope of a counselor's activities was outlined to Mr. Hoole, he expressed the opinion that the counselor would have to be a most unusual person. He would need the skill and facilities of a visiting teacher, the authority of an attendance officer, and such prestige and strength of character that both teachers and principal could rely heavily on his ability and effectiveness. He would actually be a social worker more than a teacher, he said. In real school situations, ideal conditions of enthusiastic support, cooperation and confidence toward the counselor may not exist in the teaching staff, and so the counselor may find his idealistic plans and enthusiastic proposals flattened against a wall of frustration.

In brief, Mr. Hoole's opinion appears to be that counseling would probably be useful in junior high school, but that the allocation of responsibility for it and the interrelationships of staff members make the establishment of an extensive counseling program very difficult.

D. The principal of Aberdeen School, Mr. A.W. Muldrew, is not thoroughly convinced of the need for special counselors in junior high school. One

teacher in his school usually handles all nine classes in group guidance, but each teacher attends to the difficulties of the pupils in his own class who are not succeeding in their studies or who do not get on well with other pupils. He, as principal, talks with pupils whose achievement is especially poor, or who are concerned with other serious problems. The attendance officer also assists by investigating home conditions and by working on difficult cases, and the present attendance officer is very effective with boys. Guidance and counseling are understood to be mostly concerned with jobs, and Mr. Muldrew believes that this is not so necessary in junior high school as later on. He is not completely satisfied with the Child Guidance Clinic service, either, because too little is done after the clinical study to help the boy or girl back at school, and in this connection he said that counselors could give important and useful service by getting the clinic's recommendations and interpreting and following them out in the school.

These four statements are the views of responsible, well educated and experienced men. Those principals who are slow to include guidance and counseling are not simply old-fashioned and reluctant to adopt new ideas. They are generally familiar with the claims made on behalf of guidance, but they do not agree entirely with them. They appear to agree that important subjects should not be reduced too much to make room for this new intruder which has not yet proved itself and for which they feel rather exaggerated claims are too often made. They believe that many of the objectives of counseling can be achieved by the regular classroom teacher and by the principal himself, and they are a little suspicious of teachers who set themselves up as experts in guidance on the basis of pious theory.

Each of them recognizes some value in counseling, in advising Grade IX pupils about high school, in conducting special testing programs, in implementing Child Guidance Clinic recommendations, in relieving visiting teachers of some home visiting and liaison activities, or in helping parents to recognize and undertake more of their responsibilities. If these men are really representative, and it is not unlikely that they are, the junior high school principals of Winnipeg are willing to give counseling a try, but they will watch it with a critical eye.

#### Conclusions

Parents, teachers and principals all believe that there are matters which need the kind of special attention that a counselor can give. Parents are glad to discuss problems affecting their sons and daughters with someone who not only knows these boys and girls as individuals but also knows about boys and girls in general, and is in a position to influence them. Teachers recognize that some pupils have difficulties the causes of which are hard to discover and still harder to remedy, and that consequently a person with special sympathy, skill and experience is best able to deal with these difficulties. Principals believe that certain jobs such as special testing, following-up child guidance clinic recommendations, and advising pupils about high school courses and about occupations can best be handled by teachers who are especially interested and trained for this work.

Neither parents nor teachers nor principals are ready to accept counseling as an unqualified blessing. Parents have sometimes been disappointed with the inadequate or misguided counseling given to their sons

or daughters. Teachers do not believe that counseling should be allowed to interfere with regular classroom work, nor do they like to see a teacher with a few special courses assume an air of superiority. Principals are unwilling to take the responsibility for individual attention out of the hands of class teachers, and they feel that they themselves are capable of giving much of the special counseling that may be needed.

It seems, then, that these three groups, parents, teachers and principals, see value in counseling and are willing to give counselors a chance to prove themselves, but because the work of counselors affects them so directly they are likely to keep a watchful and critical eye on the whole counseling program.

## CHAPTER TEN

WHAT PUPILS THINK ABOUT GUIDANCE AND COUNSELINGIntroduction

The preparation of an elaborate program of assistance to boys and girls would be incomplete without an attempt first to discover in what ways or whether at all they want assistance. A program based on theory and the opinions of adults may not help pupils to solve difficulties that are important to them. The aim in this chapter is to register the opinions of junior-high-school boys and girls and to present some conclusions toward which their comments seem to point.

During the past two years, in which a junior-high-school guidance program has been taking shape, pupils in the writer's classes have been invited to express their honest opinions on a number of occasions. Sometimes these expressions of opinion have referred to group guidance and sometimes to counseling. In both cases their answers contribute to an understanding of what a full guidance program should offer.

Opinions on Group GuidanceFindings from a Year-End Questionnaire

At the end of their first year of group guidance, the members of several classes of Grade VII boys (88 boys in all) were asked to comment on what they had received in group-guidance periods by rating each of the topics on a six-point scale, separately for "interest" and "usefulness". An examination of their ratings showed which of the topics they had taken they considered most interesting and most helpful. The following table

shows how the topics came out in order of preference:

TABLE VI. PUPIL RATINGS OF GROUP-GUIDANCE TOPICS

Topic	"Interest" Rank	"Value" Rank
Sports College .....	1	4
Sportsmanship, In and Out of Sports .....	2	2
Tolerance and Understanding of Others ....	3	6
The "Question Box" .....	4	10
Smoking .....	5	7
Home Responsibilities .....	6	8
Behavior in Class .....	7	11
Study Methods and Preparation for Examinations .....	8	1
How to Write Examinations Most Effectively .....	9	5
Qualities of a Leader .....	10	9
The Conduct of an Election .....	11	12
Orientation to the School .....	12	3
What Subjects We Take and Why .....	13	13

An examination of this table reveals that the topics which the boys considered to be most useful dealt with study methods and school work, sports and sportsmanship, and getting along with other people. The other topics were mostly related to one or another of these. For example, "Smoking" is related to sports and to getting along with people.

These boys were also asked to write freely but seriously their comments about the program in their own words. Among the answers received were the following, which are quoted verbatim:

... I think that it was a good idea to separate boys from girls as you can discuss matters more freely.

I think that the guidance periods are very interesting and helpfull. The reason is that it helps you in your everyday life. The teacher of the class must be one that dose not take sides in an argument and try to understand the puples questions.

Guidance periods may be improved in my opinion by talking more about girls. In other ways guidance was helpful and interesting. That talk on smoking was boring as I don't smoke myself.

The best guidance period I ever had is when we took up smoking because it was interesting and helpful to many of my friends. Some of my friends stopped smoking when I told them what we were studying.

I think guidance periods are useful. We should have more about how to get along with people or studies.

What we should know when we get to certain ages. How to get along with girls. Things we can use that will help when we need them. e.g. how to make money in a hurry.

Guidance was very helpful. Discussing smoking, Tolerance of Others, and Girls were about the most interesting topics.

Guidance period is a very useful period. I wish we had two or three periods a week. It helps me very much with s tudies.

I think myself the guidance periods were very useful. It helped the ones present to conduct themselves better in public.

I think the guidance periods were very boring, but sometimes not so much especially when we got P.T. instead. Some topics were interesting and helpful but on most hand stiff.

What about dating girls? How to get along with teachers. Why don't they make each pupil put in a suggestion for a topic in the box and we could find out ourselves things we ourselves think and not things that teachers think. I think that guidance gives us a good opportunity to learn things we are puzzled about.

The guidance period should have more in teaching to play sport games.

I think this year's program was swell.

A study of this representative selection of comments again indicates what matters these boys considered most significant to them. The topic most generally appreciated was "Girls". Other topics which were repeatedly mentioned dealt with sport and sportsmanship, study and school work, and getting along with people. Most of the remaining topics were related to these.

#### Findings from Class Discussion

Near the end of their second year of group guidance, several classes of Grade VIII boys were asked to suggest topics for discussion in guidance classes, which would be particularly helpful to them. The topics put forward, in order of preference, were these:

1. Sports
2. Current events
3. Girls
4. Jobs and the future
5. Smoking
6. Hobbies
7. School Work
8. Planning parties and other recreation.

The order is not always the same, but again the same topics are suggested, with only one or two new suggestions such as recreational planning and current events.

Indications from a Question Box

Several comments mentioned a discussion of "Girls". This was not listed separately among the topics presented, but came up by way of the "Question Box". This Question Box was a device by means of which pupils could present, anonymously if they wished, topics for discussion, questions, or requests for individual talks. Although some questions were trivial, others indicated what matters were really on pupils' minds. Since these questions are indicative of some common problems, all those received from Grades VII and VIII boys' classes for one year are presented verbatim here:

"Why isn't there speed skating?"

"How did you make the map in your room?"

"Why isn't Literature on the exam timetable?"

"Are we going to have a field day?"

"Explain about New Years revelution." (sic)

"Why isn't there rugby in Jr. High?"

"Can you suggest a name for my canary?"

"Why don't we have inter-room hockey?"

"Why can't girls and boys mix up instead of splitting up?"

"Girls."

"How can I get along with the boys better?" (personal)

"Why do we have a detention room?"

"I think we should have inter-room basketball."

"Is there any time to get together with school children outside school hours?"

"See what you can do about carrying books back and forth."

"Mystery radio programs."

"Could we take up a discussion about flying saucers?"

"Canteen -- Can grade VIII's go and if not why not?"

"Take up in Guidance sportsmanship."

"Can we talk about Russian elections, sir?"

"Could we please have a discussion about a war monger (so called) e.g. Walter Winchell?"

"Should Grade VIII students go out with girls?"

"How can you tell when a girl likes you?"

"How do you go about asking for a date?"

"Should (junior) high school students go steady?"

"Occupations."

"What do you think about quitting school?"

"Should (junior) high school boys kiss girls?"

"Should you stop to pick up hitch hikers?"

"More in dramatic style, such as the skit about "Conscience"

"Going out with girls."

"I think we should take up about eating gum or candy in school . . ."

Most of these questions fall into one of four categories:

(a) questions relating to regular instruction and school routine; (b) questions relating to school sports; (c) questions on current events; and (d) questions about boy-girl relations. Of all the discussions during the year, the subject of girls was entered into with most enthusiasm by these boys.

Summary of Findings on Group Guidance

From the foregoing discussion it may be concluded that there are several main areas in which junior-high-school boys believe group-guidance discussions can be helpful. These areas are:

- (a) Study methods, school work, and school routine;
- (b) Sports, sportsmanship, and related health and behavior habits;
- (c) Boy-girl relationships;
- (d) Getting along with other people;
- (e) Recreational planning;
- (f) An introduction to occupational planning;
- (g) Current events.

The discussion up to this point has referred only to boys. Since the writer did no group-guidance with girls and was not in a position to question girls extensively, the parallel conclusions relating to girls are based on conjecture rather than direct evidence. It is probably true that girls' classes would be just as interested in discussing school work and study methods, boy-girl relationships, getting along with other people, and recreational planning. They have also been interested in manners, appearance, and the development of a pleasing personality, according to one teacher of girls' guidance classes. Sports and occupations are likely less important to girls at this level.

Because of the close connection between group guidance and individual counseling, the areas of interest indicated with respect to group guidance are of obvious importance to counseling as well.

Opinions on CounselingWhat Pupils Want

To find out what pupils think about counseling, 325 pupils, including both boys and girls, from both bright and slow classes, in all three grades in the General Wolfe School which is a large and representative junior high school, were asked to answer a short questionnaire. Only a small proportion of these pupils had any experience with formal counseling, and so in a great majority of cases the answers were merely indications of pupil demand and readiness for counseling.

After each of the questions, below, a summary of the answers to it is given, and this is followed by conclusions to which the answers point.

1. If there were a counselor (a teacher with time and ability to talk with pupils individually) whom you knew and trusted, would such a teacher be helpful to you personally?

251 pupils said a counselor would be helpful to them;  
 44 were not sure, or thought he might be helpful to others;  
 30 said a counselor would not be helpful to them.

This question is admittedly so phrased that more pupils probably answered affirmatively than would actually go to any particular counselor, but the strong predominance of affirmative answers indicates a definite demand.

2. Would it be easier for you to talk with a man or with a lady counselor?

225 pupils said they would prefer a counselor of their own sex;  
 19 said it would depend on the topic;  
 12 boys preferred a lady counselor;  
 11 girls preferred a man counselor;  
 58 did not answer this question.

It may be concluded that counselors of the same sex would be most useful, but that this should not be a rigid restriction.

3. In private talks, what matters do you think a counselor could help you with?

The following topics were mentioned spontaneously, and are listed in order of frequency:

1. School work (by 89 pupils)
2. Personal questions (by 61 pupils)
3. Boy and girl relationships (by 47 pupils)
4. Home and family affairs (by 38 pupils)
5. Jobs and careers (mostly by Grade IX pupils)
6. Course selection (mostly by Grade IX pupils)
7. Recreational planning
8. Manners and appearance (mostly by girls)
9. Adjustment to teachers

Other topics, mentioned by fewer than 10 pupils each, were "world affairs", "friends", "sex", "money", and "sports".

The same fields of interest that other parts of the study have shown pupils to be concerned with are indicated again here.

4. If a small group of ten or fewer friends met with a counselor, what topics would it be helpful to deal with?

The topics mentioned, in order of frequency, were:

1. Recreation
2. Boy and girl relationships
3. School work  
(Personal)
4. (Manners and appearance  
(Jobs and careers)
5. Adjustment to teachers
6. Friends

Other topics, mentioned by fewer than 10 pupils each, were "course selection", "world affairs", "home and family affairs", "sex", "baby sitting problems", "trouble", and "money".

It appears that a system of counseling with small intimate groups would be useful to many pupils as a means of settling common problems.

Before leaving this questionnaire, it is interesting to see some

of the answers in the pupils' own words:

"I have an understanding mother so I do not need any help there."

"Yes, it would be helpful to me."

"No, I would not like a counselor because I think my own worries are for me to work out not for anyone else."

"I think that a person like that would be very helpful to many people. Reason is because a certain person helped me once. And gave me advice which was very helpful."

"I wouldn't like to tell a teacher my troubles, I'd rather tell my best friend."

"Yes, if they understand the pupil."

"No, I don't need help from a teacher."

"Yes, because I find many difficulties arising during these years and I definitely would appreciate it."

"Yes because I am very undecided as to what course to take in high school."

"YES, I think it would be very useful."

"I think it would be easier for me to speak to a man teacher for some things and a lady teacher for other things."

A girl: "Lady. But a man would be good in some instances as for instance dates, boys."

"For the boys they would want boys and girls would want a lady counselor. I want a man."

"I don't think it would matter much who."

A boy: "It would be easier to talk to a man counselor. He understand better."

"No difference."

"All depends on what he or she's like."

"If I were by myself with the counselor I would like to ask him to help me in my poor subjects."

"A counselor could help you if you wanted to talk about your own shyness or something else personal."

"School work or school problems. Other things I think should be talked over with parents or relations."

"About school work."

"About teachers when she doesn't like you and you don't like her."

"How to improve in school, how to stay in good graces with classmates, how to handle situations that have nothing to do with school."

"He could give you information on securing a job and problems of studying for your job."

"Getting work somewhere after four."

"How to make good friends."

"Fighting at home. School work."

"I would bring up the question of my girl friend."

"How to act in front of a boy."

"Dates with boys. The Facts of Life, personal things."

"Home problems, boy problems, sex problems, make-up appliances."

"Problems between boys and girls in trouble."

"About smoking, your reputation whether it is good or bad, and help you with family problems."

"Emotional and physical disturbances."

"School courses, troubles at home that may be holding back your progress at school. Worries over love affairs. Overcome shyness."

"If someone is ill in your family and you were the only one to look after him (her) would it affect your school work or how you would go about it."

"Different courses one might take for what you want to be; how to get along with boys."

"To talk about school courses and which ones I am capable in doing and which ones I am not."

"Helping you to choose an occupation."

"Discussion in a group of ten or less would appeal to me much more than private counseling if the other children in the group are your friends. If there were friends there, it would

be much less difficult to talk about private matters than if you were alone."

"I don't think you should have discussions with a group because you don't feel as free to discuss some problems. Many things you ask your counselor you don't want anyone to know. I think private discussions are best if the problem is personal."

"I like the idea of discussing your problems in a small group because you can learn other people's problems and you may be able to help each other (or vice versa)."

"Yes, I think it would be better (in small groups) because some girls may have had the same troubles you have and would or could help you e.g. clothes, boys, hair, summer jobs. The only thing that might go wrong is that some girls may blab all over the school after you have confided in them. I would prefer this way much better with that one exception."

"It would be all right in a group if they were all boys or girls, Not mixed."

"In a small group I would like to talk about sports, jobs, and girls and all about them."

"If we were in a group I would like to talk about organizing a softball team and swimming teams."

"About what we think of school and the discussion of if weekend excursions are good for you."

"It would be nice to talk about things you understood such as life etc."

"Girls. What to do nights."

"How you can study better by yourself."

"How to get along with D.P.'s or foreigners who come to your class."

"Difficulties in studies. Choosing a suitable course for high school."

"Problems in the relationship between the pupils and teachers, school work."

"Difficulties about how to act on dates, etc. would be helpful aid. Discussions about different careers would be appreciated too."

"Some school problems, how to be more attractive in personality and appearance, and dates."

"School courses, jobs, how to get along with everyone."

"He could talk about baby-sitting problems, school parties, manners for girls and boys, hints for dates, etc."

"Jobs that you could take, your problems at home, getting along at school."

"Usually I don't have any problems."

This has been a rather extensive selection of pupils' comments, but these comments have been well worth recording. Probably the main value of the questionnaire was in its indication of which problems are most important to junior-high-school boys and girls, as indicated previously, but the many real problems they face take on sharp authenticity when presented in the very words of these boys and girls themselves. From these statements, even more than from the general summary of all the answers, it is apparent that a counseling service with really capable personnel is not only likely to be helpful to many pupils, but is by some desperately needed.

#### Reactions of Pupils Who Have Received Counseling

The only pupils who could give a realistic evaluation of counseling were those who had on one or more occasions actually met with a counselor for a private conference. During the past two years, the writer has had private talks with a number of pupils. Sometimes these were formal interviews and sometimes they were informal conversations rising out of other school situations, but in every case the purpose was to recognize the real nature of the pupil's problem and to help the pupil develop plans for its solution. As many of these pupils as were still in the school were asked to give an honest evaluation of the helpfulness of any private talks with the writer. His talks with boys were in consequence of his position as "guidance teacher" for boys. His talks with girls arose out of

situations in his academic classes in which girls attracted attention by very unusual behavior or by serious underachievement. Girls would ordinarily go to a lady counselor but the friendly and systematic consideration of possible causes of academic failure or of the other circumstances that attracted attention, and the development of plans for improvement, were really applications of counseling techniques.

Each of these pupils was asked to tell briefly in writing whether or not any private talks with the writer had been helpful; if they were so, in what way; if they were not, why not. In almost every instance a friendly relationship between pupil and counselor remained after private talks together, and so some pupils may have stated that more help was received than was actually the case, in order not to offend the counselor. But the answers to the second part of the question, telling what kind of help was received, were indications that genuine results had often been obtained.

For ethical reasons, pupils were not asked to evaluate the counseling given by any other teacher, and so the pupils whose views are given here all came from the classes taught by the writer, which were mostly in Grade VIII. The sampling is further restricted by the fact that counseling was not a well-recognized procedure in the school, and since it was done mostly in the counselor's spare time there was a limit to the amount that could be done. On the other hand, no attempt has been made to select answers. All the answers received are presented verbatim and in their entirety, except for one from which a new question has been omitted. Thus the answers received should have some value as indications of the way pupils respond to counseling.

In order that the pupil's problems may be better understood, a brief statement of the pupil's grade and difficulty is given as an

introduction in each case.

A Grade VIII boy whose excessive efforts to please his teachers had alienated him from the other boys in his class: "I think the topic did some good. I got along with the kids a little better. If it was the talk I don't know."

A Grade VII boy whose home was unhappy, who had been caught in rather serious mischief by the police, and who was failing at school: "Yes, it helped me. It helped me to understand what the teachers were trying to do for me. It also helped me in doing my work in school."

A Grade VII boy whose behavior was very erratic, apparently as a result of the attitude of a neurotic mother: "Yes, it helped me (I think). It helped me in my school work and homework. The talks are better when you and the teacher are alone."

A Grade VIII boy whose parents were both away working every day, who had been seriously underachieving, and who had been staying home from school without apparent reason: "Yes, it did help a little. It helped me get higher marks and understand more about the way the school is run and why."

A Grade VIII boy who was underachieving in a superior class, and whose interest in story writing was used as a point of contact: "I like writing stories and have even sent one to a publishing company in the United States. They told me that I should continue writing, but didn't tell me if I was doing it right. I received more help from you after you read the story, because you gave me some new ideas on what I could write about, and how I should write it. I think it is a great help to have someone in the school that you can go to for advice on different subjects and problems."

A Grade VIII boy from a broken home, who was often a disturbing influence in his class and whose marks were falling: "Yes, I think I benefited with my extra lessons with Mr. Guest. I learned how to plan to study ahead for my subjects. I learned to study one section at a time and learn it thoroughly instead of doing the whole book over and over again."

A Grade VIII boy who was very disturbed due to friction at home between his father and the rest of the family: "It was very helpful to me in every way. It gave me new ideas and hopes of figuring some things out. It also helped me to understand other people better. My troubles were family troubles which Mr. Guest helped me to understand and overtake."

A Grade IX girl with whom the writer had talked after a bitter exchange overheard during an English class, in which extremely offensive terms were used: "My personal opinion about private talks with a teacher are yes. Why? Because it helped me with outside friendship and in school. It also gave me more interest in school studies. It also think that the teachers should not criticize and make fun of the ones who aren't very bright. If the person is weak it will hurt their feelings but if you're strong you laugh it off and they (meaning teachers) do it again. But on the whole

private talks do help if they're presented in a friendly manner."

A Grade VIII boy who was uncontrollable at home, a severe distracting influence in class, and achieving far below his capacity: "Yes, it helped. Your advice of not talking so much helped, and also your plan to study for exams a week or so ahead. I think I am doing better."

A rather diffident Grade VIII boy who wanted to know how to get a girl friend because the other fellows had them. "Yes, the talk you had with me did help. I get along with the girls better than I did before. The other boys are including me in when we talk about different things."

A Grade VIII girl who was unhappy about a stepfather, and who was failing regularly in history. "My talks with you have done me some good in the way that it makes me want to study. The only thing that is bothering me now which may possible keep me from working is the trouble with (boy friend)..."

A Grade IX girl whose English marks were falling, apparently due to lack of study and interest in school: "I think that having special talks to individuals is a good idea. It helps kids who do not have much attention at home. I know myself, from last year, my parents didn't even know where I was most of the time. Even though I was only at canteens. Now they are trying to stop me altogether from going there because they think it's bad etc. I think some teachers might know a little more than some parents and help kids out because quite a few kids can talk better to a teacher knowing that if the teacher doesn't tell the parents, they won't catch heck."

A Grade VIII boy whose marks were low and who wanted to quit school as soon as possible: "I have found that the talk with you has done some good for me. I found my difficulties and how I can study better, and ways of being more interested in my school work."

A Grade VIII girl who was failing regularly in history, and who seemed to be carrying a grudge against everyone: "You did help me a little in my school work. In some of my subjects I've just got to settle down and study. And I just didn't care for any of the teachers and wouldn't work for them. I put that aside and found I did a little better. For instance I absolutely disliked Miss ... and after talking to you I just quit trying to get on her nerves and did my work and I found she was much nicer to me. But as to my trouble at home, I'm afraid you couldn't do anything there even if you wanted to." (She had not wished to discuss distracting home troubles and was not pressed to do so.)

A Grade VIII boy whose mother had come to school complaining of his insubordination at home: "Speaking individually to us was a good thing as we could tell you things that would be laughed at in regular classes. As you are our guidance teacher we can talk personally to you. Due to these facts we feel better anyway, at least I did. It's good to talk to someone sometimes about things you want to talk about or do."

A Grade VIII boy who was easily distracted in class and who was failing in several subjects: "No, I do not think it was any good because it did not help me any."

A Grade VIII girl who was failing regularly in history and who was troubled by a feeling of rejection by her parents and by some teachers: "I have got so that I wanted to study. I also have learned that I could get along with people."

A Grade VIII boy who, along with his pals, had been caught by the police while playing with a slingshot, playing in a coalyard, and playing on a construction company's sand dump, and who wondered what there was for boys to do without getting into trouble: "The guidance I received was helpful because it helped me to see my and others' mistakes. I have been in trouble only once since."

A Grade VIII boy whose father was blind and separated from his family which is on "Public Welfare", whose attendance was poor and whose marks were falling: "The talks which I had helped me to understand the position which I am in, and what I am up against in years to come and what an education means."

A Grade VIII boy whose widowed mother had some difficulty earning enough, who himself wanted a part-time job and was referred to a known opening: "The talk we had together would have been useful without a doubt if I had been old enough to apply. So counseling I think would be very useful. It didn't help me but that was nobody's fault."

These statements have value as primary sources of information based on first-hand experience, and so, in spite of the limitations already referred to, they deserve attention. The counseling given was not uniformly successful as can be seen from some of the statements. Even in a few of the "yes" answers it is evident that the counselor's approach has been faulty and that hoped-for results have not always been very fully realized, and one answer was a flat negative. On the other hand, some answers indicate that the counseling received had struck home and brought gratifying results.

Twenty statements are too few for any real statistical treatment, but an examination of these few statements indicates the general trends. Six of the twenty pupils said that the personal talk or talks helped them in school work and study methods. Five said that they had a new interest in their studies as a result of their counseling talks. Five said that they were helped in their relationships with friends, both boys and girls.

Three said that situations concerning home and parents were eased. Three claimed to have been helped to plan their hobbies or other recreation more effectively. Two said that they had been helped in understanding and getting along with other teachers.

Once again familiar fields of interest have appeared: school work and studies; boy-girl relationships and getting along with other people; and recreational planning. The absence of educational and vocational advisement is explained by the fact that other counselors dealt with pupils in Grade IX, the level at which most of these questions arise.

#### Summary

When the various expressions of pupils' views are brought together, they are found to be in substantial agreement, and these conclusions may be drawn: A counseling service much more extensive than at present would be useful to many junior-high-school pupils. It is important that counseling be done by the right kind of person. The most important areas in which counseling may help are:

School achievement and study methods,

Boy-girl relationships,

Relationships with other people, especially friends, parents, and teachers,

Recreational planning,

Educational planning,

Occupational planning.

These conclusions are of the utmost importance for the development of a counseling service which may be of real value to junior-high-school boys and girls.

## CHAPTER ELEVEN

APPROACHES TO SOME KINDS OF PROBLEMSThe Main Problem Areas

In previous chapters both teachers and pupils have indicated the problems with which a counselor is most often asked to help. It is worth while to look at these problems again and to consider ways of dealing with some of them. Before any particular one is discussed, the observations of several writers relative to the kinds of problems met by counselors deserve attention. Their comments indicate that most of the common problems are not limited to Winnipeg schools, and their analyses contribute to an understanding of the local situation.

Jones<sup>1</sup> lists seven areas in which junior-high-school problems exist. His list may be summarized as follows:

1. Adjustment to the new school -- the departmental system, new extracurricular activities, student government, use of a library, greater responsibility;
2. Problems connected with learning -- reading difficulties, subjects disliked, study habits;
3. Desirable length of school attendance -- the point at which returns from educational opportunities have so diminished that remaining at school is not worth while;
4. Emotional problems -- associated with puberty, maladjustments;
5. Physical needs -- physiological changes, awkwardness, lethargy;
6. Social needs -- expanding range of contacts, self consciousness, aggressive behavior, "crushes", "wanderlust";
7. Further educational and occupational choice -- preparation for the next step, high school or a job.

---

<sup>1</sup> Jones, op. cit.

Shaffer<sup>1</sup> reports that the most common causes of maladjustment among children are found in connection with family circumstances, social relations, economic troubles, and love and sex problems. Other important factors are the development of independence, attitudes toward parents, and childhood emotional experiences.

Erickson<sup>2</sup> observes that a pupil with one serious problem often has others as well, so that problems often appear in "constellations". This point seems reasonable. A boy whose father has abandoned his family may be stealing to get what his mother cannot afford to buy him, may be quarreling with his friends because of an underlying feeling of insecurity, and may be failing at school because of his upset emotions and confused outlook.

It appears from the statements of these various writers, from the experience of Winnipeg guidance teachers, and from the opinions of General Wolfe pupils that the main areas in which counselors should be prepared to act are these:

1. School work, study methods, scholastic achievement;
2. Personal problems and adjustments;
3. Social relationships: boy-girl, pupil-teacher, child-parent, etc.;
4. Planning the future: educational and occupational choices.

For each of these problem areas in turn, methods of approach are suggested with a view to increasing the counselor's understanding and offering him possible lines of attack.

<sup>1</sup> Shaffer, op. cit.

<sup>2</sup> Erickson, A Basic Text for Guidance Workers, (op. cit.)

Scholastic Achievement

The problem of underachievement is the one most frequently met by a school counselor. An organized and systematic attack on this problem requires understanding and preparation. In the first place, the precise nature of the underachievement, which is usually in the form of one or more failures on school examinations, must be identified. By examining records, the counselor may find the pupil to have been consistently weak in one subject for several years; he may find a freckling of failures in several subjects from time to time; or he may find that the pupil's marks have taken a sudden and concerted drop. It may be found that the pupil does well in aesthetic subjects and poorly in mathematical and scientific ones. The pupil may get poor results under one teacher and good results under all others. He may succeed in subjects where there is a minimum of reading, and fail in subjects where reading rate and comprehension are important. It is sometimes helpful in interpreting percentage marks to translate them into quintile classifications, by ranking pupils in the class and dividing them into five equal groups in order of achievement. Although this may be a lot of trouble, it may be more useful than the actual marks, which are given on different bases by different teachers and are seldom reliable to a percent sensitivity at best. Whatever marks are used, the counselor must not jump to conclusions at this stage, but he should have a clear concept of where his pupil is failing and where he is succeeding.

The second step is to diagnose systematically the cause or causes of failure. It is not true that most failures are simply due to pupils' laziness. A pupil who appears on the surface to be lazy or indifferent

may actually be distracted by intense personal troubles, or he may be ill, or he may be incapable of doing the work assigned, or he may be suffering from insufficient sleep, or he may really be just lazy.

A check-list of possible causes of failure is an unnecessary formality, but an organized approach will include consideration of possible causes such as these:

Distraction by other pupils,  
Insufficient sleep,  
Ill health, eyestrain, headaches, etc.,  
Frequent absence from school,  
Difficulty understanding the teacher,  
Conflict with the teacher,  
Distraction by personal troubles or experiences,  
Lack of interest in the subject,  
Indifferent attitude toward school,  
Unsuitable study methods,  
Heavy home responsibilities,  
Too much time on outside activities,  
Weakness in basic skills -- reading, handwriting, spelling, composition, arithmetic,  
Ability unsuitable for the work.

As pupil and counselor consider each of these possible causes, the pupil identifies those which bear on his own case. The counselor must be careful that the pupil does not take the discussion as a source of excuses, but uses it to clear up his own thinking as a preliminary step toward making improvements.

Having realized exactly where his failure lies, and what conditions have brought it about, the pupil is in a position to plan for its elimination.

It is his responsibility to draw up his own plans, the counselor merely reflecting and interpreting his suggestions, and helping him organize his thoughts. The plan-making and follow-up procedures operate in the same way in this connection as in other problems and need not be discussed again here.

The third step is the execution of plans for improvement. These may amount to a change in hours of sleep, a course of medical treatment, a request for reclassification, or a reduction in recreational activities.

It is the writer's experience that a friendly interest on the part of a counselor or teacher in itself results in an improved attitude on the part of the pupil. He carries on his school work more willingly because he is working with a friend instead of resisting the driving force of an overseer. Pupils are, after all, human beings with human reactions. With those who have become hardened to failure, the gentle touch may come as rather a surprise, and it sometimes has very gratifying results. That is, the very holding of an interview, and the sympathetic consideration of the pupil's troubles are often in themselves part of the treatment and cure.

The process of counseling in cases of under-achievement is simple: first, identify the trouble; second, diagnose its causes; third, develop plans for improvement. To solve all the specific problems in this field may not be nearly so simple, but a systematic approach will certainly help.

#### Personal Problems and Adjustments

Among boys and girls, and especially among those who are not doing well at school, there are always some who are troubled by personal

problems, and a few who are upset by serious personal difficulties. A counselor should have some idea about how to approach these. Two concepts will help him understand better and guide more effectively in this connection. One concerns the process of adjustment, and the other concerns the ways in which decisions are made.

#### The Process of Adjustment

Erickson<sup>1</sup> points out the various courses that may be followed when a person is faced with a problem. He may avoid it so that it no longer appears as an obstacle to him. He may try to escape from it. He may attack it aggressively but unreasonably. Or he may make some kind of compromise to relieve its affect upon him.

This compromise may take different forms, Erickson says. Overcompensation is one; rationalizing by distorted reasoning is another. Substitute activities may be carried on, called sublimation if constructive, perversion if destructive. The person may try to project the blame elsewhere; or he may take on the mannerisms of younger people to escape criticism; he may demand sympathy, or otherwise attract attention to himself. He may dissociate the parts of the problem to ease his feeling of inadequacy. He may adopt a negative attitude, doing nothing at all or taking action which is socially unacceptable. He may try to repress his feelings concerning the problem, or he may resort to fantasy to escape from its reality.

Or he may attack it directly and try to solve it, and so eliminate it. It is evident that this approach alone, the direct frontal attack, actually does solve and destroy the problem, although the other approaches

---

<sup>1</sup> Erickson, A Practical Handbook for School Counselors, (op. cit.), page 68.

may make it seem less important and perhaps remove it from consciousness.

In his book, The Psychology of Adjustment,<sup>1</sup> Shaffer treats the process of adjustment in great detail. He refers to four phases. To start with there is a motive or drive, such as hunger or the desire for mastery, for love, or for social recognition.

Then this drive is thwarted in some way. The thwarting may be environmental, for example a physical object or the mores of the person's associates. It may be a personal defect such as crippling, ugliness, shyness, or mental deficiency. Or the subject's drives may be antagonistic so that one thwarts another. For example, fatigue drives a boy from his hobby before he has felt the mastery of completing a model, or his hunger impels him to steal a candy bar but his desire for social approval restrains him.

The third phase is a series of varied responses, more or less by trial and error, although useless trials will likely be only mental and quickly dispensed with. Where the trials do not relieve the thwarting, they become more and more random and erratic, like a boy's angry jerking at a tangled fishing line. As non-adjustive responses persist, emotional reaction increases and the possibility of intelligent adaptive action decreases. Worrying is in itself one persistent form of non-adaptive response.

The final phase is the solution, in which a response is found which relieves the tension caused by the thwarting. Any response that relieves the tension results in adjustment, but a socially acceptable one is best because otherwise new tensions may arise. Since any but a direct approach is not likely to remove the tension entirely, it seems

---

<sup>1</sup> Shaffer, op. cit.

clear that advice such as "Forget about it", or "Do something to take your mind off it", is misguided. The frontal attack on a problem may be painful but the sum of misery is likely to be far less than if the matter is suppressed or avoided, because unless it is destroyed it seems to lurk in unseen parts of the consciousness and reappear in other obscure ways.

In counseling pupils with personal problems, this adjustment process should be borne in mind. The initial problem should be examined to discover what drive has been thwarted, and in what way. In the course of the interview the counselor should be alert to indications of non-adaptive responses, which then take on significance as symptoms and help to reveal a pattern in the case. The solution arrived at by the pupil should indicate how a satisfactory and socially acceptable adjustment is to be made.

Sometimes pupils are involved in disturbing situations, for example unhappy relationships at home, in which they find adjustments very difficult to make. Such pupils usually do badly in their studies and often get into trouble, sometimes without realizing the nature of their difficulties or even recognizing that they have serious problems. They may not seek the counselor's help simply because they have not recognized their own needs. In such cases the counselor's responsibility is to recognize the symptoms of maladjustment as early as possible and use his skill and facilities help the pupil find a solution.

Some symptoms of maladjustment such as underachievement, discipline trouble, or discord with his friends, are obvious. Other instances of unacceptable behavior such as lying, stealing, bullying, vandalism or sex irregularities, are forms of behavior which are too often considered only in themselves and not as symptoms of deeper trouble. Still

other symptoms of maladjustment may be less spectacular but equally significant. Koos and Kefauver<sup>1</sup> in referring to physical evidences of maladjustment, mention the following symptoms which a teacher may notice:

- twitching and fidgeting
- constantly drumming with feet or fingers
- constantly making faces
- stammering, stuttering, queer breathing
- biting finger nails continuously
- other nervous mannerisms.

These authors also mention several symptoms connected with sleep habits:

- lying awake at night
- tossing and turning each night
- dreaming constantly
- having nightmares
- walking or talking in sleep.

Frequent vomiting is mentioned as another symptom of stress. Enuresis and frequent daydreaming probably should be included as well.

From a slightly different viewpoint, Smith and Roos<sup>2</sup> refer to "attitude patterns" which are really symptoms of deeper difficulty. Superiority, inferiority, and persecution are attitudes suggestive of underlying maladjustment, as are persistent feelings of loneliness and insecurity.

When a boy or girl brings a question involving a maladjustment, the question presented may not be the real problem at all. Erickson refers to the need for alertness in this respect, as follows:

A counselor needs to recognize the possibility of discrepancy between actual and stated problems. Students may not recognize their real problems because they are too close to them or have lived with them too long. ... Students may wish help but be unwilling to confide, or be emotionally blocked in trying to discuss their problems. Intimate, personal, and social problems often cause this situation. Students may deliberately attempt to conceal the real problem or the cause of the stated problem.

Determination of the primary difficulty is not always easy,

<sup>1</sup> Koos and Kefauver, op. cit.

<sup>2</sup> Smith and Roos, op. cit.

but there can be no doubt of the necessity for doing so if the student is to be permanently helped.<sup>1</sup>

Elsie M. Smithies comments along similar lines. She says:

Usually the problem pupil has a surface and a buried story. To the ordinary observer he presents an exterior which is misleading and completely conceals the fundamental difficulty. The hidden story of the personal difficulty must be brought to the surface. ... The case worker should be alert to clews as they appear. ... The pupil must be permitted to talk himself out so that the hidden story must at last reach the surface one.<sup>2</sup>

This matter may seem to be removed from the process of adjustment, but if adjustments are to be brought about it is obvious that the problem must first be clearly recognized.

It may seem that these matters have been approached in reverse order, the discussion of adjustment preceding that of symptoms and obscurities of maladjustment. But only when the whole process is understood can the significance of symptoms and related considerations be appreciated.

This discussion would be out of proportion if the feeling were left that most of a counselor's work is with pupils having severe or unusual difficulties. It is true that, within the limits of his ability, a counselor would give primary consideration to such cases, but they should not arise so frequently as to take up all of his time. Most of a counselor's work is likely to be with more or less normal pupils who want help in facing everyday situations. Even in these, a pupil's talk with his counselor is likely to be more profitable if the principles of adjustment are understood.

<sup>1</sup> Erickson, A Basic Text for Guidance Workers, (op. cit.), page 199.

<sup>2</sup> Smithies, op. cit., page 13.

How Decisions Are Made

A boy or girl may understand his own actions better if he recognizes the ways in which he makes decisions. In some cases his mind is made up without any conscious decision being made. This is true when he carries out a request or an instruction given by someone else. It is also true when he responds to habit. When they have recognized these simple truths, pupils may learn to evaluate the instructions and suggestions they receive. Similarly, pupils may learn to watch for repetitions in their own behavior so that they may exert a conscious influence on habits before they become too firmly established.

Many actions are not based on such semi-automatic choices, however, and it is helpful to understand how conscious decisions are arrived at. Some are made on the basis of natural urges such as the desire for food, rest, and social recognition. Other decisions are based on careful reasoning, weighing the reasons for and against a proposed course of action, and calculating the likely consequences. Still other decisions are based upon ideals, inspiration and conscience.

It will likely be helpful for pupils who have problems to recognize these influences on their thinking, in simple and recognizable terms. The influence of natural wants registers emotionally upon the pupil as what his feelings want him to do. The influence of reason registers as what his mind tells him it would be sensible to do. The influence of his ideals registers as what his "best self" tells him he should do.

It is at once apparent that these influences are often in conflict. To elaborate on an example given earlier, a boy's hunger makes him want to steal a chocolate bar which he has no money to buy; his reason tells him he may be caught, with unpleasant consequences; his "best

"self" tells him that it is wrong to steal and that he should overcome the temptation. The same kind of conflict may occur in connection with telling an unpleasant truth, sex impulses, truancy, and many other problems.

When pupils recognize these three influences on their decisions they may learn to weigh each of them more carefully. They may recognize the falsehood of their own emotional and rationalized excuses for wrong actions; they may appreciate the usefulness of a carefully reasoned approach to a decision; they may discover the satisfaction of putting ideals into practice. And further, they may learn to recognize situations in which the influence of emotions and natural urges is relatively great, so that they may be on their guard to avoid trouble. The absence of supervision or of witnesses throws a greater strain on the "best self"; difficulty in settling a close decision brings the temptation to abandon reason and decide by tossing a coin; the drowsy contentment of a late-hour party may let emotional influences predominate over rational and idealistic ones. Recognizing these dangers is a big step toward avoiding them.

"A resemblance to Freud's theory of personality appears in the foregoing discussion. The influence of emotions and natural urges is like Freud's "Id", the primitive animal nature of man. The influence of reason is like Freud's "Ego", the rational self. The "best self" is like Freud's "Super-ego", man's conscience and moral being. Freud's theories of the involved relationships among these three influences and of the significance of the subconscious may not all be accepted but recognition of the three mental influences and the likelihood of conflict between them contribute to an understanding of pupil problems and should help in the achievement of pupil solutions.

With some cases especially, a counselor's knowledge of these

influences helps him to decide how to proceed. Sometimes a pupil's emotions become very highly aroused as a consequence of some disturbing incident. A counselor may act as a personified "padded cell" where extremes of feeling may be contained until they subside. When emotions are high, judgments may be poor and ideals may be left in the background. Good counseling in cases like this may simply amount to giving the pupil a chance to cool off without getting into trouble. A pair of boys fighting furiously end up laughing after a few minutes of cooling off. A pupil who is violently angry at a teacher may be best served by being taken aside until he cools off and his good sense regains the upper hand. Occasions when the counselor will be on the spot at the strategic time will be rare, but knowledge of these mental forces will help at such times. These comments should not be taken to mean that all emotions are causes of trouble, but where emotional factors overbalance rational and idealistic ones in the making of important decisions, trouble often ensues.

Boys and girls can think more rationally if they have been shown how. Objective considerations of all the factors involved in a decision, weighing of possible solutions, and testing solutions by their results, are all parts of the process that pupils need to learn and practise. They should learn to do so in the process of being counseled.

Sometimes it may be up to a counselor to inspire his pupil, to help him re-charge his "best-self" batteries, so to speak, and to help him realize the satisfaction of pride in himself. There is a slight danger that some pupils may develop such high ideals that they can never live up to them. If these excessively high standards are a source of frustration and distress, a counselor may be able to help the pupil to take a more realistic view. More often a counselor's interest and con-

fidence are needed to help a pupil hear again the voice of his "best self" and to regain his enthusiasm, pride, and sense of honor.

It has been pointed out that the three influences on choice are often in conflict. So long as this is true the pupil's adjustment can never be quite complete. The counselor should do all he can to help the pupil develop an integrated approach so that all three influences, emotion, reason, and idealism, form a harmonious pattern. When he has learned how to achieve this integration and harmony, the pupil is on the way to a balanced and happy life.

#### Social Relationships

Boys and girls are concerned about their social relationships especially in three directions: between themselves and their teachers, between themselves and their parents, and between themselves and their friends of opposite sex. Other relationships sometimes involve problems too, but these three, which are in order of ascending frequency, deserve special, if brief, attention.

#### Pupil-Teacher Relationships

Pupils do not always see eye-to-eye with all their teachers, and sometimes a pupil feels that his relationship with a certain teacher is very strained indeed. Counseling in such circumstances augments the group guidance given to classes of new pupils, in which pupils are introduced to the departmental system, and in which they are shown how to adapt themselves to teachers of different temperaments. When a pupil feels that he is being treated unfairly by a teacher, it is the counselor's job to help him analyze the situation in objective and unemotional terms, and to lead

him towards a suitable adjustment. The well recognized procedures of orientation to a new school system and of adjustment when frustration occurs are applicable to this aspect of social relationships. It may be difficult to get a teacher to change his approach even when he is in the wrong, and so in many cases the teacher may have to be considered as a fixed obstacle to be surmounted, won over, or avoided. The counselor's knowledge of and relationship with the other teachers in his school have a bearing on his success in this kind of counseling.

#### Pupil-Parent Relationships

Relationships between pupils and their parents are sometimes tense. Although problems in this area are not the most numerous, they may be among the most serious. Modern urban life involves so many activities and influences which conflict with close family relationships, and close family relationships are so important for the healthy social and emotional development of boys and girls, that counselors should do all they can to encourage the family spirit and to support conscientious parents. A counselor may be able to do a very useful job of interpretation between parents and their teen-age children, explaining to parents the natural youthful urge for independence and action, and to boys and girls the value of responsibility and respect. Before a counselor comes to any conclusion in a parent-child problem, he should be careful to hear the views of both parties, and if possible to plan with the parents an approach with which his own can harmonize.

Broken homes bring difficult questions. A boy has been assigned by court order to live with his mother, but he likes his father better. A girl has so little respect for her absent mother that she hopes her

mother never recognizes her. A boy is sensitive and embarrassed because his father, improvident and an alcoholic, has left home. In cases like these, the home situation is beyond the counselor's control entirely. All he can do is help the boy or girl concerned to face his difficulties and make the best possible adjustment, and perhaps refer the case to an appropriate social agency. The very fact that a counselor at school understands, even though he says little about it, usually means that the pupil's emotional tension is less acute than if everyone seemed indifferent or resentful toward his outbursts. The counselor may go part way toward taking a parent's place temporarily, but he should not make his pupil depend on him, no matter how weak the pupil's home life may be. He may help the pupil to become adjusted, and he may develop a very friendly relationship, but he must leave the pupil independent and able to proceed on his own at the end.

Trouble between parents and children may be transient or chronic, trivial or terrific. In any case, the pupil's opportunity to talk to a friendly listener is a doorway through which adjustment and relief may be found.

#### Boy-Girl Relationships

Relationships between boys and girls become important during the junior-high-school years. This relationship was among the topics on which pupils thought counseling would be most helpful. There are four aspects to the question, not entirely separate but useful to consider one at a time.

One aspect is etiquette. Should a boy take a girl's arm when crossing the street? Which side of the sidewalk should the boy walk on?

Which of the couple descends first from a bus? When young people are just beginning to escort or be escorted, just as when they learn to ride a bicycle, a little clumsiness and a few errors are to be expected, but a little light-hearted counseling may help to get them started on the right foot.

Another aspect is behavior. How late should you stay at a party? Should you kiss a boy good-night? Should you smoke at mixed parties? How much money should you spend when you ask a girl to go out with you? How do you ask for a date? For many of these questions the answers are more or less recognized facts, and for others a little reasoning leads to an obvious answer. But without any answers at all pupils may develop social habits which are unwittingly coarse or unpleasant, and so counseling on these topics serves a useful purpose.

A third aspect is in the realm of emotions and adjustments. What do you do if another girl steals your boy friend? Should Grade VIII boys and girls "go steady"? How can you get a girl to be interested in you? In considering these questions, a counselor needs a knowledge of adolescent psychology and enough experience to know that adolescents are proud and sensitive, that "crushes" are often short-lived, and that teen-age gossip can make much out of very little.

The fourth aspect is sex education. It seems to be a kind of guidance that is often needed, but it would be unwise to offer this delicate subject as a class program because of the certainty that it would be badly presented by some teachers, improperly received by some pupils, and misinterpreted by some adults. The risk that it might do more harm than good is considerable. On the other hand, if a pupil or a small group of pupils brings a question to a counselor in good faith,

he should be ready to answer it. He may even feel it wise to extend the discussion to related parts of the topic which should give the pupil or pupils a deeper understanding and help them adapt or control their behavior more adequately. It may happen that a pupil or small group wants and is ready for a comprehensive treatment of sex questions. To be capable of leading such a discussion constructively, a counselor needs to know the legal, psychological, and moral background as well as the physiological and hygienic details. The aim should be recognition by the pupil of the impulses and problems involved, and the acceptance of rational and moral modes of behavior based on clear understanding.

Without or in spite of suitable sex education a number of boys and girls, fortunately very few, find themselves in serious difficulties. A well prepared counselor knows what agencies can help them, and is able to give them the best possible advice and assistance in such emergencies.

#### Educational and Vocational Planning

These two fields of counseling are so familiar and have been the subject of so many books that it is unnecessary to go over the ground again here. In brief, the counselor's job is to tie his individual work in with the group guidance material on vocations and future education. His counseling is mainly a checking of pupils' tentative choices to be sure that their reasons are sound and their selections properly made. Some pupils will have sound balanced programs worked out for themselves, while others will be confused by doubts and conflicts. The counselor's job in cases like this will be to draw out from the pupil an accurate

analysis of his own status and ambitions, and of the course or job he plans to take, and to help him decide whether or not the two match. He may use his knowledge of the process of adjustment to help in the resolution of pupils' doubts and conflicts. More often he will listen to and reflect the pupil's own significant comments until a comprehensive plan appears.

This part of his work requires the counselor to know the educational and occupational conditions in his community so that he can interpret them honestly to his pupils, and perhaps so that he can place some pupils in specific positions. It also requires him to be skilful in administering and interpreting the interest inventories, aptitude tests, and other measures which help pupils to identify themselves. With zeal and with this preparation, a counselor can carry out the educational and vocational aspects of his work.

#### Summary

Problems are most frequent in four fields. Those in educational achievement can be dealt with by identifying the problem, diagnosing its causes, and planning for improvement in a systematic way. Personal problems and adjustments are better understood when the process of adjustment itself is recognized, and when the three bases of decisions, natural urges, rational calculations, and idealistic inspiration, are known. Social relationships between pupils and teachers, parents, and pupils of the opposite sex, give rise to some difficulties, many of which can be solved or relieved through the process of adjustment. Some of these problems, such as that of sex education, require special preparation. Many

problems are related to the choice of high school courses and to the selection of a vocation, and the counselor needs special skill and information for both. When he has experience in these four diverse fields, the counselor is ready for most of the problems that may come to him.

## CHAPTER TWELVE

CONCLUSION: A COUNSELING PROGRAM FOR WINNIPEG JUNIOR HIGH SCHOOLSA Review of General Conclusions

The purpose of this whole study has been to discover and clarify ways of helping junior-high-school pupils, who are going through a period involving many changes, to make good adjustments, to plan intelligently for the future, and to know themselves. Guidance is needed because of the increasing complications of modern life, because boys and girls feel many uncertainties at this age, and because without guidance many opportunities are lost and mistakes made, and unnecessary waste and misery ensue.

Aimed at the junior-high-school level because of the need for clarification of guidance functions there, the study has sought to answer the many questions which have arisen concerning the theory and practice of guidance, and to assess the present situation in Winnipeg. Although attention has been directed primarily at counseling, group guidance is so closely associated that it has been considered from time to time as well. Information and opinions have been obtained from existing literature on the subject, and from questionnaires and interviews conducted especially for the purpose. These data have been organized and considered, and conclusions have been drawn in the light of the writer's experience.

In considering the setting in which junior-high-school counseling operates, it has been concluded that the junior high school is important because of its intermediate position between elementary and high school, involving changing pupil-teacher relationships, changing subject emphasis, and changing extracurricular activities, and because of the

opportunities for broad exploratory courses it provides. Where so many changes, choices and adjustments must be made, guidance is especially important. When the present junior-high guidance program is examined in relation to the whole guidance program, its emphasis on orientation, study methods, and occupational and educational planning are seen to be appropriate. In the whole field of guidance at any level, it is found that individual counseling and group guidance complement each other. For these reasons counseling has an important place in the junior high school.

Counseling, which is both a science and an art, aims to assist pupils individually to solve problems, make plans, and achieve adjustments. Matters within its scope include orientation, educational attitudes and achievement, educational and vocational planning, and personal and social problems. Its auxiliary services include the preparation of cumulative records and case studies, specialized testing, the maintenance of a working relationship with other agencies, and the development of the guidance viewpoint within the school.

Interviewing is the most important part of counseling. Preparation and rapport are needed to begin with. An interviewer should be friendly but objective, and should reflect to the boy or girl the significance of what he hears. Based on the pupil's suggestions, sorted and developed with the counselor's help, plans are drawn up, the responsibility for which is on the pupil's shoulders. Universal success cannot be expected but whenever good adjustments are made or good plans carried out as a result of an interview, the process has proved its value.

When a problem is complex or severe, a full case study may be required. A wide variety of data about the pupil is assembled and organ-

ized so that the pupil as a whole may be understood and the nature of his problem and the best means of helping him become apparent. Its data, obtained from records, questionnaires, observation, and interviews, is subjected to high standards of criticism so that only what is valid and reliable is accepted. A case study provides a sound basis upon which a solution can be built.

It is important that a counselor's efforts and those of the other adults who influence the same boys and girls be in harmony. In particular, a counselor should know the aims and functions of the various agencies within and without the school system that serve teen-age boys and girls, so that cooperation may be developed and maintained. Representatives of all the agencies visited were interested in the work of counselors, and were willing to cooperate. Since some problems brought to a counselor can be dealt with more effectively by other agencies, a close working relationship between counselors and these agencies would serve a very useful purpose.

Within the school, counseling should be carried on by both classroom teachers and counselors, each attending to the functions for which he is best located and most capable, and all working together to give maximum service to their pupils. If a teacher plans to specialize in counseling, and if he is to be successful at it, he should be a friendly and sincere person, sympathetic but objective, able to maintain cordial relations with adults as well as with boys and girls, socially intelligent, humble and slow to impose his will on others. In keeping with his many and varied duties, he requires extensive training in psychology, research and testing, group leadership, educational and vocational information, and special counseling techniques. Experience both in teaching and in business or

industry is also helpful. To do his work properly, a counselor should have extensive teaching contacts with his pupils to give initial acquaintance with them and opportunities for observation. He should not be a disciplinary officer but should have sufficient authority to carry on his work properly. His work should be recognized by the principal and other staff members, and he should have enough time, a suitable place, and the necessary equipment to do a good job.

Some of the problems mentioned by pupils call for special attention. Difficulties in scholastic achievement require an organized and systematic approach, involving identification of the trouble, diagnosis of causes, and planning for improvement. Personal problems and adjustments can be dealt with better if the process of adjustment is understood and various kinds of behavior recognized as symptoms of trouble. Some difficulties may be solved or prevented when the pupil understands the impulsive, rational, and idealistic influences on his decisions. The pupil's various social relationships, with friends of the opposite sex, with parents, with teachers, and others, sometimes give rise to problems which call for a counselor's sympathy, understanding and experience. The subject of sex education requires special training and preparation on the part of the counselor. In educational and vocational counseling, the recognized procedures of scientific analysis of factors involved, and the development of appropriate plans come into play.

#### A Review of the Present Situation

The questionnaire directed to Winnipeg junior-high-school guidance teachers revealed that group guidance is an accepted part of the

program in most schools, but that counseling is not. More than half of the teachers responsible for guidance are not guidance specialists. Although most of them are interested and believe the work worth doing, a few are not and do not. Hardly any teachers, even among the specialists, are highly trained for the job and most have had very little experience in it. While some teachers are alert to current needs and adapt the program continually to suit them, others rely heavily on published resource material. It was felt that group-guidance classes should be much smaller than they are at present, and of the same sex as the teacher. Scheduled counseling time is negligible and very little individual testing is done. What counseling is given is mostly concerned with school work, personal questions, orientation, and course planning. Counselors cooperate with other agencies within the school system, but only indirectly if at all with outside agencies. Counseling in Winnipeg junior high schools is not yet on its feet.

By comparing the present situation with the statements of the Survey Report of three years ago, it can be seen that, although no method of selection and training of counselors has been set up, no remedial or adjustment teaching service has been provided for junior high schools, no further opportunities for exploratory course sampling have been offered, and counselors in junior high schools have no recognized status, nevertheless some progress has been made. Group guidance has become routine in most schools, and the whole program has been coordinated so that unnecessary duplications and omissions do not occur. The resource material for Grade IX has made the occupational and educational guidance there much more effective. Although the present counseling service is entirely inadequate, a step in the direction of better guidance has been taken.

Parents, teachers and principals all believe that there are matters which need the kind of special attention that a counselor can give. None of them want a counselor to interfere with their own special responsibilities, but they believe that he can give useful service in various ways, provided that he is the right kind of person. They are all a little doubtful at times of the practical usefulness of the counseling program or some aspects of it, though, and are watching for it to justify itself. Of the three groups, parents seem to be the most appreciative of the kind of service it offers.

Pupils themselves feel that the guidance program is helpful. The areas in which it is most desired and appreciated are school achievement and study methods, personal problems, boy-girl relationships, other social relationships, recreational planning, educational planning, and occupational planning. The demand for a counseling service is indicated by the fact that, of the 325 pupils who were asked, 71% said a counselor would be helpful to them personally, only 9% said he would not, the rest being uncertain. Most pupils would prefer to talk with a counselor of the same sex, but almost 7% preferred one of opposite sex and a few others said it would depend on the topic. The topics suggested most often for private talks were school work, personal matters, boy-girl relationships, home and family affairs, jobs and careers, course selection, recreational planning, manners and appearance, and adjustment to teachers.

The proposal that small groups meet to discuss common problems met with considerable favor. Although some pupils would not discuss any personal questions in a group, others said that the presence of friends would give them confidence and that they would appreciate the opinions of others who might have had similar experiences, but that a regular guidance

class was too big for this purpose. The topics suggested were much the same as for private conferences although with less emphasis on personal matters.

Of the twenty pupils who gave their reactions after counseling experiences, nineteen claimed to have been helped, some more than others, on such matters as school work and study methods, relationships with their friends of both sexes, home troubles, recreation, and adjustment to teachers. Another counselor attended to occupational and educational questions for Grade IX pupils.

Counseling is not only desired by boys and girls who have not received any, but also is appreciated by those with experience.

The concluding section outlining a counseling program, which now follows, is the climax of the study. All the previous parts have contributed to the conclusions upon which the proposed program is based, and the program is intended to be consistent with these conclusions. It is also intended to be realistic and workable in Winnipeg schools. Absolute rigidity in any such program would make it unworkable and so opportunities for flexibility from school to school are included. But minimum standards and conditions are necessary in some respects, and these are presented in plain terms. The following statements outline a program designed to meet the needs of Winnipeg junior-high-school pupils and to operate smoothly in the schools which they attend.

A COUNSELING PROGRAM FOR WINNIPEG JUNIOR HIGH SCHOOLS1. Counseling is Needed.

Guidance is an important function of the junior high school, and counseling is an essential part of guidance, and therefore a junior-high-school counseling service should be established on a systematic basis without further delay.

2. Distribution of Group-Guidance Responsibilities

Group guidance should be given to Grade VII classes by their home-room teachers, to minimize the difference from the elementary system. It should be given to Grade VIII classes by either home-room teachers or counselors, depending on the personnel concerned, whether classes are segregated by sex or mixed, timetable considerations, etc., at the principal's discretion. It should be given to Grade IX classes by guidance specialists because the occupational and educational material involved requires special study and preparation.

3. Distribution of Counseling Responsibilities

Counseling activities should be recognized and divided between class teachers and counselors by the principal so that, although they will naturally cooperate, each knows what are his primary responsibilities.

Responsibilities of every home-room teacher, it is suggested, should be the following:

- (a) Developing a friendly personal relationship with each individual in his class;
- (b) Helping new pupils to become familiar with the school, its routine, and the departmental system;

- (c) Watching for individual differences and arranging for adaptation of instruction insofar as possible;
- (d) Watching for evidence of poor health and referring pupils when necessary to the school health service;
- (e) Recognizing symptoms of social or emotional maladjustment and treating or referring pupils accordingly;
- (f) Pointing out to pupils the significance of the survey and exploratory courses they teach as a basis for future choices;

Responsibilities of either home-room teachers or appointed counselors, to be allocated in accordance with personnel and timetable considerations, etc., include the following:

- (a) Teaching effective methods of study;
- (b) Investigating systematically the causes of scholastic failure;
- (c) Discussing with groups or individuals common problems such as school citizenship, sportsmanship, etiquette and personality, and recreation;
- (d) Maintaining useful cumulative records;
- (e) Interviewing parents at school or in their homes.

Responsibilities of appointed counselors, it is suggested, should include the following:

- (a) Administering and interpreting standardized group and individual tests, ratings and inventories;
- (b) Making detailed case studies;
- (c) Conducting group-guidance classes concerning the choice of high school courses and other training opportunities, and helping pupils make educational plans;
- (d) Conducting group-guidance classes concerning the choice of an occupation, and helping pupils make tentative vocational plans;
- (e) Helping some pupils to secure jobs;
- (f) Interviewing pupils with serious social or emotional problems, and cooperating with home-room teachers in such cases;

- (g) Counseling individuals or small groups concerning personal problems such as school difficulties, family troubles, and boy-girl relationships, and giving sex education on appropriate occasions to individuals or small groups;
- (h) Maintaining liaison with other educational and social agencies;
- (i) Giving assistance on request to class teachers concerning guidance questions;
- (j) Planning and leading case conferences in the school and otherwise endeavouring to develop the "guidance approach" throughout the school.

#### 4. Assistance to Home-Room Teachers

To help home-room teachers recognize and carry out systematically their guidance responsibilities, these steps should be taken:

- (a) A "Classroom Guidance Handbook" should be prepared, to include such things as:
  - i) an explanation of the "guidance approach" and the mistake of limiting it to a special weekly period;
  - ii) ways of helping pupils feel at home and get off to a good start in a new school, drawing the teacher's attention to differences between elementary and junior high organization and routine;
  - iii) an explanation of the value of general survey courses in helping pupils make future choices and the need of pointing out this value to pupils in these classes;
  - iv) an outline of possible causes of underachievement;
  - v) an illustrated outline of signs of ill health and contagious diseases a teacher should be able to recognize;<sup>1</sup>
  - vi) an outline of symptoms of social or emotional maladjustment, and an explanation of their significance and the procedure a teacher should follow;

---

<sup>1</sup> A pamphlet issued by the Metropolitan Life Insurance Co., called What Teachers See is an excellent example.

- vii) an outline of data a teacher should have for guidance purposes, about each of his pupils;
- viii) an outline of the services provided by the special agencies in the school system, including special counselors, and how to make referrals to them and cooperate with them.
- ix) resource material, lesson outlines and topics which may be used as a guide for a year's program, grade by grade, with a reminder that uncoordinated guidance results in duplications and omissions.

(b) Class teachers should be invited to attend and contribute to case conferences within the school, so that they may work out good methods of procedure, increase their understanding, and come to realize that their opinions and efforts are needed and appreciated.

(c) Home-room guidance functions should be supervised to the same extent as are other aspects of a teacher's work.

## 5. Selection of Potential Counselors

Potential counselors should be selected by a capable committee including principals and at least one school superintendent. The basis of selection should be qualifications such as these:

- (a) a genuine liking for boys and girls, and interest in their problems;
- (b) demonstrated ability to meet pupils at their own level by recognizing their needs, difficulties, and interests;
- (c) demonstrated ability to develop and maintain friendly relations with staff members and other adults;
- (d) enough teaching experience to have a realistic approach to teaching and learning difficulties;
- (e) emotional balance, the habit of forming judgments on rational rather than emotional grounds, objectivity, patience, and the ability to keep confidences;
- (f) willingness to undertake special training;

## 6. Training of Counselors

The training of a counselor should include the following:

- (a) Educational psychology;
- (b) Adolescent psychology;
- (c) Abnormal psychology;
- (d) Elementary methods of research;
- (e) Tests, rating and inventories of mental capacity, personality, interests, aptitudes, and achievement;
- (f) Elementary statistics;
- (g) Methods of group work and leadership;
- (h) Group guidance in school;
- (i) Educational guidance information and methods;
- (j) Occupational guidance information and methods;
- (k) Nature and function of other educational, social and community agencies;
- (l) Special counseling techniques, including interviewing, making case studies, and developing adequate records.

Until he has completed this course, through undergraduate or graduate university study or through equally demanding in-service training, the individual may be referred to as a "guidance teacher", but only after successful completion of the course, certification, and appointment should he be referred to as a "counselor".

## 7. Conditions Essential for Counseling

The conditions necessary for good counseling should be provided.

- (a) Recognition by school administration, principal and fellow teachers of the counselor's special functions and responsibilities is the first essential condition.
- (b) Extensive teaching contacts with pupils in his school

is next in importance. In order to secure these, the counselor should spend half his time or more in the classroom even under a maximum counseling system. If he were to contact every Grade VII class year by year he would become acquainted early with almost all the pupils in the school.

(c) Time is the third essential condition. To reduce to a minimum the removal of pupils from classes, it is suggested that counseling be done in study periods. Since counseling may sometimes be with small groups, the use of study periods, when pupils may be excused for various activities, seems the best way to start. As the system becomes more firmly established, arrangements may be made to have pupils excused from class from time to time. Some time is also needed for the clerical work involved in keeping personnel records up to date, scoring special tests, and contacting parents and other agencies.

(d) A suitable place is the fourth essential. It must provide privacy and freedom from interruption, although it should not be too secluded. The best arrangement would be a special counseling room of office size where records and materials could be kept and where a friendly and informal atmosphere could be developed. Such a room could be used by any staff member who wished to have a confidential talk with a pupil. Its contents should be so interesting that boys and girls would want to come in.

(e) Materials and equipment are the final requirements. These include various forms and stationery, filing folders and cabinet, materials for group and individual tests, and special guidance literature.

### 8. Organization

Although counselors from different schools may cooperate and associate together, they should not be rigidly organized as a group in the school system or placed under the direction of any other agency. They cannot serve two masters, and so they should be left directly under the orders of the principal who will use them as he sees best in his school, and integrate their activities with the rest of his school program.

### Now What?

At present no organized counseling program exists in the junior high schools of Winnipeg. Now a program has been outlined. The guidance functions of home-room teachers and counselors have been set forth. Proposals for assisting and collaborating with home-room teachers have been made. A basis for the selection of counselors and an outline of their training have both been presented. The conditions necessary for good counseling have been explained. It cannot be expected to be perfect in every respect, but the reasoning and experience behind this program make it likely to succeed. What remains now is to put the program to the test of practice.

BIBLIOGRAPHY

- American Council on Education, Division on Child Development and Teacher Personnel, Helping Teachers Understand Children, Washington, D.C., 1945. 468 pp.
- Chisholm, Leslie L., Guiding Youth in the Secondary School, American Book Co., New York, 1945. 425 pp.
- Darley, John G., Testing and Counseling in the High School Guidance Program, Science Research Associates, Chicago, 1943. 212 pp.
- Erickson, Clifford E. (editor), A Basic Text for Guidance Workers, Prentice-Hall, Inc., New York, 1947. 522 pp.
- Erickson, Clifford E., A Practical Handbook for School Counselors, The Ronald Press Co., New York, 1949. 224 pp.
- Fenton, Norman, Guide to the Personal Interview With a Child, State of California, Department of Institutions, Bureau of Juvenile Research, Bulletin No. 10 (new series), Sacramento, June 1933. 16 pp.
- Germane, C. E. and Germane, E. G., Personnel Work in High School, Silver Burdett Co., New York, 1941. 599 pp.
- Good, C. V., Barr, A. S. and Scates, D. E., The Methodology of Educational Research, D. Appleton-Century Co., New York, 1936. 776 pp.
- Hamrin, Shirley A. and Erickson, Clifford E., Guidance in the Secondary School, D. Appleton-Century, New York, 1939. 465 pp.
- Hollingshead, A. B., Elmtown's Youth, the Impact of Social Classes on Adolescents, John Wiley & Sons, New York, 1949. 474 pp.
- Hoppock, Robert, Group Guidance Principles, Techniques, and Evaluation, McGraw-Hill Book Co., New York, 1949. 375 pp.
- Institute for Juvenile Research, Child Guidance Procedures, D. Appleton-Century, New York, 1937. 352 pp.
- Jones, Arthur J., Principles of Guidance, McGraw-Hill Book Co., New York, 1945. 572 pp.
- Kefauver, Grayson N. and Hand, Harold C., Appraising Guidance in Secondary Schools, Macmillan Co., New York, 1941. 257 pp.
- Koos, Leonard V. and Kefauver, Grayson N., Guidance in Secondary Schools, Macmillan Co., New York, 1932. 626 pp.
- Maxfield, F.N., The Case Study, Educational Research Bulletin IX, March 5, 1930.

- Metropolitan Life Insurance Co., What Teachers See, New York, 1946.  
32 pp. (pamphlet)
- McKown, Harry C., Home Room Guidance, McGraw-Hill Book Co., New York,  
1946. 510 pp.
- Pringle, Ralph W., The Junior High School, A Psychological Approach,  
McGraw-Hill Book Co., New York, 1937. 408 pp.
- Reavis, William C., Pupil Adjustment in Junior and Senior High Schools,  
D. C. Heath & Co., Chicago, 1926. 315 pp.
- Shaffer, L. F., The Psychology of Adjustment, An Objective Approach to  
Mental Hygiene, Houghton Mifflin Co., Chicago, 1936. 540 pp.
- Smith, Charles M. and Roos, Mary M., A Guide to Guidance, Prentice-Hall,  
Inc., New York, 1941. 427 pp.
- Smithies, Elsie M., Case Studies of Normal Adolescent Girls, D. Appleton  
& Co., New York, 1933. 270 pp.
- Strang, Ruth, Pupil Personnel and Guidance, Macmillan Co., New York, 1940.  
348 pp.
- Unemployment Insurance Commission, National Employment Service, Prairie  
Regional Office, Information for Young People Entering Employment,  
Winnipeg, April 1950. 12 pp. (mimeographed).
- University of Chicago, Department of Education, Committee on Field Services,  
Report of the Directed Self Survey, Winnipeg Public Schools,  
Chicago, September 1948. 331 pp.
- Williamson, E. G., How to Counsel Students, McGraw-Hill Book Co., New York,  
1939. 529 pp.

## APPENDIX A

JUNIOR HIGH SCHOOL STUDENT INFORMATION FORM

This form is to help your teacher to get to know you better. Fill in the answers as neatly and accurately as you can. If you do not know an answer, honestly feel it is too personal, you may leave the space blank.

Date today \_\_\_\_\_

Last first middle

Address \_\_\_\_\_ Phone \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age Sept. 1, 19\_\_\_\_\_, \_\_\_\_ years Class teacher:  
date month year \_\_\_\_\_

ame all the schools you have attended. What grade, if any, have you

What grade, if any, have you skipped? \_\_\_\_\_

What grade, if any, have you repeated? \_\_\_\_\_

If you have repeated a grade,  
was there any special reason?

the spaces below, put H after the two  
d E after the two easiest:

subjects that are hardest for you,

Social Studies       Health  
 Composition       Nature Study or Science       Manual or Home Ec.  
 Reading or Literature       Arithmetic or Mathematics       Music       Art

Who are the other members in your home? List them below, starting with parents or guardian, and then going from oldest to youngest brothers and sisters. Add any other people who live in your home. You may tell ages for brothers and sisters only. (If any person in your family has died, put the year of death instead of Occupation.)

## UNDER-ACHIEVEMENT INTERVIEW

Date \_\_\_\_\_

Name \_\_\_\_\_, Age \_\_\_\_\_ on \_\_\_\_\_, Grade \_\_\_\_\_ Room \_\_\_\_\_

Address \_\_\_\_\_ Class Teacher \_\_\_\_\_

origin

### Possible Causes of Under-achievement:

- Distraction by other pupils
  - Health (Headaches, sickness, eyestrain, etc.)
  - Insufficient sleep
  - Absence from school
  - Too many outside activities
  - Too many home responsibilities
  - Lack of interest in subject
  - Indifferent attitude to school
  - Distraction by personal troubles or experiences
  - Difficulty understanding the teacher
  - Conflict with the teacher
  - Work not suited to ability
  - Inefficient study methods
  - Difficulty in tool subjects (writing, reading, composition, arithmetic)
  - Other:

Achievement Record:

(MA/CA \_\_\_\_\_)

Are any members of your family in poor health? \_\_\_\_\_

Are your parents living together? \_\_\_\_\_

Have you a room of your own? If not, with whom do you share it? \_\_\_\_\_

About how much spending money per month do you earn? \_\_\_\_\_, get as allowance? \_\_\_\_\_ get by asking for it? \_\_\_\_\_

Number in order the ways you use your money, putting first the one on which you spend most:

- |                              |       |                                      |
|------------------------------|-------|--------------------------------------|
| Spent on candy, drinks, etc. | _____ | Spent on clothes                     |
| Spent on entertainment       | _____ | Spent on gifts                       |
| Spent on hobby or sports     | _____ | Contributed to household expenses    |
| Spent on school supplies     | _____ | Saved                                |
| Other ( _____ )              | _____ | Are you saving for anything special? |

What sports have you taken part in during the past year? \_\_\_\_\_

What out-of-school courses have you ever taken? Underline ones you take now. \_\_\_\_\_

What hobbies or special interests have you? \_\_\_\_\_

To what clubs or organizations do you belong? \_\_\_\_\_

What other things do you sometimes do for amusement during the week? \_\_\_\_\_

Name four of your best friends. \_\_\_\_\_

Do you go regularly to church? \_\_\_\_\_ to Sunday School? \_\_\_\_\_

What prizes or honors of any kind have you ever won? \_\_\_\_\_

If you were worried about something or in trouble, with whom would you feel that you could talk about it? \_\_\_\_\_

What summer or after-school jobs have you ever had? Underline any you have now. \_\_\_\_\_

What kind of job, do you look forward to working at as an adult? \_\_\_\_\_

What illnesses or operations have you had? \_\_\_\_\_

Do you have trouble hearing what people say? \_\_\_\_\_. Have you been fitted with glasses? \_\_\_\_\_. From the back of the room, can you read writing on the blackboard easily? \_\_\_\_\_. Is there any other condition that prevents you from taking a full normal part in school activities, games etc.? \_\_\_\_\_

Have you any personal problems or questions you would like to talk over with someone who would really try to understand you? \_\_\_\_\_

HOMEWORK RECORD

Week \_\_\_\_\_ to \_\_\_\_\_

Name

Minutes spent on each subject outside of school hours:

217  
APPENDIX D

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

	Interesting	Helpful
etting to Know the School		
ualities of a Good Leader		
ow to Conduct an Election		
ow to Conduct a Business Meeting		
ot to Get the Most out of Homework		
ow to Study for Exams		
ow to Write Exams Most Effectively		
lerance and Understanding of Others		
et Makes a Good Personality		
me Responsibilities		
oking		
ortsman ship in and Out of Sports		
at Subjects We Study, and Why.		
cupations and School Courses		
bby Periods		
estion Box Periods ( _____ )		
dividual Conversations		
tra references, e.g. Sports College, Radio Programmes, etc.		

the back of this paper, write any comment you may wish on the "guidance" programme, and especially any ways in which it could be more effective and helpful.

SCHOOL DISTRICT OF WINNIPEG NO. 1  
Superintendent's Department

To be returned to  
Mr. H. H. Guest,  
General Wolfe School,  
by February 20, 1951.

To Junior High School Guidance Teachers:

The findings of the Self-Directed Survey of 1948 have not been overlooked, but the situation has been changing continuously since then and new information should appear.

In view of the usefulness of the information, will you please give the questions on the following pages your careful attention, and return them to me as soon as you can (at least within a week)?

No teacher's names will be referred to in drawing conclusions or reporting on information received. In fact, you don't even need to sign your name unless you wish to, nor is your school named. The purpose is not to criticize individuals or schools, but to discover the state of junior high guidance and counseling in general in Winnipeg, 1951.

Counseling is taken to mean interviewing pupils individually, as distinct from group guidance, even though the two work together.

If a word, number, or check mark cannot properly answer a question, will you please put in a comment to make it clear?

## THE STATUS OF GUIDANCE AND COUNSELING

## IN WINNIPEG JUNIOR HIGH SCHOOLS, 1951

I am a: lady(    ), man(    ) teacher, responsible for GUIDANCE in (how many) \_\_\_\_\_ grade seven classes; \_\_\_\_\_ grade eight classes; and \_\_\_\_\_ grade nine classes. I am scheduled for a total of \_\_\_\_\_ group-guidance periods and \_\_\_\_\_ counseling periods in school time per week. Apart from these I use spare periods or out-of-school time on counseling for an average of \_\_\_\_\_ hours per week. Without forgetting the needs of other subjects, I think the time allowed me for guidance and counseling in my timetable is: about right (    ); too short (    ); more than I need (    ). It is: easy (    ); difficult (    ); impossible (    ); unnecessary (    ) for me to have pupils excused from other classes to come for counseling periods.

My special training as a guidance teacher includes (courses, special reading, etc.): \_\_\_\_\_

(Guidance Program)

Including the present year, I have had \_\_\_\_\_ years experience as a guidance teacher. If I were free to choose, I would: undertake more guidance and counseling if given the time ( ); keep my present timetable ( ); drop guidance entirely ( ); or use my time for guidance differently by \_\_\_\_\_

The mimeographed Guidance Program of resource units for Grade VII: is needed but was never received ( ); is useful and satisfactory ( ); has been examined but is unsatisfactory ( ) because \_\_\_\_\_

Grade VIII: is needed but was never received ( ); is useful and satisfactory ( ); has been examined but is unsatisfactory ( ) because \_\_\_\_\_

Grade IX: is needed but was never received ( ); is useful and satisfactory ( ); has been examined but is unsatisfactory ( ) because \_\_\_\_\_

My group-guidance classes are: all boys ( ); all girls ( ); mixed ( ); my home room only ( ). In counseling I deal with: boys ( ); girls ( ). I consider these arrangements: satisfactory ( ); unsatisfactory ( ) because \_\_\_\_\_

My counseling interviews are usually held (where) \_\_\_\_\_

This is: satisfactory ( ); unsatisfactory ( ) because \_\_\_\_\_

On the check-list below, equipment and materials already available to me for guidance and counseling are indicated by a check mark.

Equipment I now lack and would make use of is marked with an "X".

\_\_\_\_\_ Student Information Forms

\_\_\_\_\_ Cumulative record folders

\_\_\_\_\_ Guidance Workbooks for pupils

-3-

## (Guidance Program)

Reference books listed in the "resource units" (Title(s):Group intelligence testsGroup reading testsMaterials for individual tests (Name of test: \_\_\_\_\_)Filing cabinet or drawerCupboard or bookcase for guidance materialOther: \_\_\_\_\_

I feel that my principal: actively encourages guidance and counseling ( ); tolerates them ( ); considers them not necessary as a separate school activity ( ). In my opinion, non-guidance teachers in my school generally: approve of guidance ( ); tolerate it ( ); resent it or consider it a waste of time ( ).

In the table below, I have indicated what kind of interviews I have most frequently by ranking the various kinds in order of frequency, in each grade I deal with:

	Grade Seven	Grade Eight	Grade Nine
<u>Talks about school attitudes and achievement</u>			
<u>Discussion of social or personal problems</u>			
<u>Orientation of new pupils</u>			
<u>Helping students plan future school courses</u>			
<u>Vocational counseling</u>			
<u>Individual testing</u>			
<u>Other ( )</u>			

During a year I expect to have two or more interviews with about \_\_\_\_\_ pupils.

Altogether, I conduct about \_\_\_\_\_ interviews per year.

-4-

## (Guidance Program)

In connection with my counseling, I have had direct contact with the agencies checked below. I would like more information about the ones marked "X":

- |  |   |
|--|---|
| <input type="checkbox"/> Counselor at the next level               | <input type="checkbox"/> Juvenile Court               |
| <input type="checkbox"/> Attendance officer or<br>visiting teacher | <input type="checkbox"/> Children's Aid Society       |
| <input type="checkbox"/> School nurse or doctor                    | <input type="checkbox"/> Family Bureau                |
| <input type="checkbox"/> Child Guidance Clinic                     | <input type="checkbox"/> Manitoba Technical Institute |
| <input type="checkbox"/> Neighborhood church(es)                   | <input type="checkbox"/> National Employment Service  |
| <input type="checkbox"/> Community Club                            | <input type="checkbox"/> Home and School Association  |
| <input type="checkbox"/> Parents individually                      | <input type="checkbox"/> (Other): _____               |

## APPENDIX F - A CASE STUDY

IDENTIFYING DATA

Name: David --- Date of birth: 15 Dec., 1936.

Address: 660 --- St. Phone: ---

School: General Wolfe Grade seven Class "G"

STATEMENTS OF THE PROBLEM

The teacher's: In the school tests of October, 1949, David had two failures, an average of 54.3%, and ranked thirteenth in a class of twenty. In the December examinations he had five failures, an average of 50.0%, and ranked eleventh in a slightly altered class of eighteen. (The alteration in the class was substantially an exchange of four girls for three less successful boys.) David's intelligence quotient from the Dominion Group Test of Learning Capacity in November of this year was 121, the highest in the class. What is interfering with David's work in school?

David's: During an interview, he said he knew he was not getting good enough marks, and seemed concerned about it. He said that his younger sister, Diane, is always bothering him. She practises on her violin when he is studying and she knows it makes him mad. He thinks that he should study more. (This interview was March 8, 1950)

His Mother's: On "Visitors' Day", Nov. 18, 1949, she said she was worried about David's behavior at home. When she was in the sanatorium for three years (returning home two years ago) they had a series of housekeepers who all thought Diane, then seven, was very nice, and David very bad. He resented this, lied, stole, and "had a chip on

his shoulder", and now has a strong dislike for his sister.

He has played around with a gang including J --- and T --- who have been in trouble with the police over trying to start a Greyhound Bus.

David has a bad inferiority complex, she believes.

She said he seemed happier about school this year (his first in General Wolfe), but wonders why his marks are not better, and what to do about his disagreements with his sister.

His Father's: (During a home visit, May 30, 1950) At first he said they had no trouble with David, but later mentioned that they were having a lot of trouble with him. David has been suspected of shoplifting with others in his gang, and a camera has been found which he admits having taken from a parked car. He was involved in an incident when his pals broke into a company garage, started a tractor, and damaged it and a truck. He doesn't know what to do about the situation.

#### INFORMATION

##### Educational

1949-1950	Spelling	Language	Literature	Library	Mathematics	Science	History	Art	Music	Phys. Ed.	Health	Manual Tr.	AVERAGE	RANK
OCTOBER	86	46	56		55	15	61		60			56	54.3	13/20
DECEMBER	77	43	59	45	35	32	54	53	50	60	37	55	50.0	11/18
APRIL	76	31	65	42	40	35	66		58	54	67	53.4	11/18	
YEAR'S STANDING	80	40	60	44	43	28	60	60	56	59	46	59	54.6	15/18

To repeat grade seven.

His weaknesses lie in English, Mathematics and Science.

Spelling, Literature and History are his best subjects.

No record of previous marks was available, but his record of attendance and promotions says his promotion to grade five, and to grade six was "conditional" each time, and his promotion to grade seven has the comment "Industrial".

David's qualities as a student, according to the comments of his teachers, are for this year about as follows:

	SLIGHT	FAIR	AVERAGE	GOOD	EXCELLENT
Attentiveness		x			
Assignments			x		
Effort		x			
Initiative	x				
Participation		x			
Leadership	x				

His attendance record indicates that he entered school in February, 1943, spent a year and a half in grade one, and has been promoted every June since then until 1950. He attended only  $118\frac{1}{2}$  days in grade two, moving in May from Lord Roberts School to the Greenway. He attended 151 days in grade four (1946-47). His attendance during the current school year was good until the flood. He lost a week in February when he broke his arm. He did not return to school after its one-day closing due to the flood, for over a week although his home was not affected. He worked on the dikes and with the Red Cross part

of the time but was often around home or the street.

Only one incidence of truancy is known. He forged a note explaining a day's absence on account of an earache. When asked, he said that his mother wrote it, but when telephoned she said she knew nothing of either the absence or the note. When questioned again he admitted that he had written the note, that he had been riding his bicycle around the neighborhood during the morning, and had gone to Assiniboine park during the afternoon with T --- , (who had also forged a note.) All other notes for absence appeared to be genuine, and no other truancy probably occurred.

According to the principal's notations, David has been in more trouble than most pupils. The following comments are found:

"Oct. 11, '49 Catapult and paper pellets in Room 20. Strapped.

Feb. 7, '50 Indiscipline, laziness, disturbing class, not responsive in any way to correction. Room 20. Strapped.

Feb. 13 Mrs. H --- (mother of a boy in 7A) called about 9:30 to complain about two boys "lifting" milk money: T --- (7F) and David --- (7G). David took the money which he will refund today. (p.m. - O.K.)"

A further check revealed that David had been sent to detention eleven times during the year, by six different teachers. Four detentions were for lateness for school, and the others were for misbehavior or incomplete assignments. Only three detentions occurred after Christmas, the last on April 25.

#### Health

Oct. 5, 1949      Height 5 ft.  $\frac{1}{2}$  in.      Weight 92 lb.

Vision R: 20 30      L: 20 30

Apr. 11, 1945 Hearing: R: -3 L: 0

Speech: normal (although a slight lisp develops when he is embarrassed).

He is right-handed

Teeth: normal in 1945, '46, '47. Temporary teeth gone, 1949.

He is in contact with T.B. (his mother), according to the nurse's notation after a home visit. An X-ray at St. Boniface Sanitorium, April, 1949, gave negative findings.

He has had whooping cough, measles, mumps, and chicken pox.

He has been immunized for diphtheria. Tonsils and adenoids have been removed. (Being in hospital for this is one of his earliest memories.)

His appendix was removed in August, 1949. In February, 1950 he had a "green stick" fracture of his left wrist, in neighborhood play.

A chronic difficulty appears in connection with his breathing.

The medical record states:

"Feb., 1943. Allergic condition (chest) no defects.

Oct., 1944. Child is having great difficulty breathing. Nasal passages almost occluded. Turbinates red and swollen. Clinic. (D.H.)

Nov., 1944. Has been sent to Dr. McEwen re nasal condition -- allergy -- probably household dust. To have treatment. (D.H.)"

During the current school year David's difficult breathing has been noticed repeatedly. His mother said in May that he was having treatments for his nose, which are unpleasant and leave him irritable.

There is no evidence of malnutrition. Meals he has described were adequate and balanced. He does not smoke more than one or two cigarettes a month and usually less, he says.

He has adequate time for sleep, since he must be home by 9:30 in the evening when he is allowed out, and he usually spends "school nights" at home. His sleep is not always restful. In an autobiography

(copy attached) he mentioned "a certain funny dream that scared me and I still have it" (written Jan., 1950). During an interview, Mar. 8, 1950, David described this dream which recurs "often but not every night lately". In the dream "everything seems to be going smoothly, like a bowling alley, and then it gets all tangled up." Or "it's sort of like a tape that's rolling along smoothly, rolling up, and then it gets all in a tangle, and then I wake up." When asked about any feelings he had during the dream, he said, "I feel all tangled up with it. I don't feel good. I feel all right after I wake up."

Also concerning his sleep, his mother said, "He's kind of mad because we got Diane a new bigger bed, and he didn't get one. We told him he could have one too as soon as he stopped wetting the bed at night." He sleeps on a narrow cot. Enuresis occurs from time to time -- "not for a month or so, then every night for a week". She said she had not noticed any emotional disturbances at these times.

#### Home and family conditions

The family lived on Ashburn, and then on Spruce St., moving to Victoria, B.C. for about six months when David was a year and a half old. Returning to Winnipeg, they lived close to Salter bridge, and then on Portage Ave. at Greenwood Place when he was about three. They moved to Walker Ave. in Ft. Rouge and stayed there for seven years. He started Lord Roberts School in grade one. They moved to their present address in 1944.

This home, a rather small one-and-a-half storey bungalow in a respectable middle class district does not look as well kept as those near it, needing paint and minor repairs. Two families live in it,

David's family having the back half and the upstairs. It is rather congested, and has a make-shift appearance. The rooms are neither spotlessly clean nor noticeably dirty. David and his sister sleep in the attic which is plastered but undecorated and smudgy. There is a doorway between their beds. In the living-room bookcase are a set of books and ten or twelve others, none very new. No magazines were noticed. The family has a car.

Both parents are of English descent, and no other language is spoken. Their conversation is somewhat colloquial (so is mine) but free of grammatical errors. They attend St. Matthews Anglican Church. They are in their middle or late thirties. Besides David and his parents, there are his sister, Diane, aged nine, and brother, Jimmy, aged two. The two families in the house seem to be on intimate and friendly terms. David's father is a meat cutter in a Safeway store, and seems satisfied in his work, although often tired at the end of the day. He comes home for supper at about seven, except Fridays when he works until nine in the evening. David's mother worked in Eaton's Mail Order before marriage.

His mother has been in the sanatorium for tuberculosis, once for a year, and again for two years. She has been home for two years now. David's reaction to the housekeepers employed during her absence has already been described in the introduction to this case.

The unfriendly relationship between David and his sister persists. During an interview, March 9, 1950, their mother said that they quarrel constantly. Diane is more successful at school and very little trouble at home. The fault seems to be David's more often than not. He knocks against Diane in passing, she slaps at him, they appeal to their parents, who often make exasperated snap judgments.

She says that David talks frankly with her about his difficulties but had not mentioned his recurring dream. He has a bad inferiority complex, she says, and seems to have a chip on his shoulder at home. She never hits him -- "I couldn't". As punishment his allowance is stopped or his bicycle kept from him.

The family goes for Sunday car rides in the summer, and the children in turn may bring a friend. His parents often take David when they go bowling. He usually watches but bowls once in a while.

On May 30, 1950, I visited their home again following the truancy incident, and talked with his father. He told about David's stealing episodes, and the garage break-in, as described in the introduction to this case. He was quite concerned about how the boys should pay for the trouble and damage. He decided to withhold David's bicycle for two weeks and arranged with the fathers of the other two boys to do the same thing. He says that David won't do what his mother tells him and it bothers her, but that he has no trouble with him that way. Since my first visit in March he has made David a study desk, and there seems to be less friction in the home now. Since the school term was nearly over and they would be going to the beach for the summer, he expected no more trouble for that period, but he and the other two fathers concerned recognize that a problem exists for all three boys since they seem to be together when trouble occurs.

Social activities and personal habits and satisfactions

David helps around home by drying dishes, carrying out ashes, shovelling snow, and going to the store. He gets an allowance of fifty

cents a week which he spends on confectionaries, shows, seeing games, and comic books. His hobby is model airplanes. He has collected stamps and hockey pictures in the past. He plays football, baseball, and basketball at school without great skill but with interest.

He associates mostly with T --- and R ---, who live in the same block and are in the same grade at school. He is not outstanding either as leader or follower in this group. In his class at school he is more defensive than aggressive, but does not appear to be strongly introverted. He belonged to the Y.M.C.A. but stopped attending when he broke his arm and has not returned, largely because his pals don't go now either. He used to belong to the Royal Winnipeg Rifles Cadets at the nearby Minto Armories, but was "dishonorably discharged" for a fighting incident in which he says he was picked on. His friend T had been similarly discharged a week or so earlier.

Last summer he enjoyed a trip to Vancouver and Victoria. In his autobiography he tells of the fishing and says, "I look forward to going to the places where it is warm all through the year."

He has shown no interest in girls (apart from his sister) even during the two months before his class became an all-boys one. The only mention of sex was by his mother when I referred to his dream. She said, "What kind of dream, about sex?". I described it, and then asked if she had anything else in mind, but she said she had not.

He has been connected with misdemeanors outside school, of a fairly serious nature, although he has probably been just watching in some cases. The stories are not always clear. He has been suspected of shoplifting in a Safeway store. He was at least present when a Greyhound bus was started up inside a garage. He has admitted

taking milk money from a doorstep. He has admitted taking a camera from a parked car and keeping it all winter, hidden under the back steps. He was one of a party of four boys who broke into the McDonald Dure Co. garage, started a tractor, and pushed a truck, breaking the truck's clutch and the tractor's lights. In this case and the one concerning the bus, they were stopped by the police but no charge was laid. In every instance, one or both of his associates, T --- and R ---, were present. They appear to be about equally culpable. Both R --- and T --- come from homes in which there is distinct evidence of instability.

#### CONCLUSIONS

David's marks in school are below the level of which he is intellectually capable, and his qualities as a student are not good. These poor marks and his misbehavior are probably symptoms of deeper disorder. It is likely that his studies and attitude will improve if his other problems are solved.

He has endured a lot of medical unpleasantness -- tonsils and adenoids, appendicitis, a broken wrist, an in particular a harassing and persistent nasal obstruction. These things in themselves may have caused feelings of frustration and bitterness, but they are not likely the fundamental cause of trouble.

His family has lived in seven different places since he was born. His mother has been out of the home in a sanatorium, and has been replaced by a series of unsympathetic housekeepers, for a total of three of his thirteen years. These two facts would be sufficient to give him a deep feeling of insecurity. In addition, his father's

late hours and tiredness in the evening make a close relationship with him more difficult. The family's cramped and make-shift quarters are an aggravating factor. The fact that David does as his father asks, but responds much less readily to his mother indicates a lack of confidence and security concerning her. David's constant quarreling with his sister suggests that he has an unstable feeling which erupts in this way, ever since he felt the housekeepers' discrimination against him.

His frightening dream and enuresis are further striking symptoms of continuing anxiety. His stealing, misuse of property, and truancy should probably be looked on as efforts to relieve this distress, or as "non-adjustive responses" to his desire for security. Likewise his poor scholarship and misbehavior are probably attributable to the same emotional confusion.

An aggravating factor is his constant association with his two pals, one of whom has an even more unstable and disturbing background than David. The two seem to reinforce in each other the desire to find compensating satisfactions, often in ways that turn out to be socially unacceptable.

There are several positive factors. David's father and mother seem to get along well together, often going out together. His father has a good steady job. Both father and mother are concerned about their children and want to do the best they can to bring them up well. They have been cooperative with the school, and will probably follow any reasonable recommendations to the best of their ability. David has not yet developed a shell of indifference or impassiveness. He cried while discussing his truancy, and was upset about the discovery

of the stolen camera. His feelings are not far from the surface, and a "contact" can be made with him.

#### RECOMMENDATIONS

The accumulation of abnormal features in connection with David's health and activities, including hostility at home, truancy and stealing, enuresis, a recurring dream, and an allergic condition which may be stimulated by emotion (see appendix), and unsatisfactory schoolwork, indicates that action should not be taken without at least the advice of an experienced psychiatrist. A specialist's skills seem to be needed.

The probable treatment will likely begin with the parents. They should be led to recognize David's feeling of insecurity, and to devise ways of overcoming it and making him feel a secure and necessary member of the family. They should be helped to understand that his truancy, stealing, quarrelsome behaviour, and bed-wetting are symptoms rather than deliberate malicious acts. During a series of interviews they can be encouraged to work out ways of increasing his feeling of security and his constructive interests.

After enough time has elapsed for his parents' efforts to begin to take effect, the matter may be talked over with David himself. He should be helped to see why he feels as he does, to face his worries rather than burying them, to recognize his privileges and responsibilities, and to adjust himself to the real situation.

His lack of promotion from grade seven is unfortunate. If he shows signs of improvement, arrangements might be made for a trial promotion.

Since T --- is a definite negative influence, some way should be found to minimize David's association with him. Arranging for David to resume his Y.M.C.A. membership might be one way. Keeping them in different classes in school would be another.

A sudden recovery is not expected, but gradual adjustment is possible.

DAVID \_\_\_\_\_

MY LIFE STORY

I first lived on Ashburn St. and then on Spruce St. When I was about one and a half years old I moved to Victoria, B.C. I lived there for about six months then I came back to Winnipeg and lived close to the Salter Bridge then I lived on portage avenue and greenwood Place when I was about three. then I lived on Walker Ave in fort Rouge for about 7 years and went to Lord Roberts school for grade one my birthday was on December the 15th So I started school late and then I moved to ----- street where I am living now and went to greenway and they made me stay in grade one another year which totalled  $1\frac{1}{2}$  years and I stayed at Greenway school for 6 years and then went to General Wolfe on last years Summer holliday I went to B.C. and stayed 9 days and was I glad to see the mountains although I hade seen them when I went to victoria but I could not remember them the earliest memory was when I was in the hospital having my tonsils out. There was a certain funny dream that scared me and I still have it. I like drawing and reading but of all I look forward to going to the places where it is warm all through the year I hope to go back to vancouver B.C. to live there is more things to do there you can go catching salmon and trout in the rivers and catch crabs in nets with fish for bait wich you catch the day before

GUIDANCE PROGRAM FOR GRADE SEVENINTRODUCTION

The material in the following outline is intended to be used for group guidance of grade seven classes. It contains a number of "resource units". In many cases it will be found that one of these units takes one period, but some will likely take more than that. The rate at which the class is carried through the material, and the amount of material used in each unit, is at the discretion of the teacher concerned. It will be found that almost all the units contain more material than could conceivably be used in a single period. The purpose of this is to furnish optional approaches or activities. If the teacher feels that he has a better approach than any mentioned in the unit, he is perfectly free to follow his own idea. The material is not intended to be a "course" to be rigidly followed, but rather a series of suggestions for the assistance of those who are in some doubt as to what should be done in guidance periods.

A further value of this outline is to present the topics which are considered especially useful for grade seven, with the recommendation that all teachers stick fairly close to those presented here. This will reduce duplication as pupils move from one grade to another. This should not be taken to mean, however, that a topic especially useful or appropriate under certain circumstances must not be dealt with because it is not in the outline, but the outline should be a general guide as to what part of the whole guidance program is expected to be dealt with in grade seven.

The units are presented in what is considered to be a reasonable order, but if circumstances make rearrangement desirable the material should be used in the way that is most useful.

MEMBERS OF THE GRADE SEVEN COMMITTEE

H. H. Guest	General Wolfe School (Chairman)
Miss L. Crawford	Earl Grey
Miss M. Dance	George V
George Gostick	Lord Selkirk
Charles Leavens	Hugh John MacDonald
Ozzie Norman	Strathcona
Ralph Wendeborn	Isaac Brock

RESOURCE UNITS FOR GROUP GUIDANCE  
IN GRADE SEVEN

1. ORIENTATION TO NEW SCHOOL SURROUNDINGS
2. ORIENTATION TO THE DEPARTMENTAL SYSTEM
3. PREPARATION FOR CLASS ELECTIONS
4. "STUDENT INFORMATION FORM" ADMINISTERED
5. "DOMINION TEST OF INTELLIGENCE-INTERMEDIATE" ADMINISTERED
6. ADJUSTMENT BETWEEN SCHOOL AND OTHER ACTIVITIES
7. "QUESTION BOX" - - PROBLEMS SUGGESTED BY PUPILS FOR DISCUSSION
8. HOME STUDY METHODS
9. PREPARATION FOR EXAMINATIONS
10. HOW TO WRITE EXAMINATIONS MOST EFFECTIVELY

## UNIT 1. - ORIENTATION TO NEW SCHOOL SURROUNDINGS

OBJECTIVES: To help the pupil to orient himself in the new Junior High school building, and to acquaint him with customs and standard practices of his new school.

### ACTIVITIES

#### Introductory

Discuss the necessity of definite school rules, and the responsibility of students in obeying them:-

Why certain traffic rules in school  
Why familiarize oneself with Fire Regulations  
Situations involving rules and regulations  
Which rules are most frequently broken  
What to do about broken rules

#### Developmental

Explain and answer questions concerning:-

Daily program, timetable, etc.  
Lateness - penalties and procedure  
Permission to leave early  
Traffic regulations in the school; in hallways, on stairs, bicycles  
Fire Drill regulations - talking, exits, wraps and books, lines  
Lockers (if any); Lunch room or cafeteria (if any); Medical room,  
Library, Report cards, Telephone, smoking, appropriate equipment for  
school, kinds of pens, etc.

#### Culminating

This will likely be a good opportunity to emphasize the care of public property that goes with good citizenship and school loyalty.

### TEACHING AIDS

Detjen, Home Room Guidance Programme for Junior High School Years. Houghton Mifflin Co.

## UNIT 2 - ORIENTATION TO THE DEPARTMENTAL SYSTEM

### OBJECTIVE.

To inform the new students regarding the various Junior High School departments so that they adapt themselves to them with a minimum of confusion, and thus from the outset of their Junior High School career make the most of the opportunities offered.

### ACTIVITIES -- INTRODUCTORY

An explanation of the overall purpose of the Junior High School with particular emphasis on the opportunities offered in pointing up the individual abilities, and aptitudes of the students.

### DEVELOPMENTAL

1. The Home Room. Teacher lead in class discussion using such questions as the following:-

- (a) Why do we have a home room in Junior High School?
- (b) Why is it called a home room?
- (c) What can we do to make it a real home room to its members?

2. The Subject Room.

- (a) Why do we have a special room for such subjects as Science, Art, Music, Physical Education, Practical Arts, etc.?
- (b) Teacher explain where the various rooms are situated, and the necessity for an orderly movement from room to room. This should be followed by instruction as to how the movement should take place, such as single or double lines, conduct while awaiting entrance etc;

3. STUDENT - TEACHER ADJUSTMENT

Since most students during their elementary school years are seldom in contact with more than one individual teacher, the prospect of having to deal with possibly four or five presents a real problem.

- (a) Explain-Each individual different, teacher as well as student. If we wish to do business with people we must first learn to understand them. Apply this to student relationship.

4. Home-Study Assignments

Teacher lead discussion on purpose, and necessity for home-study.

- (a) Each student should have an assignment note-book in which each day's assignments are written down.

(b) Show how an effective use of study periods where these are time-tabled will considerably cut down the amount of time required for home-study. Stress the importance of having a definite objective for the study period.

5. Equipment

Textbooks, workbooks, pen, pencil, ruler, eraser, etc. These are the tools with which you work. Your success depends on your always having necessary tools for the work you must do.

6. Extra-Curricular Activities

Teacher outline those available, and stress advantages of student participation in at least two activities, at the same time warning the student against taking on too many.

7 . Guidance and Counselling Periods.

Since this will be the first contact most students will have had with this type of instruction it would be desirable to explain its purpose, and to point out how best to make use of its advantages.

TEACHING AIDS

HOME ROOM GUIDANCE PROGRAMS FOR THE JUNIOR HIGH SCHOOL YEAR -  
By Detjen, published by Houghton Mifflin Co;  
See, Introduction and pages 1 and 2 on Orientation.

### UNIT 3 - PREPARATORY FOR CLASS ELECTIONS

OBJECTIVE: To develop the pupils' responsibility in choosing leaders.

#### ACTIVITIES

##### Introductory

Discuss - the need for leaders of various kinds, leadership and following are complimentary, fundamental democracy in electing leaders periodically, the particular case of classroom and school elections, the need for efficient technique of election.

##### Developmental

Discuss qualities a good leader should have - courage to face unpleasant situations, consideration and tact in facing opposition of group when a principle is at stake, fair play at all times; holding the respect of the group, manner of speech and appearance, confidence, quietness, forcefulness before the group, Honor, Truth, Duty, his intermediate position in the classroom triangle

TEACHER  
CLASS - PRESIDENT

Discuss great examples of leadership: Lincoln: The abolition of slavery; Churchill: The fall of Dunkirk; Roosevelt: The Lend Lease program; Truman: The Marshall Plan to save Europe - re Congress.

Give students an opportunity of expressing their ideas on leadership on paper. Discuss what officers are desirable in a class, and responsibilities of each. Explain methods of nomination: by nominating committee; by nominations from the floor; Explain methods of voting: raising hands; secret ballot. Hold a practice election with fictitious names.

##### Culminating

The culmination of this unit should be the actual election of school or class officers, the latter being most likely done in the class home room.

#### TEACHING AIDS

Detjen, Home Room Guidance Programme, PP. 3,4,5.

UNIT 4. - "STUDENT INFORMATION FORM"

Schools may use any "Student Information Form" they wish, e.g., V.G.C. Information Sheet. The committee hopes that eventually we shall develop a form more suited to local needs.

OBJECTIVE

To secure information from the student about himself, in a convenient way, which may be useful in counselling him.

ACTIVITIES

Introductory

Explain the purpose of the information form. Point out that any question which the pupil honestly feels is too personal or offensive may be left unanswered. Encourage neatness and accuracy.

Developmental

With pupils of grade seven it will be best to take one question at a time, explaining where necessary. If this is done carefully it may take as many as three periods to complete.

Culmination

The culmination of this unit will not occur overtly in class, but will be felt as use is made of the information to guide individual students.

UNIT 5 - "DOMINION TEST OF INTELLIGENCE - INTERMEDIATE" ADMINISTRATION

OBJECTIVE:

TO SECURE A GENERAL IDEA OF EACH STUDENT'S mental ability for purposes of comparing with academic results, and guiding students more effectively.

It should be recognized that a single group-test result should not be considered a final and rigid index of a pupil's mental ability. It will, however, be a general indication. A similar score on another test would, of course, indicate greater dependability. It would be best to arrange to have individual Binet tests given to excessively high or low scoring pupils on group tests. Results should be available to all teachers who wish to use them, but should not be given to pupils or parents.

ACTIVITIES:

This test takes a full forty-five minutes, when time for distributing materials and clarifying directions is counted, so there will be little time for any other activity.

To make the results valid, the teacher should become familiar with the method of administering before the class begins, and should adhere strictly to the instructions accompanying it. A stop-watch is most useful.

## UNIT 6. - ADJUSTMENT BETWEEN SCHOOL AND OTHER ACTIVITIES

### OBJECTIVES

- (1) To have the pupils learn to adjust their out-of-school activities to Junior High School demands.
- (2) To have them realize that their happiness and success depend on a satisfactory adjustment between school and other activities.

### ACTIVITIES

#### Introductory

- (1) Prepare a chart for each pupil (as shown). During the period, have them fill it in, showing how they spent the previous day.
- (2) Ask them to list common home chores and out-of-school jobs suitable to their age.

#### Developmental

- (1) Discuss briefly with them the main differences they have found between Grade VI and Junior High -- - the main point to be brought out here is that Junior High, with its homework, demands more of their out-of-school time.
- (2) Have them understand that they must learn to fit this homework into their daily home plans.
- (3) This would be a suitable place to discuss their Time Chart with them. Discuss with them how they can improve their use of time. Various questions may be touched on briefly here, e.g. (a) When is the best time to do the various home chores? (b) Is it desirable to earn one's own pocket money?
- (4) Emphasize the fact that Grade VII is really the start of a "new life" for them, and that their future success depends on how soon and how well they learn to adjust their school and out-of-school activities. This is an introductory and exploratory year for them.

#### Culminating

After this unit, pupils should be better able to budget their time. Individuals should be encouraged to bring their own special problems to the teacher.

Several weeks later, they could fill in another Time Chart, and compare it with the first one. Has a satisfactory change been made?

### MATERIALS

#### (1) Books

"Living Your Life" -- Crawford, Cooley and Trillingham  
Publishers -- D. C. Heath & Co.

"Home Room Guidance Programs for the Junior High School Years" -- Detjen and Detjen, Publishers -- Houghton Mifflin Co.

#### (2) Cumulative Record Folders

HOW I SPEND MY TIME

Activities	Time Spent
	Hours      Minutes
Dressing	
Breakfast	
Chores	
Going to school	
Time in school	
Lunch	
Returning from school	
Recreation	
Dinner	
Home study	
Other activities	
Preparing for bed	
Sleep	
Total	
Time Wasted	

Note: In actual use this chart would be spaced and lined

UNIT 7 - "QUESTION BOX" -- PROBLEMS SUGGESTED BY PUPILS FOR DISCUSSION

OBJECTIVE

To give pupils an opportunity to express and discuss questions that are of immediate concern to them.

ACTIVITIES

Introductory

- (1) Announce at the close of a guidance period that the next one will be used to discuss pupils' own problems. Point out how class discussion and teacher advice may help reduce the worry and confusion of a personal problem.
- (2) Have a box with a slot in the top into which questions or discussion topics may be dropped any time during the intervening week.
- (3) Alternatively ask for questions to be handed in on slips of paper at the beginning of the period. (This method of obtaining questions allows the teacher to screen suggestions to eliminate unsuitable ones before they are ever mentioned to the group, and also allows discussion of the best topics first.)
- (4) Explain simple rules of discussion: Stand to speak; Address the chairman; Stay on the topic; Sit down when finished; Avoid "fragrant" discussion whispers with neighbor.

Developmental

Discussion of topics suggested as above.

Culminating

Wherever possible, try to come to some definite conclusion, so that pupils may feel that their questions have really been answered, not just talked about.

## UNIT 8 - HOME STUDY METHODS

OBJECTIVE: To encourage pupils to achieve the best results possible from the time spent on homework.

### ACTIVITIES

Introductory: Discuss why we need to look into our home study methods in Grade 7.: New classes and subjects; New teachers and their ways; special fields.

Developmental: Class discussion of present study methods: The place where we work -- our own room, or amongst others; the time when we work -- regularly or irregularly -- on special assignment -- on our own; how often and how long -- a half hour or three hours at a time.

Discuss the value of: A private room, a desk, quietness; uninterrupted work; get home duties done first; have family understand your hours of work; keep watch of what other things go on when you are at your study desk; the need for proper equipment; care in writing assignment when it is given, so there will be no need to phone a pal, or do it wrong; beginning with weak subjects; thinking as you work; watching your class timetable, and planning from it; using a dictionary, and keeping new words and meanings in a special place; writing down problems that arrive, to be taken up in class; making notes on what you read in studying; using work time in school to reduce homework time at home.

Make a list of other things you do while supposed to be studying.

Keep a homework chart for a week, showing time spent each night on each subject.

Show totals from homework chart as a paragraph.

Watch to see the effect of study on marks.

Make a list of home duties and the times they should be carried out.

Make a list of all the things you need for proper study.

Show how you would timetable an evening's work of two hours, working on four subjects, one recognized as your weakest.

Make notes on several paragraphs and compare different members' paragraphs to discover ability to select essentials.

Read new words encountered in study, with meanings as used.

(continued)

UNIT 8 (continued)

A class experiment: To discover whether homework can be done as well with the radio one as with it off.

1. Assign two long division questions, each to be divided and proved until correct.
2. Half of the class do question A with the radio on and question B in quiet. The other half the class do B with the radio, and A in quiet. This will overcome difference in difficulty between questions.
3. Mark the exact time you start and finish each question, and calculate the time each took.

This may be written up as a science experiment. Be sure that the Observations include the results of the whole class, since there will be a few who will come to the wrong conclusions going by isolated cases, only.

Culminating:

Have pupils review study habits found desirable, and note especially the ones they should improve.

After several weeks, question pupils to find how many have improved habits and results.

TEACHING AIDS:

Homework chart sample, attached.

WEEKLY HOMEWORK RECORD OF \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

Please indicate the number of minutes you have spent on each subject, under the proper day. Show daily and subject totals.

SUBJECT	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	TOTAL
Spelling								
Composition and Grammar								
Literature								
Supplemental Reading								
Mathematics								
Science								
Social Studies								
History								
Geography								
French								
Latin								
Art								
Music								
Health								
Manual Training								
Home Economics								
Guidance								
TOTAL HOMEWORK (Minutes)								

Note: In actual use this chart would be spaced and lined.

UNIT 9

HOW TO STUDY FOR EXAMINATIONS

OBJECTIVES

- (1) To show the pupils that better results can be obtained with less effort if study for examinations is carried out in a systematic manner.
- (2) To provide pupils with such a systematic plan.

ACTIVITIES:

Introductory

- (1) Discuss words such as cramming, plugging, boning, etc., and evaluate the results as compared with the preparation of daily lesson summaries which provide the means of an over-all view in very little time.
- (2) Review the general rules for effective study. (See previous lesson).

Developmental - Tips on how to prepare for examinations.

- (1) Prepare broad questions on the material and practice writing out answers.
- (2) Make a daily summary of work with view of using for exam review.
- (3) Review by finding new illustrations (other than those given in the notes) for each law or idea.
- (4) Concentrate on important points as stressed by teacher.
- (5) Go over old home-work papers and exams to find out weak points.
- (6) Make a chart or diagram to organize and list the main points.
- (7) Test yourself by writing out what you think you have learned.

Things to do

- (1) Prepare a summary of a chapter already studied in class that would be suitably complete as a review of that chapter for exam purposes. (Point out usefulness of sub-headings, etc., in text and notes.)
- (2) Prepare questions on the chapter such as may be expected on an exam.
- (3) Prepare a chronological chart for the work already studied for example in History.
- (4) Debates  
e.g. The details in any paragraph in a mathematics book should receive more attention than the details in any paragraph in a History book.  
e.g. One should not study the night before an examination.

Culmination

Stress that review for examinations is not a night-before affair. A good set of notes, suitably underlined or the preparation of summaries and charts is the only systematic manner that provides a basis for review that can bring results.

Bibliography

- How to Study Handbook - R. W. Frederick  
How to Study Effectively - G. M. Whipple  
How to Study - A. W. Karnhouser

## UNIT 10

HOW TO WRITE EXAMINATIONS EFFECTIVELYOBJECTIVE

To show pupils how they may get better results on examinations by learning how to answer questions most effectively. (This unit will be most useful just before examinations).

ACTIVITIESIntroductory

- '1) Discussion: "Have you ever felt that you know an answer, but didn't know how to say it?" Examples from class.
- (2) Discussion: "Have you sometimes felt that you knew your work and did your best, but got poor results?" Examples.
- (3) Dictate a short paragraph without comment on handwriting. Ask pupils to rewrite in their best writing. Then ask them to judge honestly which copy would likely get the highest mark if an examination answer. ("Good Psychology").
- (4) Alternatively, show a page very poorly written, and one neatly written. Ask which would get the most marks.

Developmentaland

- (1) Display a page with neat/appropriate spacing, paragraph indentation, margin, headings, underlining, etc. Compare with one poorly spaced, etc. Conclude through discussion desirable features of format.
- (2) Practice interpreting examination questions - To understand how the answer is to be put; to understand what the question really asks; to see that the whole question has been answered. (Use old examinations for examples.)
- (3) Discuss cases where errors may result from confusion of terms or carelessness: e.g. "parts of the sentence" for "parts of speech"; "dividend" for "divisor"; "weight" for "volume"; "Babylonian writing" for "Phoenician writing".
- (4) Practice developing an essay or story topic adequately: by class then individually.
  - (a) On scrap paper, list all possible details relating to the topic, as they come to mind - as many as possible significant words or phrases.
  - (b) Decide on the most sensible order.
  - (c) Expand this plan into sentences and paragraphs.
  - (d) If your knowledge is limited, tell what you do know, even if only one or two facts. A little is better than nothing and you may get a start that way.

e.g. QUESTION: "Tell what you can about the pyramids".

tombs	stone	marble surface	Nile rafts,
Cheops	mummies	pharaohs	four sides
Egypt	answerers	long passages	small chambers
5000 years ago		sealed against robbers	

- (5) Practice writing meaningfully, including facts and avoiding unnecessary wording or guessing -- "padding" of answers. e.g. Read a paragraph. Select the essentials and state them. (This is good practice for putting many facts in few words for "answer briefly" questions). Be sure that high standards of English are not violated.
- (6) Remind pupils of the value of adequate sleep the night before an exam.
- (7) Remind pupils of materials they should bring to examinations.
- (8) Point out how suspicion of cheating may be avoided.

Culminating:

- (1) Summarize conclusions arrived at by the class.
- (2) Plan to discuss usefulness of these conclusions, after exams.

Winnipeg Public Schools Guidance Committee  
STUDENT INFORMATION FORM

Last

First

Middle

Date \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Grade \_\_\_\_\_

Room \_\_\_\_\_

Date of Birth \_\_\_\_\_

Age \_\_\_\_\_

Class Teacher \_\_\_\_\_

Date Month Year

Years

Months

are the other members in your home? List them below, starting with parents or guardian, then going from oldest to youngest brothers and sisters. Add any other people who members of your home. Tell the ages for brothers and sisters only.

Name	What relation	Age	Occupation or school grade

things are you required to do regularly at home? \_\_\_\_\_

much allowance do you receive a week? \_\_\_\_\_ If you have an after-school or

Saturday job, how much do you earn a week? \_\_\_\_\_ Kind of work \_\_\_\_\_

Hours per week \_\_\_\_\_. Have you a permit? \_\_\_\_\_ When does it expire? \_\_\_\_\_

do you do with your money? Estimate the amount (or proportion) of your earnings allowance which is:

Spent on confections \_\_\_\_\_

Spent on clothes \_\_\_\_\_

Spent on entertainment \_\_\_\_\_

Contributed to household expenses \_\_\_\_\_

Spent on your hobby \_\_\_\_\_

Spent on gifts \_\_\_\_\_

Saved \_\_\_\_\_ (for anything special?) \_\_\_\_\_

Used for other purpose: \_\_\_\_\_ for \_\_\_\_\_

(over)

all the schools you have attended,  
the grades you attended in each:

For each grade you have taken, starting  
with grade seven, list the optional  
subjects you have taken, or take now:

hool

Grades

VII

VIII

IX

Level I

Level II

grade(s) if any have you repeated?

Level III

out-of-school courses have you taken? (piano, fancy skating, etc.) Underline  
the ones you are still taking.

hobbies or special skills have you?

else do you often do in your spare time?

at church do you belong?  
the time or more) Church

Do you attend regularly (half  
, Sunday School ?

at other clubs or associations do you belong (Y.M.C.A., Y.W.C.A., cadets, community  
club, etc.)?

any of these school activities you would like to take part in. (NOTE: This is an  
indication of your interests, but does not constitute an application to take part.)

ool Band or Orchestra \_\_\_\_\_

Basketball \_\_\_\_\_

retta \_\_\_\_\_

Volleyball \_\_\_\_\_

matic Production \_\_\_\_\_

Speed Skating \_\_\_\_\_

rbook \_\_\_\_\_

Swimming Races \_\_\_\_\_

cer \_\_\_\_\_

Softball \_\_\_\_\_

u wear glasses? \_\_\_\_\_. Can you see the board clearly from the back of the room? \_\_\_\_\_.  
Can you hear the teacher clearly from the back of the room? \_\_\_\_\_

illness or operation have you had? (Underline those in the last year)

handicap, if any, prevents you from taking a normal part in school or extra-  
curricular activities? \_\_\_\_\_

: Age in months \_\_\_\_\_, Height in inches \_\_\_\_\_ Weight \_\_\_\_\_ lb. CATEGORY \_\_\_\_\_

: Age in months \_\_\_\_\_, Height in inches \_\_\_\_\_ Weight \_\_\_\_\_ lb. CATEGORY

RESOURCE UNITS FOR GROUP GUIDANCE  
IN GRADE SEVEN -- SECOND SERIES

11. "Question Box"
12. "My Life Story"
13. Sportsmanship, In and Out of Sports
14. Tolerance at Home, and International Understanding
15. Elementary Principles of Parliamentary Procedure, and a Service Project.
16. Hobbies
17. Smoking
18. Home Responsibilities
19. Bicycle Manners and Safety
20. The Significance of French in Course Planning.

UNIT 11 - "QUESTION BOX": PROBLEMS PRESENTED BY PUPILS

(Objectives and Activities as in Unit 7, above)

If the previous units have all been used, this one will come near the first of the new year. This may not be the best time to take a period for this activity, but attention should be drawn to the existence of the Question Box. When sufficient, or especially urgent, questions appear in it, the time can be taken.

It should be pointed out, too, that this is an inconspicuous means of presenting difficulties for which individual counselling is desired. Slips could be marked either "private" or "group discussion".

With regard to the extent to which departure from the recommended program is appropriate, refer to the introduction to the Grade Seven outline of resource units.

UNIT 12 - "MY LIFE STORY"OBJECTIVE

To obtain information about pupils' past circumstances and experiences which may be useful in advising them more effectively.

ACTIVITIESIntroductory

1. Explain how pupils may sometimes be treated unfairly or unsuitably because teachers don't know all the facts about them: e. g. retardation may have been due to illness or family travels.
2. Explain how pupils can be understood better if their experiences are known: e. g. places they have lived, trips they have taken, interesting things they have done or seen, difficulties they have met.
3. Explain that these autobiographies will be treated confidentially, and not read to the class, but that anything that they feel is too personal to mention at all may be left out. (This is a precaution, but it should not be over-stressed. Some of the personal things may be the most revealing.)
4. Remind pupils that their story should be clear, neat, and long enough to tell the whole story. (Some will use both sides of foolscap or more.)

Developmental

What pupils included should not be limited, but the following may be helpful indications for any who have difficulty getting started.

Places you have lived.

Trips you have taken and interesting things you saw or did. Your pre-school years -- things you can remember from your early childhood, things you enjoyed, things you disliked, things that scared you, bad troubles.

Incidents in your school life and how you felt about them, times you felt good, and times you felt otherwise.

Your home life, things you enjoyed doing with other members  
continued.

UNIT 12 continued -

of your family, troubles that bothered you.  
Your health -- any bad accidents or long illnesses.  
Places you have gone or things you have done in your  
holidays.  
Things you enjoy doing now -- hobbies, sports, clubs,  
activities.  
Any problem that is bothering you now.  
Your ideas for the future -- education, occupation,  
things you hope to do or see.

## UNIT 13 - SPORTSMANSHIP, IN AND OUT OF SPORTS

### OBJECTIVE:

To consider sportsmanship as it applies both to school life and to out-of-school life; to actual sports and to other life situations.

### ACTIVITIES

#### Introductory

1. Lead the class to realize that sportsmanship has a bigger spot in life than merely the football field or the gym floor.
2. Refer to the religious nature of the ancient Olympic Games, and compare with some sports contests of the present day.

#### Developmental

1. List instances from the class where they have seen poor sportsmanship, and also instances of good sportsmanship.
2. Discuss this topic about such occasions as the following:
  - the driver and the pedestrian
  - the use of the drinking fountain, at school, and the bathroom at home, keeping others waiting, etc.
  - among spectators at games, being angry or insulting because of an action of a player who doesn't know the rules well or who makes a mistake.
  - bullying, picking on weaker fellows -- refer to the idealistic nature of radio programs such as "Superman", "Lone Ranger" etc.
  - refer to the Romans who were never over-elated by victory nor downcast by defeat.
  - mention the part sport and all it entails has played in developing the British people.
3. Decide what "sportsmanship" includes.
4. Have the pupils each list now the many other instances where sportsmanship is involved -- public places, private clubs, in jobs, in the classroom, etc.

#### Culminating

Try to draw from the pupils where the line is drawn between sportsmanship and the lack of it.

UNIT 14 - TOLERANCE AT HOME, AND INTERNATIONAL UNDERSTANDING  
(ORIENTATION TOWARD INTERNATIONAL RELATIONSHIP).

OBJECTIVES

To develop the pupil's responsibility towards those of foreign background.

ACTIVITY

Discuss the change in population. Manitoba is a province of mixed languages and customs but these new people are Canadians once they have signed citizenship papers. List as many national origins as possible, in Manitoba. Lead discussions on why these people have come to Canada. Why they should be as good citizens as those that have been born here? Have the children write down their idea of a good citizen, of a poor citizen.

REFERENCE STORIES:

Brewer and Glidden - "Newspaper Stories for Group Guidance"  
Inor Publishing Co., New York, 1938.

- Page 146 - Their First Christmas in America  
147 - Lawyer Wins Award for Aliens  
150 - The Home Going of Ah Lee

- Deeds by People of Other Nations  
Page 154 - Professor Einstein Praises the Cook  
155 - French Market Woman Feeds American Girl  
156 - Chinese Pay Old Debt  
158 - Polish Boy Leads Charity Givers

CULMINATION

Children who have considered their neighbors in school and at home should prove it by a kindlier and more sympathetic attitude toward a person whose English is still bearing signs of a foreign background.

Note: If the problem doesn't exist, it may be just as well not to emphasize it.

## UNIT 15 - ELEMENTARY PRINCIPLES OF PARLIAMENTARY PROCEDURE

OBJECTIVES

1. To explain the importance of a knowledge of correct parliamentary procedure and terminology.
2. To present simplified versions of parliamentary rule for use in the classroom.
3. To provide practice in use of same.

SUGGESTED ACTIVITIES

Emphasis and discussions of parliamentary procedure. Correct procedure should be used at all times in conduct of meeting.

PROPER ORDER OF BUSINESS

1. The President or Chairman calls the meeting to order.
2. The Secretary reads minutes of previous meeting.
3. Report of Treasurer.
4. Reports of standing committees.
5. Reports of Special Committees.
6. Old business.
7. New business.
8. Program.
9. Adjournment.

President or Chairman should remember

1. He should rise when stating a motion.
2. He should speak of himself as the "Chair" not as "I".
3. He should never make or second a motion while presiding.
4. He should keep order, and keep debate on motion or subject under discussion.
5. He calls meeting to order with tap of gavel.
6. He declares a person out of order by saying "Your motion is cut of order", "There is a motion before the house", "The motion was not seconded" or "Mr. \_\_\_\_\_ has the floor" and "Please keep to the subject we are discussing".
7. He should remember order in which members rise, so that the first up may speak first.
8. He must state motions so that all know on what they are voting.
9. He can vote only when the vote is by ballot, or in case of a tie.

Other members should remember

1. They should address president as "Mr. President" or "Madam President" or "Chairman".
2. No one should make a motion or address the group, until he has obtained the floor.
3. No one should rise while another member has the floor.
4. That when question is raised it must be (a) discussed (b) adopted or rejected by a vote, or disposed of in some fashion, before a new subject may be introduced.
5. A person who thinks things are not being done properly may rise after being recognized and say "I rise to a point of order". President should say "Please state your point". The president must decide whether the point is well taken and if so state "The Chair stands corrected", or "The member is out of order".

### MODEL MEETING

President: This meeting will come to order.

The Secretary will read the minutes of the last meeting \_\_\_\_\_.

You have heard the minutes, are there any additions or corrections?

The minutes are approved as read (or corrected).

The Secretary will read the announcements.

You will listen to the Treasurer's report.

You have heard the report. Are there any additions or corrections?

The Treasurer's report is accepted as read. (Or as corrected).

Are there any reports from any committees?

The \_\_\_\_\_ Committee's report is accepted.

Is there any old or unfinished business?

Is there any new business?

The Chair now turns the meeting over to \_\_\_\_\_ for the day's program.

The meeting is adjourned.

### INTRODUCTION OF BUSINESS

Mr. Smith (rising) "Mr. President" or "Mr. Chairman".

President: "Mr. Smith".

Mr. Smith: "I move that \_\_\_\_\_."

Mr. Williams (rising): "Mr. President" (or Mr. Chairman)

President: "Mr. Williams"

Mr. Williams: "I second the motion."

President (rising): "It is moved and seconded that \_\_\_\_\_."

Is there any discussion? Is there any further discussion?"

Are you ready for the question? (Reply: "Question")

It is moved and seconded that \_\_\_\_\_.

All in favor of the motion:

(a) Say "Aye"

(b) Rise

(c) Raise the right hand

All those opposed:

(a) Say "No"

(b) Rise

(c) Raise the right hand

The motion is

(a) Carried

(b) Lost

(c) In doubt. (Please vote again).

### SUGGESTED BUSINESS FOR DISCUSSION:

Some project of service to the school or community:

e. g. Schoolground clean up

Care of a child overseas

Collection of books etc. for overseas education

Collect tinfoil and tea packets and toothpaste tubes

Popsicle bags for prizes for Children's Hospital

These should be submitted to the Principal and Class Teacher to avoid misunderstanding.

## TERMINOLOGY

Parliamentary Procedure: A recognized form of conducting business meetings based on the form used in British Parliament.

Minutes: A record of meeting which is kept by the secretary. Open with - day, hour (kind of meeting, i. e. regular or special) of class (name and number) called to order by president or presiding officer. Minutes read and approved or (omitted for some reason or other). Everything should be recorded. Time of adjournment.

Obtaining the Floor: Member of meeting stands until recognized by presiding officer.

Motion: A proposal that the group act. A member begins with "I move that (here he states the action he wishes the group to take)".

Seconding Motions: A person adds his approval to the motion. He states "I second the motion" or "I second it". May or may not be done by rising.

Stating the Question: Repeating the exact question that is before the group for consideration and action.

Withdrawal of Motion: Withdrawing the motion may be done only by person making the motion. It must be done before motion is stated by presiding officer.

An Amendment: A proposal to change the motion, must be moved and seconded.

To Table a Motion: To set aside the motion for further discussion at a later date.

Standing Committees: Appointed for same length of time as class officers. In charge of definite phases of group activities.

Special Committees: Chosen to perform special duties.

Old or Unfinished Business: That left over from previous meetings.

Gavel: Mallet used by presiding officer for calling meeting to order.

## UNIT 16 -- Hobbies

### OBJECTIVES

1. To show the value of a hobby in recreation, satisfaction, and self-realization.
2. To give practice in the conduct of a meeting.
3. To promote social development among members of the class.

### ACTIVITIES

#### Introductory

Plan with the class a period of hobbies. It might include demonstrations, samples, talks on various interesting aspects of various hobbies, debates, round table discussions.

#### Developmental

1. With an executive group of pupils, make final detailed arrangements so that they can conduct the meeting themselves.
2. Have pupils conduct the meeting. Encourage as many as possible to take part. Make a special effort to draw out those who usually take little part in discussion, by inquiring or arranging for them to explain about their hobbies.

#### Culminating

Have examples of hobbies initiated or revived since the hobby period, as well as other samples, brought to subsequent classes.

NOTE: Clubs such as hobby, science, chess, or public speaking clubs may be formed as a consequence of this unit. While these may not always be the responsibility of the Guidance teacher, he may find them a good way of getting next to his students. There is even a school of thought that claims that all group guidance should be done through such indirect methods.



## UNIT 17 - SMOKING

### OBJECTIVE

To discuss advantages and disadvantages of smoking, in Junior High.

### ACTIVITIES

#### Introductory

- (1) Why do people start smoking?
- (2) What is a habit?
- (3) What does it cost to smoke?
- (4) What is the return value?

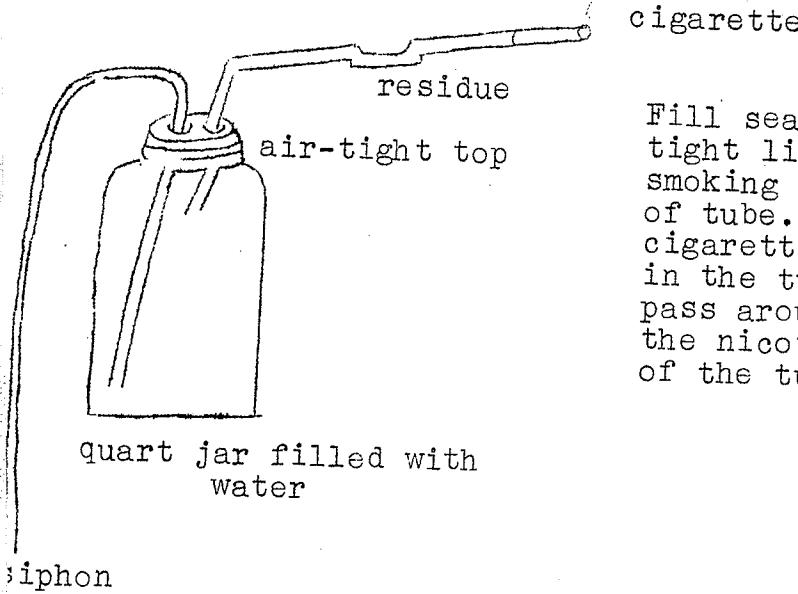
#### Activities

- (1) Do you want to be a TOP FLIGHT athlete?  
Can you smoke and reach the top?  
See comments re smoking by top-flight athletes in all sports ...e.g. Gene Tunney
- (2) My father smokes, why can't I?  
Discuss the effect of frost, injury, etc., on a tender sapling as compared with the effects on a sturdy oak.
- (3) Work out the cost of smoking five or ten cigarettes daily beginning at age fourteen to age sixty-five.  
What could this buy?
- (4) Find the cost of smoking two or three cigarettes daily for one year. Of what things does a young boy deprive himself to pay for this?
- (5) Why do people who smoke have less wind?
  - (a) Between ash and cigarette carbon monoxide is manufactured. Discuss.
  - (b) Discuss structure of lung
  - (c) How much oxygen do we get from the air? etc.
- (6) What is the "public relations" affect of smoking?
- (7) What is nicotine and how much of it is there in a cigarette?
  - (a) Make a mechanical smoker to show the nicotine collected from the smoking of one or more cigarettes.
  - (b) Take a clean piece of white cloth and blow two or three puffs of smoke through it. (Use mechanical smoker).

(see next page)

## MECHANICAL SMOKER

Page 28.



Fill sealer with water and screw on air-tight lid which has holes for siphon and smoking tube. Insert cigarette into end of tube. Start water siphoning and light cigarette. Nicotine will collect in "dip" in the tube. Let stand overnight, then pass around the tube the next day to show the nicotine collected and the foul odor of the tube.

siphon

### Conclusion

- (1) Smoking is difficult to begin and difficult to stop.
- (2) It is costly and unhealthful.
- (3) It is not so manly as commonly supposed.
- (4) It shuts the door to the "top" in sports and many positions.

"PUFFING" ON A CIGARETTE MEANS "PUFFING" ON THE SPORTS' FIELD.

### References -

Gene Tunney in "Readers Digest" etc.  
Sports College (CBC, YMCA)  
Manitoba Department of Health Pamphlet  
Readers Digest, January, 1950, pp. 9 - 20  
"How Harmful are Cigarettes?" (A Report to Consumers)

"Do unto others as you would they should do unto you."

### OBJECTIVE

To have the pupils realize that they, as members of a family group, have definite obligations if they wish to enjoy a happy home life.

### ACTIVITIES

#### Introductory

Discussion of a home as a co-operative unit -- the oldest and most important. All of its members have responsibilities -- What are they? What are the responsibilities of the junior members of this partnership?

Not only are responsibilities shared but privileges and benefits. Members must adapt themselves to the needs of other members. How does this affect:

- (a) Use of the radio - times and programs?
- (b) Use of the telephone?
- (c) Use of the bathroom?
- (d) Home study and quiet reading?
- (e) Visitors or guests?
- (f) Care of younger members of family?
- (g) Care of property?
- (h) Division of work?

#### Arranging for next meeting

- (a) Choose about six topics for discussion
- (b) Appoint a chairman to take charge of the next meeting
- (c) The chairman could divide the class into six committees, each committee to be assigned one topic to study.
- (d) Each group investigates its own problem, and discusses among themselves how best to solve it. Encourage them to make use of reference material in the library.

#### Developmental

1. Have each committee present its problem with a suggested solution.
2. Have a class discussion on these solutions.

#### Culminating

1. The pupils could prepare Ten Commandments for a happy home.
2. No doubt, some suitable topics for debate have arisen during the discussion.

### MATERIALS

"Living with Others" - Goodrich, Publishers - American Book Co.

"Living Your Life" - Crawford, Cooley and Trillingham  
Publishers - D.C. Heath and Co.

"Your Home and You" - C.C. Greer, Publishers -- Allyn and Bacon

"If You Please" -- Allen and Briggs, Publishers -- Lippincott Co.

UNIT 19 - BICYCLE MANNERS AND SAFETYOBJECTIVES

To arouse in the minds of bicycle riders, a sense of responsibility, not only for their own safety, but for the safety of others.

ACTIVITIESIntroductory

1. Prepare a breakdown of accidents involving death, and injury involving bicycle riders for a recent year. Discuss with class.
2. Explain the need for highway traffic rules, and regulations as they apply to the pedestrian, bicycle rider, and drivers of other types of vehicle.

Developmental

1. Discuss the importance of full control of the vehicle at all times, with particular emphasis on the responsibilities of the bicycle rider.
2. Have members of the class suggest a list of safety rules for safe riding, and compare these with the "Bicycle Riding Code" supplied to schools by the Superintendents Department.
3. Devote a class period to an item by item discussion of the above mentioned code under the following heads:-
  - (a) Riding
  - (b) Right of way
  - (c) Stopping, and turning
  - (d) Meeting, and passing
  - (e) Parking
  - (f) Accidents
  - (g) Equipment.
4. Arrange for the showing of a safety film.
5. Secure safety posters, or if pupils are keeping a scrapbook, have them make a collection of newspaper cuttings containing accounts of accidents in which cyclists were involved.
6. If time and space permit, have the school grounds marked out in lanes representing streets, intersections, etc., and carry out a practical demonstration of the safety rules studied.

Culminating

With the co-operation of your Safety Patrol, keep a record for a week or more, of the number of violations of the Safety Code by pupils of your school. This might be worked out on a competitive basis by the presentation of a pennant to the class having the best safety record. Enlist the co-operation of pupils in "Safety Week". Go over with them the material sent out for this special week.

TEACHING AIDS

Detjen & Detjen "Home Room Guidance Program" pp. 89, 90, 91.

Canada Year Book

Dept. of Education Film Library: "Safety on Two Wheels" Filmstrip #475

Bicycle Riding Code, Superintendent's Dept., Winnipeg Schools

## UNIT 20 - THE SIGNIFICANCE OF FRENCH IN COURSE PLANNING

### OBJECTIVES

To inform the student regarding the advantages open to him in High School and University in the choice of a language course in Grade VIII so that he may adapt himself from the outset to a progressive language.

### ACTIVITIES

#### Presentation of the facts

1. In High School, without a language a pupil may choose only commercial or industrial courses.
2. In order to get a Junior Matriculation Certificate, one language is necessary.
3. Without a Junior Matriculation Certificate, no student is eligible to enter University.
  - e. g. No student may qualify for the following professions:

Arts - teacher  
Medicine - Doctor  
Dentistry - Dentist  
Engineering - Mining  
                    Electrical  
                    Civil (Bridge building, etc.)  
                    Chemical

Commerce

Architecture

4. Other courses where Matriculation is required:

Nursing  
Air Pilots  
Some Business Colleges  
Some Art Schools  
Some Musical Academies

5. French in Grade VIII is a try-out course.

#### Discussion Period

1. The value of being prepared, in case of later interest in some line of work requiring a university degree.
2. Cultural value of a spoken language such as French in Grade VIII.
  - a) Canada is a bilingual country. It has been so from the earliest days of our country. French is one of the two official languages in Canada.
  - b) Radio programmes are in French
  - c) We hear French Canadian songs
  - d) Political speeches and news are on the French Station.

Note: School policy regarding eligibility of language course applicants should not be overlooked.

REFERENCES

1. Detjen - 255, 222, 269, 282, 296, 316, 336, 390, 460, 466, 470, 492.
2. Bullis - "Human Relations" - 9, 16, 58
3. Harry McKown - "A Boy Grows Up" - 3, 28, 243.  
Ruth Fedder - "A Girl Grows Up" - 186

Culmination

After this unit, pupils should be better able to judge whether it is wise to pass up their opportunity to begin French in Grade VIII.

## GUIDANCE PROGRAM FOR GRADE SEVEN

### MATERIALS AVAILABLE

For the periods not spent on units 1 to 20 above, material may be found in:

- 1) Workbooks. "Growing Up" available from Supply Dept.
- 2) Books which should already be in the school library:  
    Bullis & O'Malley "Human Relations" Book Two.  
    Detjen and Detjen "Home Room Guidance"
- 3) Other books which may be in the school library, dealing with human relations and topics of the kinds above.

Further suggestions concerning these materials are to be issued in a short time. A copy of "Growing Up" is included for the use of teachers in deciding whether or not to request copies for their classes. This workbook can be used at any time during the year, not necessarily after Unit 20.

The following materials are available through the Supply Department. The principal may order them on the regular requisition forms. This is usually done in May for the following school year, but may be done at other times if necessary.

- Dominion Group Tests of Learning Capacity,  
    Intermediate, Grades 7, 8, & 9 (Forms A or B)
- A specimen set of the test above, which will contain a Manual and Scoring Key.
- V.G.C. Student Information Forms. (As an alternative, ones such as that attached to the "Grade Seven Outline" (first term) may be mimeographed in the school.)
- Filing folders for information about each pupil. (Some of these are printed with spaces for information: the newer ones are blank folders -- generally considered adequate.)
- Iowa Reading Tests (Suggested for cases requiring diagnosis rather than for all Grade Seven pupils.)
- Specimen set of above test (for scoring key and manual of directions.)
- Guidance Workbooks, "Growing Up".

GUIDANCE PROGRAM FOR GRADE EIGHT

INTRODUCTION

The material in the following outline is intended to be used for group guidance of grade eight classes. It contains a number of "resource units." In many cases it will be found that one of these units takes one period, but some will likely take more than that. The rate at which the class is carried through the material, and the amount of material used in each unit, is at the discretion of the teacher concerned. It will be found that almost all the units contain more material than could conceivably be used in a single period. The purpose of this is to furnish optional approaches or activities. If the teacher feels that he has a better approach than any mentioned in the unit, he is perfectly free to follow his own idea. The material is not intended to be a "course" to be rigidly followed, but rather a series of suggestions for the assistance of those who are in some doubt as to what should be done in guidance periods.

A further value of this outline is to present the topics which are considered especially useful for grade eight, with the recommendation that all teachers stick fairly close to those presented here. This will reduce duplication as pupils move from one grade to another. This should not be taken to mean, however, that a topic especially useful or appropriate under certain circumstances must not be dealt with because it is not in the outline, but the outline should be a general guide as to what part of the whole guidance program is expected to be dealt with in grade eight.

The units are presented in what is considered to be a reasonable order, but if circumstances make rearrangement desirable the material should be used in the way that is most useful.

MEMBERS OF THE GRADE EIGHT COMMITTEE

Miss H. Janzen	William Whyte School (Chairman)
Miss E. G. Cook	Lord Selkirk
Miss C. Scott	General Wolfe
Mr. R. Romalis	Aberdeen
Mr. G. Butterworth	Hugh John Macdonald
Mr. N. Wilde	Principal Sparling
Miss A. MacDonald	Faraday

RESOURCE UNITS FOR GROUP GUIDANCE  
MAIN TOPICS

1. HOW DO I RATE AS A STUDENT?
2. YOU AND YOUR LEISURE TIME. (Material in preparation)
3. WHY BEHAVE?

GRADE EIGHT

## AREA: PERSONAL PROGRAM PLANNING

UNIT 1 - TITLE: How Do I Rate as a Student?

Significance: While the primary goal of education is not academic proficiency, students as a whole could derive far more benefit from all courses if teachers could arouse in them a real interest in learning and a feeling of pride and accomplishment in their work. Too often the school attempts to supply the necessary motivation by such extrinsic means as competition or fear of examinations.

Brief Outline: This unit should include consideration of how to measure success in academic subjects, why examinations are necessary and how they are marked, how to prepare for daily lessons and examinations, the causes of poor marks, standardized tests and their uses, how low reading ability affects school marks, and of how good study habits and, sound planning carry over into life in the working world.

Possible Outcomes: To help students "locate themselves" in school subjects.

To help students to learn to plan their day and to make the best possible use of study time through the use of efficient study habits.  
To interest students in becoming good students.

## SUGGESTED ACTIVITIES:

## A. Introductory

1. Sometimes a short skit may be used to introduce a new unit and to develop interest in the subject. The following "socio-drama" is only one of the many skits that could be written by the teacher or by a group of students.
- 

The class has assembled. The teacher calls for attention. Have "Conscience" concealed somewhere in the room (behind a screen or curtain). From the lobby comes the sound of a big yawn. Conscience speaks into a quart milk bottle.

Con. That was a mighty big yawn.

Student Eh?

Con. I said that was a mighty big yawn and a stretch to match.

Student Who in blazes are you? What a scare you gave.....

Con. (slowly) I am the voice of conscience.

Student Oh! You are, well where are you?

Con. That's a silly question. You know where I am. I'm inside of you.

In fact, I am you. I am your common sense talking aloud.

(slowly). Why don't you quit school?

Student Quit school?

Con. Yes, quit school and get a job.

Student (slowly) Well on most jobs you have to work very.....

Con. Come now, you're not afraid of work--when it isn't school work.

Student An education helps a person to get ahead and....

Con. Sure, sure, but you're not getting an education at school, you're wasting your time.

Student Well I guess I haven't been doing very well lately. I don't seem to be able to get started in this studying.....

Con. How do you rate as a student anyway?

GRADE EIGHT

Student How do I rate as a student? Gosh, I don't really know. Perhaps I'm not so good, but then I've had some good marks. Actually I don't know how I rate as a student. I guess I'd better find out.

Con. How do you rate as a student?

-----

This skit will likely arouse some interest in the class. Then will probably be some discussion. There is no one way to get the unit started. The teacher will have to take advantage of any opportunity that arises.

2. Standardized educational tests may be used to locate the cause of some Students' low marks.

These tests are easy to administer and to score but their value is completely lost unless time limits are observed to the second.

It is recommended that teachers use the Stanford Achievement Tests as these give a balanced profile. If these are not available any other well-standardized test can be substituted. Some of these are the Boswell and John Diagnostic Arithmetic Test, the Monroe Silent Reading Test, the Iowa Silent Reading Test, the Cooperative Achievement tests.

Frequently, low marks in social studies, literature, science, etc., are directly traceable to low reading ability. Where possible tests of reading ability should be administered and remedial work given to deal with specific difficulties.

The results of the standardized tests should be discussed in class, not as individual scores but with reference to group norms.

Much of the value of this testing program will be lost if the teacher does not or is not able to take time to call in for individual interviews those students whose scores show significant deviations from the norm.

The teacher should be able to capitalize upon the discussions produced by considerations of test results to launch a unit on "How do I Rate as a Student." It might be effective to present the skit at this point.

#### B. Developmental

1. The class and teacher might discuss the purpose of examinations. This might lead to a discussion of how students can benefit by teachers' marks in planning their programs. (Refer to page 61 of the Guidance Curriculum).
2. Many students do not know how to prepare for daily lessons, how to review systematically, or how to study for examinations. If this question arises, the sheet attached as an appendix might be of some help to the teacher. It is preferable to have these points come out of student contributions, as an outcome of the discussions, rather than by teacher presentation.
3. The class might be divided into discussion sections or committees which could present their findings on study habits or "How to Study" to the class after the matter has been thoroughly discussed in committees.
4. Artistic students might present humorous posters illustrating good and poor methods of studying. These could be discussed in class and posted on the bulletin board.
5. Students could do skits or play a game of "Consequences" illustrating long term results of good and poor study habits.

GRADE EIGHT

6. Teachers might discuss for the class the causes of poor marks. Teachers should emphasize that while not all students can attain high marks, the important point is to develop work habits that will result in marks at least at the level of a student's ability.
7. In order to develop in students some insight into how their time has been spent, and to set up some standards of discrimination in the use of time, it might be effective to have students keep an activity diary for a week. Have students list the usual activities of the day, and, as a class, develop a form they might all use to keep the diary. Have a pupil at the blackboard to block out the form arrived at.

The following week have a committee of three or four average out the time spent on eating, sleeping, time not accounted for, time spent on jobs, etc. This might also be done as a whole class project.

Considerable discussion should follow on how students used their time and on how much time could be allotted to each daily activity. Any of the following might be discussed: How much sleep is needed? How much time was spent eating? How much time was spent in sharing responsibilities as a member of the family? How much time was spent in homework? How much time was spent in recreation? (The teacher in discussing this last topic with the class might take the opportunity to prepare the class for the next unit on the use of leisure time).

In order to make use of the information gained by the activity diary the class might try setting up a time budget and living up to it for a week. At the end of the week committees could give reports or individuals might tell of their experiences with the time budget. (See page 142, last paragraph, of "Your Health and Safety.")

The subject should not be dropped after its trial run. The teacher could bring it up from time to time in class, showing how following a time budget might help John to get his homework done and go to the hockey game too, etc. It could be of great value in helping individual students through interviews when difficulties are encountered with school work.

## C. Culminating

1. It is difficult to suggest any definite means by which this unit could be brought to a conclusion. The results should be ideas, interests, and habits which carry over into every day school life. In that sense, at least, the unit should not be culminated. Periodic checks should be made to ascertain what benefit the students have derived from the work on the unit. The unit should provide a basis for discussion with weak classes or individuals. The class might want to try to follow a time budget as closely as possible for a period of time and then bring to class some of their longer term findings with regard to the use of time budgets. A committee might be set up to make periodic checks on the average amounts of time spent on certain activities in order to discover whether the class has profited by the unit or whether further work is necessary.

MATERIALS:

1. Home Room Guidance Programs, Detjen and Detjen.
2. The Curriculum, pages 52-67.
3. Everyday Living, Harris, Tate and Andres.
4. Living with the Family, Judy Bond Series.
5. Growing Through Problems, Robinson and Robinson.
6. The Student Thinks it Through, Everett Perkins.

GRADE EIGHTHOW TO STUDY

Because a large part of your time will be spent in learning, it should be of interest to know something about the factors involved in learning.

**INTEREST:** You cannot learn if not interested. At first you may have to force your interest by sheer willpower, but in time, it will become easier.

**ATTENTION:** You know that you do not learn if you do not pay attention.

**ASSOCIATION:** Learn the material in as many ways as possible: write it out, read it, talk about it, have it read to you.

**REPETITION:** We no sooner learn than we begin to forget and forget fast. We must review, and the first review must come in the first 24 hours after the lesson.

**REFLECTION:** Sit down and quietly think through the lesson. Take time to let the work soak in.

The following rules for studying are from a book in Psychology: N.B.

Keep yourself in good physical condition.

See that the external conditions of study, (light, temperature, clothing, chair, etc.) are favorable to study.

Form a place-study and a time-study habit.

Prepare the homework in a given subject the same day as the lesson in it.

Begin work promptly - don't dawdle.

Take the attitude of attention.

Work intensely while you work. Concentrate.

Do your work with the intent to learn and to remember.

Take on a problem-solving attitude.

Know definitely what you want. Be specific.

Don't say "I am going to study history" but "I am going to learn the clauses of the Quebec Act."

Organize ideas with reference to certain larger ideas and principles. Get the material in as large units as possible.

Get rid of the idea that you are working for the teacher.

Don't apply for help until you have to.

Before beginning advance work, review rapidly the previous lesson.

Carry the learning of all important items beyond the point necessary for immediate recall.

Be honest about the weak points in your knowledge or method. Give most attention to these.

Form the habit of working out your own concrete examples of all general rules and principles.

In committing to memory it is better to read aloud than to read silently.

Commit to memory such materials as definitions, formulas, dates, outlines.

In memorizing, learn the selection as a whole, not in parts.

---

UNIT 2 - TITLE      You and Your Leisure Time (Material in preparation).

GRADE EIGHTUNIT 3 - TITLE "Why Behave"

OUTLINE: This unit should include a consideration from the student's point of view of the various traits of character and behavior that usually come to mind when one thinks of morals and ethics. (reliability, truthfulness, loyalty, etc.)

Significance: Morals and ethics cannot be divorced from personality. Many students possess real talents, are hard-working and intelligent yet lack certain pleasing traits. One serious criticism of our school system is that a student can graduate without ever having seriously considered morals and ethics. Social and sports events furnish abundant evidence that such consideration is most essential.

Possible Outcomes:

- a) To give pupils an adequate knowledge of what constitutes acceptable behavior.
- b) To make pupils conscious of their own behavior.
- c) To give students opportunity to practice acceptable modes of behavior.
- d) To give students an appreciation of the necessity for acceptable behavior.

ACTIVITIES:

## A. Introductory

1. The following story could be read by the teacher or could be presented by a student. It would not be difficult to dramatize the story and this would probably be more effective if it is possible.

Eddie Spenser-Shining Light or Dim Bulb?

I first met Eddie years ago. It was the year we moved into the city, and on the first day of school, he and I, along with hundreds of others were hurrying along for the opening day in High School. We were more excited than either of us would admit, and all keyed up for what the day would bring forth. Since we were both obviously heading for the same place, we fell into conversation and I learned that Eddie had had a most exciting summer, and had been out quite late the night before. In fact, he all but slept in. He had not had time to dress properly and left home without even a bite of breakfast. Shortly after we exchanged names and other bits of information he asked me if I would consider lending him two bits for a quick snack at the drug store before going into school.

"After all," wisecracked Eddie, "you wouldn't want your old pal Eddie to keel over right in front of the principal, would you?"

In spite of the fact that I was just a bit afraid he was inclined to be flighty and was somewhat boastful, I did want to make friends, and it was an emergency, so I lent him the twenty-five cents. To be sociable I kept him company with a cup of coffee, though I really didn't want it.

Being thus fortified, Eddie led the way into the imposing building which was to be our new school. We presently found ourselves in the auditorium, where we had to fill out some forms for admission and classification. Eddie was surprised to find that he had neither pen nor pencil, so I lent him my pencil--part of the set I got as a graduation gift from Junior High. Shortly after this Eddie recognized two girls he knew, a few rows behind us and began to kid them along. They looked rather nice but could have used less lipstick, I thought. One of them was in the same fix as Eddie--she had nothing to write with.

"Here, take my pencil," offered Eddie generously, "I'm through with it."

GRADE EIGHT

He handed my pencil to her. Then he decided to help me with what I was doing, though I had really planned it all before, as carefully as I could with what I knew and the help I could get. When we had handed in our completed forms, we were sorted out according to the course we had selected, and as we were to be in different rooms we had to split up about half past ten. I remembered that Eddie had not returned my pencil and asked him for it.

"The pencil? Omigosh! I clean forgot all about it. I didn't get it back from Gracie Giggle, did I? Oh well, don't you worry, it will be all right. I know her well, and I'll likely give her a break and let her walk home with me at noon."

I let it go at that, but was a bit worried, because it was, after all, part of my gift set.

Somehow Eddie and I did not see so much of each other. Partly it was because we were in different rooms, but only partly. I found that he was too slipshod and careless to be of any real help in getting adjusted to the new school and when it came to studying, he never cared to apply himself. As a matter of fact, he used to copy other people's assignments and hand them in as his work, and he seemed to get away with it. He did look pretty seedy before exams though and had to plug hard to make the grade at Christmas time.

Some of the people who had known Eddie in junior high thought that he would do big things in high school, at least in sports, yet it did not seem to work out that way. For example, he came late so often he was sent to the detention room, and missed rugby practice several times. So, he was dropped from the team. And in studies, it was not very different. You see, in junior high the teachers had kept after him, and he had to do his work after a fashion. But in high school, even bright people must work if they are to do well, and when he was more on his own, he did as little as possible. He even was caught copying once during an exam. He tried to cook up some story to explain just why he had those notes with him, but it did not sound very convincing to us.

At parties and school dances Eddie was quite the boy. He was always full of the latest Bob Hope jokes and could clown better than Abbott and Costello. He seemed to have plenty of money for these affairs, but he never did pay back the quarter I lent him. I might say that I never lent him money again, but he found other easy marks around the school. He didn't go hungry for the first few months anyway. Some of the fellows said he ought to have money as he delivered groceries after school--but he spent a lot on cigarettes and cokes.

Eddie did not complete the year. At Easter he did so badly that he did not have the heart to go on. He got a job with a motorcycle delivery service. He looked very smart in his uniform, but, unfortunately there is no future in that sort of work. Recently there was a raid on a home where gambling was going on. I wonder if the Spenser mentioned in the newspaper was Eddie?

----

By the way, did any of you ever see an eversharp pencil lying around looking for its owner? It's green, with a gold band engraved with the initials S. W. It's part of the set I got when I graduated from junior high school.

----

Teachers could use this story in a variety of ways to stimulate discussion and interest in morals and ethics. The class could simply discuss the case of Eddie Spenser. Undoubtedly many of the students will have met him. The class might list the undesirable traits found in Eddie's character. The

GRADE EIGHT

class might be asked to compare their own behavior with Eddie's. A discussion might be started on ways in which students might have helped Eddie. The teacher must be prepared to seize whatever opportunity is afforded for stimulating a desire to consider the whole topic of morals and ethics.

B. Developmental

1. Students might be asked to relate experiences which they have had and which exemplify acceptable or unacceptable behavior. Some discussion will naturally follow each experience.
2. Students might want to discuss what is meant by "good" behavior.
3. There are several conflicting schools of thought with regard to having students discuss their own behavior in the classroom. It seems fairly well established that too much introspection is as serious as none at all. The teacher should use her own judgment in deciding whether or not such an activity would be suitable for her class.
4. Committees might be set up to discuss behavior in certain situations. One committee could discuss and perhaps list what constitutes acceptable behavior in theatres, another could consider sports events, another school functions, or private parties, or dances or any other place in which teen-aged students socialize. Reports could be presented to the class and an Acceptable Behavior Code established.
5. A round-table discussion might be had following some actual incident in which unacceptable behavior was much in evidence. The recent series of articles in the newspaper on teen canteens might stimulate interest in the class. Some decision should be reached with regard to how to go about improving behavior at various functions.
6. A debate might be held on a topic such as "Resolved that acceptable behavior would make our school life easier" or any other topic which would be of interest to students and which would accomplish the purpose of this unit. Debates are not popular with students largely because the topics chosen are of little interest to them. Students should be given an opportunity to express some preference in the matter of topic.
7. Accounts of the lives of people who have "built the world" and who lived "good" lives might be of value. Many of the prominent singers, athletes and actors, etc., are good examples.
8. A "Good Behavior" Quiz Program might be arranged. Students might be encouraged to submit questions which might be used or the teacher could draw up a list of questions of her own.
9. Students who are not able to contribute to or are not interested in class discussions, etc., might be able to draw charts or posters which illustrate acceptable or unacceptable behavior. Some might be poetically inclined and willing to contribute in that way.
10. Teachers might want to try to set up, with the help of the students or without, a check list or behavior inventory which could be used periodically to check behavior. Behavior inventories are subject to many limitations and the teacher should familiarize herself with these. They can be valuable if correctly used. Reducing actual behavior to a numerical score is hazardous but may be a method of demonstrating personal progress where no other method is available.
11. Committees might be organized to prepare and present short skits demonstrating acceptable and unacceptable behavior and which show the advantages which can accrue from acceptable behavior.

GRADE EIGHT

12. Only as a last resort should teacher attempt to lecture to students on morals and ethics. Even so, if all other methods have failed, the teacher has failed in putting across this unit.

"Guidance for ethical character is the most important of all the various types of guidance, but it cannot be accomplished, it appears, except as an aspect of the whole program of guidance. At least, it will not do to teach moral precepts or preachers with the idea that these are the equivalent of experience. A social conscience---any conscience must be social---is not transferrable: each individual must create his own by practice in appraising critically his own conduct. No conduct is ethical unless it is reasoned conduct. Guidance for ethical character must consist principally in allowing students opportunities for practice in making free choices between alternative course of action, each choice a rational one." (Cox, Duff and McNamara.)

13. When an opportune moment arrives, a very good topic for research would be the effect of movies, magazines, papers, crime comics, etc. on behavior; the subject should be introduced quite objectively, and evidence or opinions collected from various sources. One procedure might be to get class reporters "who go out to interview a jury", something like the Tribune Quiz. The class might decide upon the personnel of the jury--perhaps a policeman, a social worker, a University student, a lawyer, a minister or rabbi, a doctor, a football coach, a housewife, a school principal, etc. The class might also decide upon what questions the reporters were to ask. A committee might hunt for articles in papers, Readers Digest, etc. concerning the subject. At an appointed time, the reporters and committees might present their findings to the class. The findings could be published in the school paper.
14. Another activity, growing out of this research, that might arouse great enthusiasm would be to have the class put on a little play--showing a courtroom scene, where pulp paper magazines, crime comics, third-rate movies are on trial before a judge and gentlemen of the jury, with lawyers pleading the case for and against, and a verdict being reached.

## C. Culminating

1. The school assembly might be a good means for conveying to the whole school some of the things that have been learned and done in the Guidance class. Some of the better skits or a round-table discussion might be presented. If good charts, pictures or posters were produced these might be displayed for all to see.
2. In cooperation with the English teacher the Guidance teacher might have several students write articles for the school paper describing the activities of the class and attempting to appraise their worth to the class. One or two of these articles might be chosen by the class for publication.
3. The class might initiate a "Good Behavior" week in the school or in the room. During this week some of the things that were learned could be put into practice. Some teachers might aim at some improvement in their own conduct toward their classes during this period.

## MATERIALS:

Witty, C.A. and Skinner C.E. M. Win Mod. Ed. - Farrad & Rinehart NY 39  
Pt. I, Chapter VIII.

Wheatly W.A. & Malbory R.R. - Bldg. Char. & Pers.-Ginn & Co. N.Y. 36  
Crow & Crow - Learning to Live with Others - Copp Clark, Toronto 45 (Book  
Bullis & O'Mally--Human Relations with Charm--Delaw, St.Soi - for M.T. 1948 (I&II  
Bliss, W.B. -- Personality & School - Allyn & Bacon, N.Y. Pt. III.

## GRADE EIGHT

### UNIT 4 - TITLE

### SCHOOL CITIZENSHIP

10.

This unit is based on the definition of a citizen: A member of a state or nation; one bound to the state by the reciprocal obligation of allegiance on one hand and protection on the other.

Significance: In a democracy every citizen is important. The home begins the training of a citizen and the school gives further training and the child's first opportunity to practise being a good citizen. The school is a tiny community within the country and in it also every citizen is important.

Possible Outcomes: To lead the child to consciousness of his obligations, rights and importance as a citizen of the school.

#### SUB-TITLE 1 "You Are a Citizen of Canada"

##### Possible Outcomes:

To show the child that he is a citizen of Canada.  
To have him realize the value of such citizenship.  
To have him realize that in a democracy every citizen is important.  
Finally to have him deduce that the home and school are where citizens are trained.

#### ACTIVITIES

##### Introductory

- 1) Have the class look up the definitions of citizen and citizenship and discuss the derivation and history of the words (Grade 7 Social Studies).
- 2) Study the word allegiance; have a pupil look up and read the oath of allegiance. Discuss the reason for having such an oath (Grade 7 Social Studies - feudal system makes a good basis for discussion).
- 3) Study the word protection. (Same reference as above could start discussion.)  
Since the world is much larger than a feudal times, discuss the problem of protecting citizens today. Try to have someone bring a passport and discuss its use and necessity in modern times.
- 4) Discuss the plight of people without a country.

##### Developmental

- 1) Discuss ways you may become a citizen of Canada: or lose or change your citizenship.
- 2) At this point the question might be asked, "Are you a citizen of Canada?". Each pupil might tell how he became a citizen.
- 3) Canada is called a democracy. Have a pupil look up the meaning of the word. Pupils might tell why the name is applied to our government.
- 4) Discuss the difference between a democracy and a dictatorship for the purpose of having the child realize the importance of every citizen in a democracy. A debate might be encouraged on the merits or otherwise of the two forms of government.
- 5) Have class discuss who governs in a democracy; who makes the laws; who enforces them.
- 6) Discuss what a citizen should know in order to do the above things well. What qualities of character should he have?
- 7) Ask class to tell where a citizen can learn these things he needs to know and to have.

Culminating

- 1) A scrap book or work book might be kept in which the definitions suggested would be written down.
- 2) A list, made with the co-operation of the entire class, might be compiled of the advantages of being a Canadian citizen (could be extended to the Commonwealth if desired).  
The unique freedom of French Canada could be discussed; India too, if the Commonwealth lesson were taken.
- 3) Have children suggest the duties expected of a good citizen in a democracy. A list could be made for their books.
- 4) A list of things a citizen should know about his country in order to perform these duties, could be made in the same way.
- 5) Have class suggest qualities of character a good citizen should have.
- 6) Each quality listed could be illustrated in anecdotes, skits, posters, or cartoons by members of the class.
- 7) The lists could also be used by the pupils as a test of their own fitness as citizens.
- 8) Pictures and articles about good and bad citizens of Canada could be collected and the persons described classified as portraying certain characteristics from the lists of desirable and undesirable traits.
- 9) Some members of the class might make a chart or blackboard feature of the characteristics of a good Canadian citizen.
- 10) What a citizen should know about voting could be discussed; also Parliamentary procedure, how persons are nominated, etc. The different methods of marking ballots and their uses could be discussed. A mock election could be organized, complete with election speeches, voting, counting of ballots and after election speeches.
- 11) National holidays, Navy Week, etc. could be used as opportunities for good Canadian citizens (the class members) to learn more about their country. Groups might prepare programmes for such occasions.

SUB-TITLE 11 "The Good Citizen at School"Possible Outcomes:

To have the child realize that the school is the training ground for Canadian citizens.

To show him that the school is like a miniature country.

To have him realize that in the school, as in the country, every citizen is important.

ACTIVITIESIntroductory

- 1) Refer again to the definition of a citizen and have class discuss how this might apply to the school. Show that the school has people of many origins, religions, etc. as a country has. It also has government, laws, etc.

Developmental

- 1) As a good citizen, have child list what he should know about his school, e. g. origin of school name, names of teachers, number and location of the classrooms, etc.
- 2) As a citizen of the school, what rights has each child; what obligations?
- 3) Discuss how schools are paid for and the purpose of "free" schools.  
(See School Board Annual Report).

continued.

Developmental (continued)

- 4) Discuss the qualities necessary for a good citizen of the school. Compare and check with qualities of a good citizen of Canada.
- 5) Each characteristic listed could be used as the basis of a class discussion and each related to the school situation.

Culminating

- 1) Under the title, "A Great Citizen", a poster or booklet might be made, telling about the person for whom the school was named. The traits of a good citizen which he portrayed could be listed. This could be used in the scrap book or work book if one is being kept.
- 2) A handbook might be compiled containing the above and including information, rules and regulations about the school.
- 3) The Code of a Good Citizen of \_\_\_\_\_ School might be compiled.
- 4) The above could be made a class project and made in chart form.
- 5) An oath of allegiance to the school could also be composed.
- 6) Posters might be designed illustrating how each trait of a good citizen could be practised in and out of school.
- 7) Each characteristic of a good citizen or at least those needing emphasis in a particular classroom could be made the basis of an entire lesson, e. g.

Honesty - Discussion could begin with "What would you think of a Prime Minister who lied or stole?" and proceed to the vital point of "What do you think of a pupil who copies?". Proverbs, anecdotes, etc. portraying the value of honesty might be discussed. From this the discussion would lead naturally to "Sportsmanship".

Clean Living - Under this trait might be discussed, Cleanliness (Mental and Physical), Good Health (food, clothing, exercise, etc.)

Courtesy - This topic offers a wide field for discussion of good manners and behaviour generally. Pupils enjoy arranging skits illustrating mannerly and unmannerly behaviour. Other traits could be used similarly.

- 8) Pupils could collect stories describing acts of good citizenship (could be used for oral English).

- 9) The best of these might be used for a page in the Year Book (especially those involving pupils in the school).

- 10) Pupils could test themselves on a questionnaire containing the "Code of a Good Citizen of \_\_\_\_\_ School" which they have compiled. Questionnaire could be entitled "How good a Citizen am I?"

- 11) Each pupil could then list his weak points and make a list of ways in which he intends to make himself a better citizen.

- 12) In discussing school and classroom government, Parliamentary Procedure could be brought up again and applied to class meetings. A model meeting by a picked group makes a good lesson.

- 13) School subjects could be discussed from the point of view of their value in the training of a good citizen. Such a discussion would need to be instigated by the teacher but once begun is of great interest and value to a class (especially in motivating the study of such subjects as History and English).

English - A good citizen must be able to read and write in order to fulfil his duties as a voter. Consider additional knowledge of English necessary for one who enters politics; necessity of extensive reading for such a person (to know the government, why it has developed, how it compares with others). If a Canadian citizen were to visit another country, by what would people judge him? Answer - appearance and above all, his speech. Such a visit could be dramatized by members of the class. The value of History, French, Mathematics, etc. could be studied similarly.

- 14) Sports, their value in fostering good citizenship, makes a valuable lesson. The cultivation of Self-control, Endurance, Courage, Loyalty, Honesty, Co-operation and Tolerance through participation in sports of all kinds can be proven by those class members most interested in sports. A debate on the relative value of the various sports is easily organized after such a discussion.

MATERIALS

Detjen and Detjen - Chapter 13

Your Life in a Democracy - Chapter 13

Guidance in the Secondary School - Chapter 13

Guidance by the Classroom Teacher - Chapter 14

Junior Citizen Stories: -

Meeting Difficulties

Getting Acquainted with your School

School Board Annual Report 1948-1949.

Hansard

Pamphlets of instruction issued by Polling Booth Officers for Provincial and Dominion elections.

Films:

The Winnipeg Public Library and the Visual Education Branch of the Department of Education have many films relating to many sections of this unit.

CITIZENSHIP IN THE HOMESignificance

The home is the most important influence in a child's life. His attitudes and ideals originate there. Good teamwork in the home, good manners, kindness and helpfulness will be carried over into other departments of his life. A child who is happy and well-adjusted at home will probably be happy and well-adjusted at school and elsewhere. When he is grown, he has an added chance of establishing a happy home of his own.

INTRODUCTORY

In a preceding unit, we discussed the idea of citizenship. We are citizens of our country, of our community and of our school. We are also citizens of our homes. With the privileges of citizenship, we have corresponding responsibilities.

Activity

The class might write a short essay entitled, "Why Human Beings Need a Home and Family".

Developmental

The Family consists of Mother, Dad, and the Children.

(a) Make a list of what you consider the father's responsibilities in the family. Suggestions: 1. Providing the income to support the family 2. Contributing services of various sorts (the children will think of a number of these). 3. Deciding how the family income is to be spent. 4. Giving companionship and understanding. (Children will supply examples).

(b) Now make a list of things Mother contributes to family life. Suggestions: 1. Services necessary to the welfare of the family. (Children will enumerate many). 2. Giving companionship and sympathetic understanding (Children may write or tell some things mothers do to make life happier for husband and family). 3. Spending the family income (Discuss mother's part in this).

(c) Responsibilities of the children as citizens of the home.

1. In sharing household tasks - Should a boy or girl in a family have regular "jobs" to perform? or should all the work be done by mother and dad? Inquire how many pupils help regularly with household tasks. Does this make for a happier and better-run home? Why?

2. For good manners in home (including table manners) - Do you shed your good manners at the door when you enter your home? Do you treat your family with the same courtesy as you do your friends and acquaintances? Make a list of habits which show lack of courtesy in the home. Lack of good table manners.

3. For safety in the home

Children might collect clippings or magazine articles dealing with accidents in the home. Someone may find statistics in this connection. Make a list of common accidents in the home -- opposite each, suggest how it might have been prevented. (Examples -- falling due to carelessly placed toys; fires, due to carelessness with matches, electric irons, etc.

4. For care of property and furnishings

From the local papers, children might obtain prices of homes, furniture, equipment, etc. Is it expensive to furnish a home? What is the best way to keep home furnishings in presentable condition?

5. For self-discipline and control of emotions

Where do we find the people whom we love, and who love us most?

Should we do and say exactly what we please at home?

Should we tell our family unpleasant "home truths" which we would not dream of telling our friends?

Should we exercise the same self-control and courtesy at home as we do when away from home? Would this make our home life more pleasant?

6. In spending the family income

Write down the usual sources of family income. How may family members help to earn income? Will this make a difference in the family spending? Do you think money problems should be discussed with the family, or should they be left to "Mum" and "Dad"? Do you think it a good plan for a child to have a regular allowance, no matter how small? Why? Do you think children should have all their wants supplied, if it means a sacrifice for the parents?

7. For taking pride in one's family and its good name in the Community

Is it a good citizen in a family value that family's good name in the community? How can he help to maintain his family's good standing in the community?

Illustrating Activities

The Bibliography following contains numerous suggestions for the above. For convenience of the teacher, here are a few suggestions:

a) Have several groups of children get together and plan short "skits" illustrating various desirable (or undesirable) practices in the home. One period might be devoted to acting the "skits". Other members of the class act as judges, giving their opinions as to whether the points were well illustrated.

b) Correlate the Literature. Have the children give examples from stories and plays they have studied or read, of good and poor citizenship in the home. There are many such, e. g. "The Cratchit's Christmas Dinner", "The Gift of the Magi", "Tom and Maggie", "Little Women", "Captains Courageous", "Mrs. Wiggs of the Cabbage Patch", etc.

c) Make a list of tasks in the home which might be performed by: a four-year old girl; a girl (or boy) of ten; a girl (or boy) of thirteen or fourteen.

d) Class and teacher might work out a simple self-appraisal chart for home-citizenship. Children try rating themselves for a week.

e) Select an average family income for a month. Try budgeting for various expenses. Children will perhaps see why spending money is not available in larger sums. (This might be correlated with arithmetic).

f) Films, if available.

BIBLIOGRAPHY

1. "Our Share in the Home" -- Baxter, Justin, and Rust.
2. "The Girl and her Home" -- Trilling and Nicholas.  
Riverside Press, Cambridge, Mass.
3. "We are Canadian Citizens" - C.C. Goldring, Chap. 7  
J. M. Dent and Sons, Toronto, Vancouver
4. "Building our Life Together" -- Joseph I. Arnold and Dorothy Banks,  
Row, Peterson and Co., Evanson, Ill.
5. "Living with Others" -- Laurence B. Goodrich., American Book Co.,  
New York. Chicago (Ch. 6)
6. "Boys will be Men" -- Burnham, Jones and Redford (PP 268-272)  
J. B. Lippincott Co. New York, Chicago
7. "Today's Home Living" -- Justin and Rust,  
J. B. Lippincott Co., New York. Chicago.
8. "Our Home and Family" -- Justin and Rust,  
J. B. Lippincott Co., New York. Chicago.
9. "Home Room Programmes" -- Detjen and Detjen  
Houghton, Mifflin and Co., New York, Chicago.

YOU AND YOUR LEISURE TIME

Significance: Technological advance has greatly increased leisure time and it is likely that it will be further increased in the future. Failure to find satisfaction in leisure time often leads to various forms of delinquent behavior. Boredom and monotony in middle and old age is often due to failure to develop recreational skills in younger years. The school, if it is concerned with the development of the whole child, should consider as part of its responsibility the development of those skills which will enable the child and the adult to make profitable and enjoyable use of leisure time.

Outline: This unit should (a) attempt to interest students in the development of hobbies and suitable leisure time activities (b) give the student some knowledge of the wide range of possible activities (c) where possible, help the student to get started in some worth-while leisure time activity or activities (d) develop in students the desire to make the best possible use of spare time.

Possible Outcomes:

- 1) To participate, on an exploratory basis, in a rich variety of recreational activities and to experience first-hand the personal satisfaction gained from them.
- 2) To receive encouragement and help in developing one or more hobbies as they stimulate his active interest.
- 3) To learn to enjoy many types of recreation which involve little or no money outlay and which do not depend upon prizes for motivation.
- 4) To accept some responsibility for examining his own recreational activities and for thinking about whether they are wisely chosen and properly balanced.
- 5) To pursue more deeply fields of interest in which he exhibits potential skill and creativeness.
- 6) To exercise a measure of self-direction in choosing recreational activities in the light of the above analysis.
- 7) To begin to observe evidences of the number of hours available for recreation in the home and the reasons why there is so much free time.
- 8) To develop an appreciation of the value of and the pleasure in family activities.

POSSIBLE ACTIVITIES

1. The teacher might make use of the following pupil questions and statements to introduce the unit:
  - (a) My parents won't let me go out in the evenings.
  - (b) It's no fun staying home, there's nothing to do.
  - (c) I saw a show about a man who makes ornaments out of strange pieces of wood.
  - (d) I used to save stamps but I quit.
  - (e) I haven't enough money to have a hobby.
  - (f) Hobbies are no fun, I'd rather play with the kids outside.
  - (g) I like to build model airplanes but I never seem to get one to fly.
  - (h) When I get my chores and homework done it's time to go to bed.
  - (i) I'd like to raise pigeons but my parents won't let me.
  - (j) Where can I get hobby supplies?

continued.

2. Many short subjects have been filmed showing different or unusual hobbies. One of these might be discussed after being shown to the class.
3. The teacher might bring into the classroom a selection of hobby books from the library. There are many magazines devoted to specific hobbies and hobbies in general.
4. The teacher or students might place on the bulletin board newspaper articles about people who have interesting hobbies or about people who have developed their hobbies into means of supplementing income.

### Developmental

1. The class and teacher might make an inventory of community recreational facilities.
2. The class and teacher might analyze these facilities into four groups: (a) intellectual (b) athletic (c) cultural and (d) social. The teacher should take this opportunity to stress the value of a balanced program. Recreational activities help to develop a well-rounded personality. A varied program provides many more avenues for meeting and finding common ground with a greater number of people. It is often said that the variety of a man's interests is a good indication of the extent of his education. The teacher should point out the alarming increase in spectator activities.
3. There are many instances in which hobbies have led into a profitable and enjoyable life work or at least an interesting means of supplementing income. Some of these might be discussed in class.
4. Examples of good occupational therapy programs in hospitals, etc., might be investigated and reported on by a committee of students or an individual.
5. Have a Hobby Day or Week or a Hobby Lobby during which students have an opportunity to bring their hobbies to school. Individuals might demonstrate their hobbies to the class.
6. Teachers doing guidance work should investigate the possibilities of beginning a well-rounded club program in the school. Before attempting to establish a club program teachers should do some preliminary research on the principles and practice of club work.
7. Entertaining in the home can be a valuable and wholesome activity for all. Students should be given the opportunity to discuss various ways in which guests may be entertained in the home. This might lead to a discussion and study of correct etiquette for hosts, hostesses and guests. Students might talk about the most successful party they ever gave or attended. This might lead to a desire to make this year's grade party more successful and enjoyable than ever. Committees of girls and boys might experiment with tasty and economical buffet luncheons or menus for school and home gatherings. Ways of preparing and serving such luncheons in the home so as to disturb as little as possible the other members of the family or the family routine might be discussed. Students should learn that due consideration should be given to the rights of other members of the family when they are entertaining in the home.
8. A happy family plays together. Students might tell about their own family activities or the class and teacher might discuss ways in which families could play together in the home.
9. Have committees attend various movies being shown in the city. The committees could report back to the class on the plot, the characters, the purpose, or moral or lesson, the short and long term effects upon movie-goers, how well the movie reflects actual life and for what age group the movie is most suitable. This activity might lead to a discussion of how to discriminate between good and poor movies

and a list of criteria might be established. The committees might present their findings as reviews for the school paper. Teachers should point out to students where to find reliable reviews of movies.

1. By a similar procedure the class might arrive at another set of criteria for judging books, magazines and comic books.
2. The question of the cost of some hobbies might lead to a discussion of part time work for students. Pupils might report on part time jobs which they hold. The class might draw up a list of qualities which employers of students look for. An investigation might be made of the possible financial returns, the number of hours required, the types of jobs available, the long-term advantages of part time work and the long-term values of part time work. The pros and cons of holding a part time job might be debated before the class.

#### Culminating

The Hobby Day or Hobby Lobby might be a suitable culminating activity. If the unit results in the formation of a club program and the establishment of several clubs there will be no necessity for concerning oneself with culminating activities.

At the beginning of the unit, a questionnaire might be circulated among students to determine the range of interests and hobbies in the group. This questionnaire might be used again at the end of the unit to determine whether any progress has been made in the extension of the range of interests. The results might be given to the pupils for consideration during a guidance period.

GUIDANCE PROGRAM FOR GRADE NINEINTRODUCTION

The material in the following outline is intended to be used for group guidance of grade nine classes. It contains a number of "resource units." In many cases it will be found that one of these units takes one period, but some will likely take more than that. The rate at which the class is carried through the material, and the amount of material used in each unit, is at the discretion of the teacher concerned. It will be found that almost all the units contain more material than could conceivably be used in a single period. The purpose of this is to furnish optional approaches or activities. If the teacher feels that he has a better approach than any mentioned in the unit, he is perfectly free to follow his own idea. The material is not intended to be a "course" to be rigidly followed, but rather a series of suggestions for the assistance of those who are in some doubt as to what should be done in guidance periods.

A further value of this outline is to present the topics which are considered especially useful for grade nine, with the recommendation that all teachers stick fairly close to those presented here. This will reduce duplication as pupils move from one grade to another. This should not be taken to mean, however, that a topic especially useful or appropriate under certain circumstances must not be dealt with because it is not in the outline, but the outline should be a general guide as to what part of the whole guidance program is expected to be dealt with in grade nine.

The units are presented in what is considered to be a reasonable order, but if circumstances make rearrangement desirable, the materials should be used in the way that is most useful.

MEMBERS OF THE GRADE NINE COMMITTEE

Mr. Ross L. Donald	Gordon Bell School (Chairman)
Mr. A. G. S. Williams	Lord Selkirk
Mr. E. Maguire	George V.
Mr. J. Smalley	Hugh John Macdonald
Mr. W. Saunders	General Wolfe
Mr. A. J. Pybus	Robert H. Smith
Miss E. Greenway	Faraday
Miss R. Pybus	Robert H. Smith
Mr. J. Lysecki	Earl Grey

SUGGESTED  
RESOURCE UNITS FOR GROUP GUIDANCE, GRADE NINE

1. Student Information Sheet, 1 unit
  2. Home Study, 1 unit
  3. Etiquette and the Social Graces, 5 units
    - (1) Good Manners in School
    - (2) Good Manners in Public Places
    - (3) Good Manners in the Home
    - (4) Dating
    - (5) Personal Problems
  4. Sportsmanship, 1 unit
  5. Allowances and Part-time work, 2 units (In preparation)
    - (1) Your share in the Family Budget
    - (2) Out of School Employment
- Total 10 units

SECOND GROUP OF UNITS - In Preparation-to be distributed to guidance teachers later in the year.

1. Vocational Guidance	8 units
General study of occupational fields and their relationship to high school courses.	
2. Choosing your High School Course	12 units
Expanded from 1949 group	
3. Option to special groups	5 units
Information and advisement regarding dropping out.	
Applying for work.	
Use of N.E.S. etc.	
	<u>25 units</u>

#### UNIT 1. - "STUDENT INFORMATION FORM"

Schools may use any "Student Information Form" they wish, e.g., V.G.C. Information Sheet. The committee hopes that eventually we shall develop a form more suited to local needs.

OBJECTIVE: To secure information from the student about himself, in a convenient way, which may be useful in counselling him.

#### ACTIVITIES:

Introductory: Explain the purpose of the information form.  
Point out that any question which the pupil honestly feels is too personal or offensive may be left unanswered.  
Encourage neatness and accuracy.

Developmental: With pupils of Grade nine it will be best to take one question at a time, explaining where necessary. If this is done carefully it may take as many as three periods to complete.

Culmination: The culmination of this unit will not occur overtly in class, but will be felt as use is made of the information to guide individual students.

---

#### UNIT 2 - HOME STUDY

"Is learning your ambition?  
There is no royal road;  
Alike the peer and peasant  
Must climb to her abode;  
Who feels the thirst for knowledge  
In Helicon may slake it,  
If he has still the Roman will,  
To 'Find a way, or make it!'" -- John G. Saxe

Home Study, commonly called "home work", may take one of several forms:

- a) Studying at home something which has been explained, outlined or discussed at school. It is analogous to the "practice" which anyone learning to play a musical instrument must do regularly to make satisfactory progress.
- b) Extra study of a subject which a given student may find difficult.
- c) Assignment of a research nature, e.g., essay.
- d) Review of the work covered over a given period to assure (i) retention and (ii) as an aid to success in examinations.

This Resource Unit will attempt to direct attention to some of the known study factors that are conducive to efficient and effective results.

Significance: By the time a pupil reaches Grade IX he has acquired a fund of factual information and has developed certain skills. The time has arrived when he should learn to depend less and less on others and more and more on himself. It is, therefore, important that he should examine his study habits and techniques so that he may be able to use his abilities most efficiently and effectively in school or in life after school.

- OBJECTIVES:
1. To show the value of home study. No study, no results.
  2. To examine the different types of home study.
  3. To learn the facts that are conducive to most efficient and most resultful use of study time --what to do and what not to do.
  4. To arouse in the pupils the desire to use their abilities to the maximum of their capacity--not merely "to pass."

#### Introductory Activities - Motivation

1. Would you like to spend less time on your school work and yet earn higher marks? (This can be achieved by learning the principles of how to study.)
2. Examine the study habits of say ten notables, e.g.,
  - a) Men of science - Dr. Banting, Thos. A. Edison--long hours of unremitting effort.
  - b) Musicians - Paderewski practiced as many as sixteen hours a day.
  - c) Professional men -- bankers, lawyers, business men, etc.
  - d) Craftsmen
  - e) Sports stars--Babe Ruth, Joe Louis, etc.

To what extent was their success due to painstaking, systematic effort? Did these know how to study?

3. Every year many students drop out of school at the end of Grade IX. To what extent is this due to the lack of ability to study?
4. Self-analysis of study habits. Ask several students to describe how they study at home. (Aim for such matters as time of the day, length of study time, location, temperature, lighting, type of chair, type of table, (or desk) radio, conversation, etc.) How much of the time is spent on real study? What conditions are helpful to them?

#### Developmental Activities: Discussion

1. How are habits formed? (Neurological basis - nerve paths in the brain) Can habits be changed?
2. What do we mean when we say a person is methodical? Are good craftsmen, business men, professional men, systematic? Ask for personal observations. Does anyone in the class know a foreman, superintendent, a contractor? Do these know how to plan to get things done?
3. Is there any advantage in following a planned schedule? Knowing what to do - when? (School time-table, memo pads used by business and professional men, contractors' blue prints).
4. Is it desirable to study in the same place, at the same time every school day?
5. How much time each day should be spent on each school subject? Is three hours too much? Why? Why not? How much of the time spent in school is really study? (The accepted working week in offices or shops is 44 hrs.) How much time should be reserved for sleep, for recreation? Does lack of sleep affect one's ability to study? Is there any direct relation between physical and mental fitness?

6. Devise an experiment to determine what time of the day is best for efficient study.
7. Is it essential that a student should have a room to himself for study? If this is not possible, what is a good alternative?
8. How is one's ability to study affected by:
  - (a) Inadequate desk (or table) space?
  - (b) " lighting?
  - (c) Blaring radio, conversation, noisy children?
  - (d) Improper temperature and ventilation (hot, stuffy)?
9. Does it matter whether one sits on a chair with a straight back or on a soft cushioned arm chair?
10. Does it make any difference whether one has within easy reach such materials as texts, paper, ink, pens, pencils, dictionary, etc.?
11. Is it desirable to have a separate notebook in which to record daily assignments? Why? What facts should be recorded? (Pages, exercises, problems, suggestions, hints, references, etc.)
12. Relate a personal experience when it might have helped you to have had your assignments recorded.
13. Suppose that some of your assignments are easy and others are hard. Which would you do first? Why? Should you stay with an assignment until it is completed before you attempt the next?
14. Prepare an assignment chart for a week.
15. Why does it take some students much longer to do a given lesson than others? Would better study habits help these slower students?
16. Are good students necessarily bookworms? Illustrate from your personal knowledge or use specific cases.
17. What are the distinguishing marks of a good student? (1) Knowledge - thorough; (2) ability to apply this knowledge, (3) ability to face and solve problems.
18. Arrange for a talk by a doctor, dietitian, school nurse on the kind of food that is best for students to enable them to do their best work, how to avoid eye difficulties, etc.
19. Is it true that every person has inborn power to achieve certain things? Does innate ability vary with different individuals?
20. "I attribute my success to requiring myself always to do my best." - Russell H. Conwell. Is it within the power of everyone to put forth 100% effort in all his tasks? Should a person try to work at his maximum capacity?
21. Under what conditions might it be wise to drop a subject? To add an extra one? Explain.
22. What is meant by concentration? What can one do to prevent his mind from wandering off his lesson? Edison is reported to have forgotten entirely about his meals when he was working intently upon some project. Has this ever happened to anyone you know? Explain.
23. Do you find it easier or harder to concentrate after a heavy meal? Explain. How is concentration as measured by reading (a) speed and (b) accuracy affected by distracting influences, e.g., somebody telling a story? Radio? Noise?
24. Does chewing gum help or hinder concentration? Explain.
25. What is the proper thing to do when one feels tired or fatigued? (Suggestions--1) Rest a minute or two, close your eyes. 2) Move around a little. 3) Stand up. 4) Get a few breaths of fresh air. 5) Go for a short walk and return to your work).

GRADE NINE

26. How can one learn to remember what one reads?
27. Is time taken to make outlines or summaries of each lesson well spent? Why?
28. Would it be helpful to use the home-room at school as a place for study and concentration before school in the morning? Discuss.
29. Should students be expected to show progress? Why?
30. Is neatness important? Why?

Developmental - Things to do

"Our todays and yesterdays  
Are the blocks with which we build."  
-- Longfellow

- I. Divide the class into groups of say six. Each group may form a committee of investigation and bring in reports and recommendations:
  1. Time budget - allowing a definite part of each day for study.
  2. Conditions essential for effective study.
  3. Self-rating chart for study habits (See Aids).
  4. Study habits of five groups of students (ten in each group) whose average last June was in the following categories:  
failure (-49) pass (50-60) Average (61-70) good (71-80)  
excellent (81-100)

Compare the findings of the various committees and conclusions based on them. What is the relation between study habits and success in school subjects?
- II. Skit - (a) How Not to Study. Prepare in advance to show how some pretend that they are studying when they are really not. Then (b) show how it should be done. (See "You and Your Future", p. 23)
- III. Demonstration in class using an authorized text (say history or science). Discuss the steps that might be taken to master a given section of work. e.g. Rapid survey, reading for general impression. Selecting main ideas; noting supporting ideas; making an outline; making a summary; method of memorizing.

Culminating or Continuing Activities - Possible Outcomes

- I. Reports of Investigations by different committees.
- II. Things to know and to practice.
  1. List some of the desirable habits that one would develop by keeping a complete and accurate record of assignments. Would this training be helpful in later life?
  2. Sum up the conditions most favorable to concentration and study - what a student must do to get the best results in the shortest time.
  3. Summary of Hints on How to Study:
    - a) A thorough understanding of the way the mind works.
    - b) Understanding of the reading skills, note-taking (while reading or in class)
  4. Write an essay of about 500 words on "My Study Weaknesses and My Plans for Overcoming Them."

Teaching Aids

- I. Films
- II. (a) Home Study check list - Courtesy Robert H. Smith School  
(b) Weekly Homework Record - " Lord Selkirk School  
(c) Self-Rating Scale - " Germaine & Germaine

III. Bibliography

Title	Author	Publisher
1. Home Room Guidance Programs for the Jr. High School Years	Detjen, M.E. & E.W.	Houghton Miflin
2. How to Study	Kornhauser, A. W.	University of Chicago Press
3. One Hundred Guidance Lessons	Endicott	
4. Our Junior High School	(McGregor, A. L. & (Holbrook, H. L.	Allyn & Bacon
5. Personnel Work in High School	Germaine, C.E. & E. G.	Silver Burdett Co.
6. Study Hints for High School Students	Wrenn, C. G.	Stanford University Press
7. Occupations Course	Parmenter, H. D.	University of Toronto

---

-----

NOTE: It is the constant work of reading, review and drill by the pupil himself which gets results

A Plan for Home Study for the  
Junior High School Pupil. These quest-  
ions should be checked on every school  
day evening.

MATHEMATICS:

- Have I any exercises to have written out for tomorrow?
  - Do I understand the problem we were doing today? Should I try one or two again just to make sure?
  - Is my notebook neat, legible, and up to date?
  - Are there any problems or difficulties which I want to refer to my teacher tomorrow?
- 

ENGLISHLANGUAGE

- Have I any written work to do for tomorrow?
- Have I any material to look up for an essay or project?
- Are the exercises in my notebook corrected?
- Do I understand the points involved in our latest lesson? Should I go over them once again to make sure?
- Did I use my dictionary today?

LITERATURE:

- Have I any written work or memorizing to have ready for tomorrow?
- Have I any reading from my text to do?
- Have I any supplementary reading to do?
- Is my notebook up to date, neat and legible?
- Did I read at least one paragraph of good literature today?

SPELLING

1. Have I written out at least once my spelling exercises?
  2. Have I looked up the meanings?
- 

SOCIAL STUDIES

1. Have I any questions to look up and write out for tomorrow?
  2. Have I any material to read up for our next lesson?
  3. Have I any material to look up for an essay or project?
  4. Is my notebook up to date, with notes and maps complete and neatly done?
- 

SCIENCE

1. Have I any exercises or drawings to have done for tomorrow?
  2. Have I checked over today's notes to see if they are complete and neat? Do I understand them now?
  3. Have I any drawings, or experiments to complete?
  4. Should I review a little of the work already completed?
- 

FRENCH and LATIN:

1. Have I any written exercise to do?
  2. Have I any study work to prepare for tomorrow--vocabulary, or some grammatical point or idiom?
  3. Did I understand the points taken up in class today--the mistakes I had in an oral, or written exercise?
  4. Is there any point that I can't understand and would like to have explained again?
  5. Do I know perfectly the vocabularies up to date?
  6. Can I conjugate all the verbs we have taken?
- 

RT:

- .. Is my work up to date?
- 

MUSIC:

- .. Is my notebook up to date?
- .. Have I reviewed my notebook recently?

GRADE NINE

WEEKLY HOMEWORK RECORD OF \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

Please indicate the number of minutes spent on each subject under the proper day. Total the bottom and right hand columns.

S U B J E C T	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL
Composition								
Grammar								
Spelling								
Literature								
Supplemental Reading								
History								
Social Studies								
Mathematics								
Algebra								
Geometry								
Science								
Biology								
Chemistry								
Physics								
German								
French								
Latin								
Shorthand								
Bookkeeping								
Business Arithmetic								
Practical Arts								
Health								
Art								
Music								
Total Homework (Minutes)								

The above is an accurate record of the Homestudy I have done.

STUDENT \_\_\_\_\_

Certified correct: Parent or Guardian

From PERSONNEL WORK IN HIGH SCHOOL, by Germane and Germane, Copyright, 1941,  
by Silver Burdett Company.

## STUDY-HABIT INVENTORY -- GRADES VII, VIII, IX

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

---

DIRECTIONS: The questions that follow are prepared to help you make a self-analysis of some of your study habits and attitudes. Read each question carefully and answer it sincerely. Do not stop to think but answer upon the first impulse that comes to your mind. If you stop to think you are likely to answer the question the way you think it OUGHT to be answered. But, since you are trying to make an analysis of your study habits and attitudes, your first impulse is best. Under no consideration will your answers affect your marks, nor will they be seen by other students or teachers.

Indicate your answer to each question by drawing a line under either "Yes" or "No." You will have as much time as you need, but do not dawdle.

- Yes No 1. Can you distinguish materials that should be read carefully from those that may be scanned?
- Yes No 2. Do you follow a regular time for preparing each lesson?
- Yes No 3. Do you listen carefully to an assignment and write it down?
- Yes No 4. If you do not understand the assignment, do you ask the teacher about it?
- Yes No 5. Can you get your schoolwork and still have time for other activities?
- Yes No 6. Do you often ask others to help you with your lessons?
- Yes No 7. Do you daydream when you should be studying?
- Yes No 8. Are there many words you do not know in your lessons?
- Yes No 9. Do you make many mistakes because you hurry too much?
- Yes No 10. Do you have much trouble getting your lesson?
- Yes No 11. Do you use the dictionary frequently?
- Yes No 12. Can you make a summary or outline of your lesson?
- Yes No 13. Can you find the main points in a lesson?
- Yes No 14. Do you give enough time to subjects you do not like?
- Yes No 15. Do you try to find out why you have trouble with your lessons?
- Yes No 16. Do you read so slowly that you cannot prepare your lessons in the time given?
- Yes No 17. Do you read stories when you should be studying?
- Yes No 18. Do you frequently have dates or go to parties, motion pictures, or meetings on school nights?
- Yes No 19. Do you often make poor marks on a test because you get nervous?
- Yes No 20. Do you have so much work to do outside of school hours that it affects your schoolwork?
- Yes No 21. Can you outline a special topic and make a good talk on it?
- Yes No 22. Do you know how to take notes that will help you?
- Yes No 23. Do you review your notes carefully before an examination?
- Yes No 24. Can you use the references in the library effectively in preparing a paper or speech?
- Yes No 25. Do you know when you should read fast and when you should read carefully?

## STUDY-HABIT INVENTORY -- GRADES X, XI, XII

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

DIRECTIONS: The questions that follow are prepared to help you make a self-analysis of some of your study habits and attitudes. Read each question carefully and answer it sincerely. Do not stop to think but answer upon the first impulse that comes to your mind. If you stop to think you are likely to answer the question the way you know it OUGHT to be answered. But, since you are trying to make an analysis of your study habits and attitudes, your first impulse is best. Under no consideration will your answers affect your marks, nor will they be seen by other students or teachers.

Indicate your answer to each question by drawing a line under either "Yes" or "No." You will have as much time as you need, but do not dawdle.

- Yes No 1. Do you know how to take notes quickly and accurately in class?
- Yes No 2. Do you have a regular time for preparing each lesson?
- Yes No 3. Are you able to work effectively even among distractions?
- Yes No 4. Does your time budget give you ample time to study each subject?
- Yes No 5. Do you know how to outline and summarize what you have read?
- Yes No 6. Do you read so slowly that you cannot complete all your lessons?
- Yes No 7. Do you memorize the main ideas in your lesson word for word?
- Yes No 8. Do you worry a great deal about your lessons?
- Yes No 9. Is your lack of interest in some subject the main reason for your not doing well in it?
- Yes No 10. Do you often make poor marks on a test because you get nervous?
- Yes No 11. Do you prepare your work independently of others?
- Yes No 12. Do you try to master a subject even though you dislike it?
- Yes No 13. If you fail in schoolwork, do you try to discover the cause?
- Yes No 14. Do you use the dictionary and reference materials freely?
- Yes No 15. Do you profit from criticisms of your work?
- Yes No 16. Are your lessons often too hard for you?
- Yes No 17. Do you find it hard to pick out the important points in a lesson?
- Yes No 18. Do you find it hard to use the reference library effectively when collecting data on some problem?
- Yes No 19. Do you have to wait for a certain "mood" to move you before you start studying?
- Yes No 20. Do you have to reread most of your lessons several times before you can understand them?
- Yes No 21. Do you usually have the necessary material for study at hand?
- Yes No 22. Do you start to work at once and continue until finished?
- Yes No 23. Do you ask your teachers for help if you do not understand your lessons?
- Yes No 24. Do you have a place for your own things at home?
- Yes No 25. Have you plans for your future work?

GRADE NINEUNIT 3 - TITLE Good Manners in the School

- OBJECTIVES:
1. To teach an acceptable form of behavior.
  2. To call attention of pupils to some of the common courtesies which should be observed in the school.
  3. To impress upon the pupils the importance of maintaining a high standard of conduct without having to be constantly spurred on by the school authorities.
  4. Self discipline comes from within--cannot be enforced from without.

## ACTIVITIES:

## A. Introductory:

1. Do you always rise when addressed by the principal or a teacher?
2. When visitors are in the school do you try not to seem curious and not to be conspicuous in any way?
3. If you are elected to a class office do you become overbearing and dictatorial or do you remember you are a public servant who should do his work with courtesy and tact?
4. Do you think carefully before you nominate a fellow pupil to a class office?

## B. Developmental:

1. Tell the class a story or incident to bring out the value of good manners, e.g. Detjen and Detjen p. 120.
2. Discuss the school's rules with the class. Try to have pupils suggest reasons why such rules seem valid.
3. Discuss with class some rules which make for good school citizenship--on the blackboard list the rules suggested by the pupils. Use list of classroom manners, p. 118 Detjen and Detjen.
4. Tell the class some advantages of obeying traffic rules in all crowded places.
- 5.

## C. Culminating:

1. Have a pupil tell a story or read a poem that shows courtesy in school sports.
2. Pupils may try to find another slogan similar to  

"He who laughs at others' woes  
Finds few friends and many foes."
3. Have the class members each prepare an oral composition on assembly courtesy. Each row might show a different point of view--row 1 the view of the principal, row 2 that of a teacher, row 3 that of a guest from out of town, row 4 that of the father or mother of a pupil and row 5 that of a new pupil.
4. Each pupil could make a list of ten desirable characteristics essential to good school citizenship. (Teacher may wish to summarize these to form a code for the class.)
5. Have pupils draw cartoons or write short, snappy sayings relative to good behavior in school. Suggestions are on p. 120, Detjen and Detjen.
- 6.

TEACHING AIDS

## 1. BOOKS:

- Allem, B., and Briggs, M. P. "Behave Yourself." J. B. Lippencott Co., 1939. School Days. Chapter XI. Pp. 93 - 102.
- Allen, B., and Briggs, M. P. "If You Please." J. B. Lippencott Co., 1942.
- Bennett and Hand. "Beyond High School." 1938. Pp. 131 - 140.
- Boykin, Eleanor. "This Way, Please." MacMillan Co., 1941. Chapter 14, Pp. 245 - 254.
- Brewer, John. "Occupations." 1936. p. 141 and p. 559.
- Bullis, H. E., and O'Malley, E. E. "Human Relations in the Classroom." Delaware State Society for Mental Hygiene, 1948.
- Clark and Quigley. "Etiquette Jr." Doubleday, Doran, 1939. Chapter 13. Pp. 223 - 233.
- Crawford, Cooley and Trillingham. "Living Your Life." D. C. Heath, 1940. Chapter 1. Pp. 3 - 31.
- Dale Carnegie Institute. "Correct Conduct for Career and College." A monograph 1945. Winnipeg, Manitoba.
- Detjen, M. E. F. and E. W. "Home Room Guidance Programs for the Junior High School Years." Houghton Mifflin Co., 1940. Chapter 7A. Pp. 116 - 121.
- Fondicott. "One Hundred Guidance Lessons." (in Margaret Johnson Library). 1940. Chapter 8. P. 53.
- Law. "He Got the Job." Chas. Scribner's Sons, 1941. Pp. 70 - 72.
- McKown, Harry C. "Home Room Guidance." McGraw - Hill, 1946.

## 2. V. G. C. Pamphlets:

"Growing Up" and "You and Your Future."

## 3. Films:

Recommended by film selection committee.

---

INIT 4 - TITLE Alternatives:

Good Manners in Public Places  
Rubbing Elbows with the Public  
Only the Hermit Can Afford to be Ignorant  
Diamonds in the Rough.

This resource unit is concerned with acceptable behavior in public places. Though conduct in the home, at school, on "dates," in meeting people, are all the substance of other units, there still remains a field of possible discussion too wide to be treated here adequately in all its aspects. This unit will attempt to suggest some methods of approach to some phases of the topic. Home Room Guidance Programs for the Junior High School Years (Detjen and Detjen) suggests in Program VIIA, number 9, an outline which may be adapted in whole or in part.

GRADE NINE

## Significance of the topic:

1. Youngsters and adults are gregarious animals. Full enjoyment of life requires the knowledge and skill to meet every social situation.
2. In an age when the superficial or outward expression of manners seems to be changing, the problems of the adolescent are complicated.
3. The school must attempt to fill the need for guidance in this field which so many modern homes are neglecting.

## OBJECTIVES:

1. To give the pupil a practical knowledge of the common courtesies of daily life.
2. To strive to develop within the pupil the desire to behave in a socially acceptable manner.
3. To help the pupil to realize that there are fundamental principles applicable in all social situations, and that these principles have not changed.

## ACTIVITIES:

## A. Introductory

1. Ask half the students to observe and report incidents in which good manners were shown, half to observe and report incidents which were unpleasant because of the lack of good manners.
2. A week prior to the discussion in class, place in a conspicuous place in the homeroom the complete or partial list of suggestions for courtesy found in Detjen and Detjen, VIIA Program 9. Ask the class to read them and to place in the question-box any item they would like to discuss.
3. Talk to the class about the wisdom of learning the social graces here and now. Suggest that because of their inexperience most of them have some problems they would like to discuss. Invite each one to write his problem upon a piece of paper and drop it into the "question-box."
4. Produce in class, if you can manage the right atmosphere, a simple socio-drama depicting bad manners in the theatre or on the sidewalk.
5. Have youngsters prepare a list of social errors that are likely to annoy other youngsters or adults. (Refer to Eleanor Boykin's "This Way, Please," p. 272, number 7).
6. Prepare a quiz based upon the common courtesies, administer it to the class, and discover in what situations guidance is most needed.
7. Allow youngsters to volunteer to relate "My Most Embarrassing Moment." List these in brief form on the blackboard.
8. Have a class discussion on "Manners Observed During our Visit to ....." (Name a recent class excursion).

## B. Developmental

1. Discuss the incidents observed and reported upon which illustrated ignorance or crude behavior. Seek to draw out the correct mode of conduct.
2. Discuss the reasons underlying any of the suggested courtesies which the students may bring to your attention.
3. Discuss the individual problems which have been dropped into the "question-box."
4. Discuss those situations in which your introductory quiz has revealed general ignorance.
5. Elicit suggestions which would have forestalled the "embarrassing moments" related in class.

GRADE NINE

6. Discuss the faults of behavior depicted in the socio-drama. Reproduce the drama, correcting these errors.
7. Divide class into committees, assigning each the task of drawing up a simple code of courtesy for one area of social life. "On the street," "In street car" or "bus", "In the store," "At Church," "At the theatre," "Being a good neighbor" are suggested areas which call for a definite pattern of behavior.
  
- C. Culminating
  1. Have the several committees present their codes. Call for criticisms and further suggestions. Combine these into a single code of courtesy. Have class copy this into work-scrapbooks.
  2. Discuss whether gentlemen are sissies, when a man is privileged to sit while a woman stands, whether good manners spoil fun, or any other topic you think pertinent to your group of students.
  3. Discuss whether there is a "golden rule" to help you handle situations for which you have no standard to guide you. Attempt to elicit the idea that consideration for others is the basis of all public behavior.
  4. Suggest that there will probably be other questions as the weeks roll on, and that your students may continue to use the "question-box." If time permits no other consideration, the question and the reply may be posted on the class bulletin board.
  5. Discuss in class the topic "Good Manners Pay." You might recall that Junior High Hockey had to be abandoned because of the rowdyism of spectators at the games.
  6. Suggest that there are interesting and very readable books covering these topics in the school library. (See reference list). Read a short passage to the class to prove the good humor with which they are written.
  7. Read to the class "The Art of Being Kind" or "Would-Be Heroes, Note Well" from Chapter 11 of Living With Others, or other relevant story.
  8. Give an objective test on Manners in Public Places. See the Teaching Aids.

TEACHING AIDS

## 1. BOOKS:

- #Allen, Betty, and Briggs, M. P.  
J. B. Lippincott, c1945.  
#Allen, Betty, and Briggs, M. P.  
J. B. Lippincott, c1942.  
#Boykin, Eleanor  
MacMillan, c1940.  
Bullis, H.E. & O'Malley, E.E.  
Deleware State Society for  
Mental Hygiene, c1948.  
#Crawford, Cooley & Trillingham  
D. C. Heath, c1940.  
Detjen, M.E.F., & Detjen, E.W.  
Houghton Mifflin, c1940.
- #Goodrich, Laurence B.  
American Book, c1939  
#Law, Frederick Houk  
Charles Scribner's Sons, c1941.  
#Johnson, R.I., & McGregor, A.L.  
Ginn, c....

Behave Yourself

Chapter 3.

If You Please

Chapter 8.

This Way, Please

Chapter 15.

Human Relations in the Classroom  
Course 1.Living Your Life

Chapter 5

Home Room Guidance Programs for  
the Junior High School Years.VIIA PROGRAM 9.Living With Others

Chapter 8.

He Got the Job

Chapter 4.

English for Your World  
pp. 28 - 30.

## TEACHING AIDS (Continued):

#Parmenter, Morgan D. Vocational Guidance Centre, c1946.	<u>You and Your Future</u> pp. 24, 25
#Ryan, Mildred Graves D. Appleton-Century c1940	<u>Cues for You</u> Chapter 9.

# indicates suitable for pupil use.

## 2. Test Material:

Law, Frederick Houk Ryan, Mildred Graves	<u>He Got the Job</u> <u>Cues for You</u>	p. 82 Appendix - "How Do You Rate in Public?" "An Etiquette Quiz."
Allen and Briggs Chapter 26, pp. 224 - 226.	<u>If You Please</u>	
Strang, Ruth, Brown, and Stratton Bureau of Publications, Columbia University, New York City, 1933.	<u>Test of Knowledge of Social Usage</u> <u>for Junior and Senior High Schools</u>	
Johnson, McGregor, & Gunn Ginn and Company, c....	<u>You and Your English</u> Test X, pp. 12 - 15.	

NOTE: Teachers will have to select from such test material in order to confine the test to this particular area.

## 3. Films

As suggested by the Film Selection Committee.

---

## UNIT 5 - TITLE Good Manners in the Home

-OR-

How to Live With your Family.

Well over half of one's lifetime is spent at home in intimate contact with others. Consequently, the necessity of developing the skills and attitudes that enable the members to live harmoniously is obvious if one is to enjoy happy family life.

## OBJECTIVES:

1. To have students realize that, unintentional though it may be, they often shed at the door of their homes the engaging manners whereby they have attempted to make themselves agreeable and popular with their friends.
2. To encourage pupils to examine their own behavior pattern for clues to the cause of friction among the members of the group.

## A. Introductory

1. Have students try a rating scale on home behaviour. (A scale may be prepared along the lines of the questions suggested under "Developmental." Also see rating scales in Appendix of "Cues for You.")
2. Have pupils submit some problems that have created trouble at home. Papers listing problems may be handed in unsigned.
3. List the chores a father or mother must do. Which of these must be done every day? Every week?

GRADE NINE

## B. Developmental

Some problems of the student at home are suggested in the following questions. Class discussion of these should prepare the students to draw up a personal guide or code of manners for his home life. Replies may be written on the blackboard to focus attention on the solutions offered.

1. In order to make a good impression upon those you wish to have as your friends, you make every effort to be cheerful and considerate. Do you find that the members of your family make the same effort to win the approval of a brother, sister, mother, or father?
2. How many hours of free time do you have each day? What chores could you perform around the home to make the work of mother or father lighter so that they could enjoy the same amount of leisure time that you enjoy?
3. The preparation of meals and washing up requires a lot of time. What could you do to show your appreciation? Do you ever express your appreciation in deeds or words?
4. Do you respond cheerfully when another member of the family asks for help?
5. At the table, do you make an effort to make dining a pleasant event? How could you do this?
6. What are some of the difficulties experienced by boys and girls in getting along with brothers and sisters?

Examples may be:

Little or no respect shown for each other's property.  
Teasing. Unkind remarks or "home truths." No respect for the right of others to physical or mental privacy. Taking sides in a quarrel. Refusal to do one's share of the chores. Lack of cooperation when a friend is being entertained. Carrying tales.

How would you suggest these problems could be solved?

7. You like to be praised for your achievements. Do you think your brother, sister, mother, or father would appreciate your words of approval when they do something well? What achievements of a brother or sister might call for a friendly pat on the back? What effect might your praise have upon a grouchy or gloomy brother or sister?
8. What would you consider a "telephone pest" or a "radio pest?"
9. How can you protect your home studies from the rest of the family?
10. You appreciate gifts. Do you show your thoughtfulness by remembering the birthdays and anniversaries of all members of the family? How could you make someone else's birthday party a real success?
11. Should one always be loyal to all members of the family?

## C. Culminating activities

1. Recommend that students make an analysis of their behaviour at home.
2. Have students make up a rating scale for good manners at home.
3. Suggest that students experiment with patterns of behaviour and observe results. e.g., For at least one week, make a point of finding, each day, at least one opportunity to offer sincere praise to each member of the family.

- or -

Respond cheerfully and promptly to all requests by other members of the family.

TEACHER AIDS

Books: Crawford, Cooley & Trillingham.

Goodrich, Laurence B.  
Rvam, Mildred Greaves

Living Your Life

Living With Others  
Cues for You

(See appendix for scales)

UNIT 6 - TITLE Dating

At the grade nine level, boys and girls have usually reached the age when "dating" is considered desirable. Unfortunate experiences on first dates can be embarrassing. Occasionally, such experiences may be sufficiently unpleasant to lead to social or emotional maladjustment.

Boys and girls who know the rules, will, with each new experience, have every opportunity to secure a happy social life.

"It's fun when you know the rules."

Dates at this age will probably be limited to attendance at games, the theatre, a party or school dance. Similar problems will be experienced in all of these forms of entertainment, so the informal dance date is a satisfactory subject for discussion.

## OBJECTIVES:

1. To have students realize that successful dating requires a knowledge of accepted rules.
2. To enable a student to be interested and interesting.
3. To help students attain the self-confidence necessary to have a good time.

## ACTIVITIES:

## A. Introductory

1. Have students observe how actors and actresses are following the rules in a picture showing dating, attendance at a theatre, ball game, or dance.
2. Pupils may report on observations of adults who escort friends in public places, make introductions, entertain guests, thank a host or hostess.
3. Use a rating scale or simple objective test on dating problems before discussion.
4. Students may write personal dating problems on separate slips of paper and hand them in unsigned to discussion leader.
5. Pupils may volunteer to dramatize dating problems.

## B. Developmental

1. Why do some find it easier to get dates than others?  
Friendly, well-groomed, considerate, etc.
2. Arrange dates well in advance.
3. What are the proper clothes for the occasion?
4. Calling for the girl: Will boy honk horn? Meet other members of family? What about introductions? Will girl introduce boy to family?
5. Transportation: Will you walk? On what side does boy walk? Go by street car? Will girl or boy pay fare? Go by automobile? Who opens and closes doors?
6. Arrival at dance. Checking arrangements? Entrance to ballroom? How can a good time be enjoyed by all? (Set out to have a good time). Don't try to be impressive. Be friendly to everyone. Help others have a good time. Popularity doesn't depend on shape or size or clothes or style or mental ability or noble endeavor, but on the knack of getting other people interested in something. Be courteous to elders present. Introduce partner to elders and friends. Practice in introductions makes perfect and provides poise. Thank your host or hostess before leaving.

GRADE NINE

7. Conversation at the dance and during the evening?  
What do you talk about to be entertaining? Is gossip advisable?
  8. After the dance. Consider parents' wishes regarding time. Go to a restaurant? What is correct procedure to obtain a table? Seat guests? Pay check? Go to a snack shop? Less formal?
  9. Leave-taking. What is boy's responsibility? What is a girl's responsibility?
  10. Next day. Respect your date. Is gossip permissible?
- 

Further discussion points.

Should a boy (or girl) smoke? Drink? Pet? Go steady?

## C. Culminating

Students may draw up a list of Do's and Don't's for boys, for girls.

TEACHING AIDS

## 1. Films

2. Books: Allen & Briggs.  
Goodrich  
Bro., M. H.  
Law  
Crawford, Cooley &  
Trillingham  
Boykin  
Ryan, Mildred Groves  
Clark & Quigley  
Detjen & Detjen

If You Please  
Living With Others  
Let's Talk About You  
He Got The Job  
  
Living Your Life  
This Way Please  
Cues For You  
Etiquette, Jr.  
Home Room Guidance Program

---

UNIT 7 - TITLE Personal Problems

The previous units have been based upon limited topics such as habits, manners, sportsmanship and conduct. This unit is conceived as an opportunity for the individuals in the class to suggest and discuss problems in the personal field upon which they desire information and advice. Observation of boys and girls of this age group reveals that there are many instances and occasions when they feel ill-at-ease and at loss as to what is the proper thing to say or do under certain circumstances. This often results in shyness and embarrassment or perhaps boorishness and awkwardness.

The discussion on this topic may take various directions according to the interests and problems of the class, e.g. grooming, cosmetics and beauty aids, unpleasant habits and mannerisms and how to overcome them, overcoming inferiority complex, needless fears, control of emotions, daydreaming, unnatural and artificial behavior, keeping out of bad company, the drinking or smoking problem, profanity and vulgarity and how to deal with them, getting along with other members of the family, etc.

GRADE NINE

## POSSIBLE OUTCOMES or OBJECTIVES:

1. Informational - To provide information on proper procedure in unfamiliar situations.
2. Analytical - To help the student to analyze his problems.
3. General -
  - a) To develop the pupil's confidence so that he may feel at ease in unfamiliar situations.
  - b) To develop an ability to make wise decisions.
  - c) Modification of behavior.

## SUGGESTED ACTIVITIES:

## A. Introductory

1. This topic may be introduced by orally asking the class a series of questions such as the following:
  - (1) How many in the class have felt embarrassed at some time because they did not know what to say or do in a certain situation?
  - (2) Have you ever felt awkward because you did not know how to stand or sit at ease?
  - (3) Have you ever felt sorry for something you have said to another person and not known what to do about it?
  - (4) Have you ever done something that you felt was not right in order to try to "make friends" with others in your group, thus gotten into trouble and not known how to justify or rectify your mistake?
  - (5) Has your appearance ever caused you embarrassment?
  - (6) What problem of "teen-age" youth do you think is the most important to the group as a whole?

No attempt need be made to try to answer questions at this point as they are being used to stimulate the pupils as well as to indicate to them the areas of the problem field.

## 2. Call for problems from the pupils.

Hand out blank slips of paper and ask each pupil to print or write on it the personal problem which he finds most important and about which he would like information or help in arriving at a solution. (No names to be indicated and handwriting to be disguised if the pupil wishes)

3. This same plan may be used and students asked to describe situations or problems from their experience in which some young person was caused acute embarrassment or discomfort.
4. Question-Box. Place a question box in a prominent place a week or so before the class meeting in which this problem is to be discussed and allow students to place in it any question which seems important to them at the time.
5. Collect the slips and arrange the problems into groups of related topics which seem to be of most immediate concern to the class.

## B. Developmental

1. Divide the members of the class into small groups with each group assigned to one particular problem from the above list.  
Where the response has been poor the teacher may have to manufacture problems which she assumes would be of general interest to the class.

2. Allow each group to hold a short meeting to discuss their problem and then assign them their method of class presentation as follows:
    - (1) Lead a discussion with a chairman from among the group.
    - (2) Present a short skit illustrating a solution to the problem.
    - (3) Have the members of the group conduct a panel with all participating.
    - (4) Have one or two members conduct an informal and impromptu debate on possible correct practices.
    - (5) Have several members of the group give short talks on possible solutions.
    - (6) Where the problem is difficult have the group present a suggested method of handling it for a possible future period.
  3. Have a student or the teacher read a story (Bullis and O'Malley) which would illustrate the problem and use this as a basis for discussion. (This method would work well on problems involving racial discrimination, etc).
  4. Use actual case histories to illustrate similar problems and methods of handling them.

C. Culminating

  1. Assign reading from the library upon some of the most provoking problems.
  2. Films - Use films or film strips to illustrate problems where possible
  3. Assign topics to individuals or groups to take home and seek solutions from (1) Parents, (2) Older brothers and sisters, etc. Compare solutions and discuss.
  4. Have students themselves write essays upon some of the more general and important problems.

## MATERIALS

1. Films - As recommended by film committee.
  2. Books - (1) Detjen and Detjen - Homeroom Guidance Programs.  
(2) Crawford, Cooley and Trillingham - Living Your Life.  
(3) V. G. C. Work Book - You and Your Future Growing Up.

The topic will include a consideration of sportsmanship as manifested by players and spectators, with a brief allusion to sportsmanship in the situations of daily life. It is felt that this latter and wider viewpoint of the topic will be dealt with from a different approach in other units. For a more complete outline of the contents, see the objectives.

## Significance

1. Athletics play a large part in the lives of youngsters at school. Increasing leisure in adult life permits the enjoyment of many sports beyond this period.
  2. The increasing commercialism and exploitation of champions and "stars" calls for a greater realization of true sportsmanship.
  3. The lessons of the playing field apply in all co-operative endeavor. On the field, group pressures may be utilized to great advantage. They are too strong to be ignored.

GRADE NINE

## OBJECTIVES:

1. To help the youngster to realize that true sportsmanship consists in:
  - a) Being a good team-worker - not playing to the grandstand.
  - b) Playing fairly - giving his opponent a square deal at all times.
  - c) Obeying a leader - his coach or captain.
  - d) Keeping his temper - when the game is going against him or the officials seem unfair or his team-mates let him down.
  - e) Winning without boasting and losing without excusing himself.
  - f) Getting the keenest pleasure from playing a good competitor.
2. To encourage each youngster to participate actively in organized sports - to make the team if he can - but if he cannot, to support it for all he is worth:
  - a) By attending the games.
  - b) By treating the opponents as guests.
  - c) By not criticizing the coach or officials.
  - d) By applauding good plays.
  - e) By congratulating the winners and cheering the losers.
3. To help each youngster to realize that there is nothing in the code of good sportsmanship which does not apply equally in classroom, home, club, or in public.

## ACTIVITIES:

## A. Introductory

1. Ask students to collect stories of good sportsmanship from newspapers, magazines, books.
2. Ask several students to relate to the class incidents which they have witnessed involving good sportsmanship.
3. Invite a well-known local athlete to discuss the topic with the class.
4. Produce in class a simple socio-drama based upon a sport appropriate to the season.
5. Place conspicuously in the homeroom a code of sportsmanship such as that by William J. Hutchins (Detjen and Detjen, page 104).
6. A week in advance, ask the class to watch for good examples of sportsmanship or examples of poor sportsmanship on the playgrounds.
7. Refer to a recent incident about the school to introduce the discussion.
8. Suggest that the pupils read one or more of:
  - Compton's Pictured Encyclopedia, E. 375
  - World Book Encyclopedia, "Willis, Helen", 7775
  - Matthew Arnold's "Tom Brown at Rugby"
  - "Just for Sport" by Wood, Bacon, and Cameron.
9. View "The Olympics of 1948" (Not very relevant). Discuss the Olympic Oath (See Teaching Aids).

## B. Developmental

1. Call upon each youngster to give his idea of the meaning of "A good sport." Discuss each as presented. List the ideas as true ideas or false ideas. (Attention is called to false idea number 2, p. 103 Detjen and Detjen).
2. Hold a panel discussion on "In the Grandstands."
3. Write an editorial for the school paper on "What Our School Lacks in Sportsmanship."
4. Write an account of the last school soccer game for your school newspaper. Some may write it from the point of view of the opposing school. Good sportsmanship in reporting should be stressed, although there will be differences in the two accounts.

GRADE NINE

5. Work out with the class a rating scale or check list suitable for evaluating the sportsmanship of an individual.
6. Divide the class into committees of five, six, or seven. Have each committee work out a code of sportsmanship.

## C. Culminating

1. Have the various committees present their codes of sportsmanship, and work out one for the class.
2. Record for a week, and report to the class, examples of good sportsmanship noted about the school, on or off the playground.
3. Make a report on the sportsmanship displayed in an inter-class or inter-school event, from the players' or the spectators' point of view.
4. Have the class score their school on "Sportsmanship on the Side-lines" after they have been hosts to a visiting team.
5. Have the youngsters rate themselves on the scale developed previously.
6. Discuss in class the advantages of good sportsmanship.

TEACHING AIDS

1. Books:
 

Allan, B., and Briggs, M.P. cl945. pp. 98-101	<u>Behave Yourself</u>	J.B.Lippincott
Allen, B., and Briggs, M.P. cl942. pp.134-136	<u>If You Please</u>	J.B.Lippincott
Boykin, Eleamor Chap. 13	<u>This Way Please</u>	MacMillan, cl940
Bullis, H.E. & O'Malley, E.E.	<u>Human Relations in the Classroom</u>	
Deleware State Society for Mental Hygiene, cl948. Chap. 16,17,20,22. Valuable for groups with special deficiencies.		Course 1
#Crawford, Cooley & Trillingham	<u>Living Your Life</u>	D.C.Heath
cl940. pp. 18-22		
#Detjen, M.E.F. & Detjen, E.W. Houghton Mifflin, cl940.	<u>Home Room Guidance Programs for the Junior High School Years.</u>	
Goodrich, Laurence B. cl939. pp. 8-10	"Sportsmanship," VIIA Prog. 6. <u>Living With Others</u>	American Book
#Law, Frederick Houk cl941. Chap. 7 & pp.45,74. Especially written for boys.	<u>He Got the Job</u>	Charles Scribner's Sons.
Ryan, Mildred G. cl940. Chap. 13, page 263.	<u>Cues for You</u>	D.Appleton-Century
Wood, Bacon & Cameron cl943. Splendid collection of sports stories and articles. A popular book in the library.	<u>Just for Sport</u>	J.B.Lippincott

## 2. Miscellaneous aids:

The Olympic Oath, taken by all participants:

"We swear that we will take part in the Olympic Games in loyal competition, respecting the regulations which govern them and desirous of participating in them in the true spirit of sportsmanship for the honor of our country and the glory of sport."

Relevant quotations:

"If you can't learn self-control, fair play and clean sportsmanship, try 'Solitaire', where you can fight and cheat the dummy."

"Beware of Athlete's Head. It does you more lasting harm than the much advertised athlete's foot disease."

## 3. Films as recommended by the film selection committee.

OBJECTIVES:

- To help the student to realize that money is an important item in home life.
- To help him to realize that "money does not grow on trees".
- To develop the idea that he must not expect more than his fair share of the family income.
- To develop some appreciation of a family's economic limits.

ACTIVITIESIntroductory

1. Have the class develop a family budget for a monthly income of (1) \$150. (2) \$250. etc. (Base this budget on a family with 2 children)
2. Introduce for discussion a topic such as the following: "Sadie needs a blouse; Dad needs a new pair of shoes. Who gets it?"

Developmental

1. Figure up how much a Grade IX pupil costs his parents per year including all direct and indirect expenses. Relate this to the budget developed above.
2. The Dominion Government Income Tax Department allows \$400. annual exemption to maintain a child per year. Figure out how this would be spent on individual student (include direct and indirect expenses)

Culminating

1. How much responsibility should the student take for economizing and how much responsibility must he leave to his parents?
2. Discuss - "How much is family quarreling and unhappiness due to financial difficulties?
3. Have each student figure out for his own private information what his allowance should be.

READING AIDS

1. Crawford, Cooley and Trillingham "Living Your Life". D.C. Heath & Co. 1940 pp. 233-235.
2. The Family Budget Book - distributed by the Royal Bank of Canada - 1947.
3. Detjen and Detjen - Homeroom Guidance Programs, Houghton & Mifflin Book Co. pp. 80 ff.

10. - TITLE Out-of-School Employment

This topic should follow consideration of "Your share in the family budget" with which it is intimately connected.

Probably the greater stress will be placed upon employment after school hours and on weekdays rather than vacation employment, since the former type is more timely at this stage of the school term.

SIGNIFICANCE

Out-of-school employment increased greatly during the war years and seems to have been maintained since that time at a fairly high level.

In some school communities there is a high percentage of pupils employed in out-of-school hours.

Pupils generally are likely to consider the remuneration aspect of part-time employment to the exclusion of other important factors - they do need guidance.

Out-of-school employment can provide fine experience in habits of responsibility, trustworthiness, courtesy and thrift, in the skills of meeting the public in business and of getting along with others, and in the ultimate selection of a vocation.

School counsellors may seldom have the chance of shaping that experience, but may be able to open the minds of these pupils to the possibilities.

**CTIVES:**

- To help the pupil to realize the opportunities offered by part-time employment:
- a. Developing traits of responsibility, trustworthiness, courtesy, co-operation.
  - b. Developing skills of interviewing, meeting people in business.
  - c. Learning about various types of work. Testing one's likes and dislikes.
  - d. Affording real pleasure or variety in one's daily or weekly routine.

To help the pupil to decide wisely whether he should seek part-time employment - and the amount desirable.

- a. Adequate time for: Study

Home responsibilities

Recreation and play activities

Sleep

- b. The necessity or desirability of providing or augmenting an allowance to ease the family budget.

To help the pupil to realize that part-time employment is a personal problem and that the decisions with regard to it should be based on his own personal circumstances - not on those of his classmates or friends.

**ITIES:**

ther a given activity is to be introductory, developmental, or culminating will end in part on the number of periods which can be devoted to the unit. The following suggestions are based upon consideration of this topic through two periods.

**roductory:**

Ask students to tell the class what part-time employment they have at present. List these upon the blackboard.

Initiate a class discussion on the advantages of such types of part-time employment. Elicit any disadvantages.

Having previously inquired about their experience, select certain students to give brief oral descriptions of their part-time jobs - including the duties, the time spent, and what they like about their jobs.

Select a small committee of boys (and one of girls if the class is a mixed one) to gather information from their classmates respecting the types of part-time jobs held by the members of the class. This information should include the duties, the time required, and remuneration.

Ask two or three students to prepare to relate to the class stories of persons who climbed the success ladder from a part-time job as a youth. (Suggest they try the biographies of inventors and scientists to be found in the school library).

**developmental**

Have the reports of the boys' and girls' committees presented to class. Discuss the advantages and opportunities presented by such types of employment.

Have the students previously selected relate the "success" stories. Try to elicit the point of these stories.

If discussion lags, bring to the pupils' attention the City of Winnipeg Application for Juvenile Employment Permit. The information required on this form touches several important points to be considered.

Relate to the class a story of a boy who had considerable home responsibilities. He had no opportunity to engage in part-time paid employment. Is he any less worthy than his friend who has a paper route? Is he missing something? Is he making up for this in any other way? (Putting first things first, enjoying greater satisfaction from home life because he is putting more into it.)

Discuss the factors which should be considered in seeking part-time employment. Elicit these from the class. Most of the important ones will be forthcoming.

C. Culminating

1. Have the class, in their notebooks, list in their own wording the factors brought out in the reports or discussions under the headings: "What part-time employment can offer" (Refer to objective 1) and "Should I seek a part-time job?" (refer to objective 2).
2. Some of the more mature and well-balanced part-time employed students may give a brief talk on "My Part-Time Job" to include the opportunities it offers and how it fits in with their daily routine and requirements.
3. A group of four, sufficiently interested, may debate the merits of two types of employment along the lines previously discussed.
4. Each student may write up, on a standard plan prescribed by the teacher, his part-time employment experience. This would form a useful addition to the student's personal file.
5. Reviewing the discussion of the opportunities afforded by part-time work, the teacher may suggest or elicit from the class the necessity of learning more about interviewing prospective employers, showing courtesy in business or getting along with fellow-workers. Some time might well be spent on this in the immediate future, in English classes, or when full-time employment is considered later in the term.

ACHING AIDS

There would seem to be little material bearing directly upon part-time employment, the following may be of some assistance:

## 1. BOOKS:

- Boykin, Eleanor - This Way, Please - Macmillan, 1940. Chapter 18.  
 Brewer, John M. & Landy, Edward - Occupations Today - Ginn, 1943.  
 Crawford, Cooley & Trillingham - Living your life - Ginn, 1943.  
 pp. 317-319 "Pin money".  
 Law, Frederick Houk - He Got the Job - Scribners, 1941. Chap. 11.  
 Stewart, J. H. - Young Canada Goes to Work - Ryerson, 1946. Pp. 11, 12.

2. City of Winnipeg Application for Juvenile Employment Permit
3. Films as recommended by the film selection committee.

SOURCE UNITSGroup IIA Study of Occupational Fields and Their Relationship to High School Courses

The eight units in this group are designed to provide a survey of occupational fields. It is felt that it is not possible to discuss courses offered in the high schools with any degree of intelligence and thus aid pupils to select their course of study after they have been offered some definite information in regard to occupations which are available in the world of work.

It is not intended that these occupations shall be studied in detail but Unit No. 13 provides a plan for studying an occupation if students wish to follow up specific occupations which are of interest to them. The teacher is expected to follow the interests of the class but time should be distributed with the idea that Group III-twelve units dealing with course selection, should be begun by March first. This is the third and final group of units in the Grade IX course and it is hoped that teachers will consider these 12 units as compulsory work for Grade IX. It is essential that students be briefed on the courses available in the high school before they make their selection toward the end of the school year.

Once again it should be stated that the following unit titles and methods are outlines only. The teacher may select, add to or develop the material as he wishes.

It should also be kept in mind that most of the students in Grade IX will have an opportunity in the Guidance periods in the Senior High School to study occupations in much greater detail than is possible at this time. The objective is to give a preliminary survey of occupations in order to provide a more or less sound basis for course selection.

The unit titles in Group II are as follows:

Unit 11-Classifying Occupations

This unit classifies occupations into 15 groups as set out in the Canadian Occupational Index, i.e. Agriculture, Fishing, Hunting and Trapping, Logging, Mining and Quarrying, Manufacturing and Mechanical, Construction, Transportation and Communication, Trade and Finance, Clerical, Professional service, Public Service, Recreational Service, Personal Service, Laborers, Other and Unspecified.

Unit 12-The Producing Occupations

To identify occupations related to the production of raw materials or the changing of raw materials into finished products, i.e. Agriculture, Fishing, Hunting and Trapping, Logging, Mining and Quarrying, Manufacturing and Mechanical, Construction.

Unit 13-The Service Occupations

To identify occupations which have to do with providing various services, i.e. Transportation and Communication, Trade and Finance, Clerical, Professional Service, Public Service, Recreational Service, Personal Service, Laborers, etc.

Unit 14-Analyzing an Occupation

To provide an outline for the study of an occupation.

Unit 15-Preparing Vocational Ladders

To develop the thought that there is a relationship between occupations within a group and that it is possible to rise in an orderly sequence from one job to another within an occupation.

Unit 16-Education-What is the School's place in Preparing for an Occupation.

An attempt to have the students realize that the school has a bigger objective than developing skills useful in specific occupations.

Unit 17-Relating Work to School Subjects

To show the relationship between school subjects and occupations.

Unit 18-Relating work to school courses in Manitoba

An introduction to the third group of units on "Choosing your High School Course".

+ + + + + + + + + + + + + + + +

THE TEACHER:

It is realized that it is very difficult for the classroom teacher engaged in a multiplicity of activities to devote a great deal of time to searching out information which is up-to-date and accurate on occupations and occupational opportunities. We realize also that the adequate presentation of the following lessons will involve on the part of the teacher a background or a readily available source of fairly accurate information. We are providing in the "Teacher Aids" following many of the units some material which we hope will be of value. However, this is a minimum and in many cases will not be sufficient to give the teacher information by means of which she may

answer questions or guide the development of the topics.

The following material has been sent out to all schools (April-1949) and will be in the library or in the hands of one of the guidance teachers:

- (1) 1 copy of "Young Canada Goes to Work".
- (2) 1 copy of "Homeroom Guidance"-by Detjen and Detjen
- (3) 1 set of Chamgaign Guidance Charts.

The following material may be requisitioned through the supply department or procured directly at a cost of 20 cents per copy by writing to the Vocational Guidance Centre, Ontario College of Education, University of Toronto, 371 Bloor St. West, Toronto 5, Ontario.

- (1) You and Your Future-Workbook on Occupations
- (2) Exploring Occupations-Unit 2 of above series
- (3) A copy of the catalogue of guidance materials available from the above source may be procured by writing and asking for it. It would be a very valuable possession to a teacher starting out on this work.

In the "Teacher Aid" following Resource Unit No. 12 we have listed a number of addresses where free and low cost material may be secured. The students should do most of the letter writing and in a very short time an adequate library of material may be built up.

Scrap books on occupations will soon be built up if the teacher is willing to send advice and supervision in classifying and arranging.

Occupational Information Monographs on a variety of titles are available from the V.G.C. at a cost of 6¢ each (See catalogue)

+ + + + + + + + + +

#### UNIT 11 - TITLE Classifying Occupations

##### OBJECTIVES:

1. To familiarize the students with the complexity of the occupational world.
2. To direct their thinking along the lines of differences and similarities in occupations.
3. To provide a frame on which all occupations may be classified.

##### ACTIVITIES:

###### A. Introductory - Introduce by asking questions similar to the following:

1. What is the total population of Canada?  
(See table page 41-Canada-1949) All figures following and in Teacher Aids are from this publication, giving figures from the last census in 1941  
Total population-11,506,655.
2. Is this figure likely to be greater today? Give reasons.  
Estimate for 1948-(pp 46)-12,883,000
3. How many of the above are gainfully employed?  
(pp 45) Males-3,613,045; Females-832,840; Total-4,445,885
4. What do these people do?  
The Classification of Occupations of the 1941 Canadian Census lists over 10,000 different occupations at which the people of Canada earn a living.  
Suggest that over 95% of workers are employed in about 150 occupations.

5. How might these occupations be classified into groups or families so that they might be studied together?
    - (1) Handwork; Brainwork  
or  
(2) Skilled; Semi-skilled and Unskilled
  6. What are the weaknesses in simple classifications like the above?  
(Very difficult to classify some occupations)
- B. Developmental
1. Would it improve the classification we made above if we added sub-headings  
e.g. (1) White collar workers  
(a) professional (b) proprietary (c) clerical  
(2) Skilled workers  
(3) Semi-skilled workers  
(4) Unskilled workers  
(a) laborers (b) servants
  2. The teacher may use her judgment about how many classifications she develops but should arrive at that given in the teacher-aid following as adopted by the Canadian Census Bureau. (Four groups are given in the teachers' material.)
  3. How many people work in each of the above groups in Canada?  
See table in Teachers' Aid or pp 45 in Canada 1949 or pp 41 You and Your Future.
  4. It might be interesting and instructive to
    - (a) Prepare a graph of the above information using colored chalk on the blackboard or
    - (b) Have one or more students graph this information for a classroom chart  
or
    - (c) Have all students graph the information in their workbooks for the following period.
- C. Culminating
1. Place the names of the 15 fields or groups on the board and taking the names of occupations from the class and in discussion with them try to develop a list of ten or fifteen occupations under each.
  2. Have the students copy these lists down and assign to them, either in class or as a home project, the task of adding five or ten more names to each.
  3. The teacher may take on herself the task of taking a newspaper to school or assign this to some or all students. Go over the help wanted columns for both males and females and classify the situations offered. In which occupational group is the demand greatest? Why? Is this because of conditions within the occupation? What other cause or causes might there be?
  4. The above project might be repeated using advertisements in the "Situations Wanted" column. Classify again. What occupations seem to have a surplus of workers?
  5. As a final activity the teacher should suggest that the above groups can be roughly broken into two large groups:
    - (1) The Producing Occupations-Those concerned with the production of raw materials or the changing of raw materials into finished products.
    - (2) The Service Occupations-those concerned with providing various services.  
Have students attempt as a preliminary to next week's lesson a break-up of the groups into these two classifications.
  6. If time allows the teacher may begin the building of her occupational library by assigning out addresses from the list after Unit 12 to selected students and have them write draft letters to be submitted to the class later ordering or asking for occupational material.

## TEACHER AIDS

1. You and Your Future-Unit I-Chapter IV has valuable information for this lesson.
2. See sheets attached--this information is sufficient to teach the lesson.
3. Canada-1949 Price 25¢ Department of Statistics, Ottawa, Ontario.
4. Canada Year Book-1949 Price \$1.00. King's Printer, Ottawa, Ontario.

Teacher Aid for Unit 11

1. Information dealing with Classification of Occupations.

Below are four possible classifications. Number IV is adopted in this plan of units as being suitable for this study because most of the available Canadian information is organized on this plan. Number I is suggested because it fits into our course arrangement in senior high school.

- I. 1. Industrial  
2. Commercial  
3. Professional
- II. 1. Agriculture  
2. Business  
3. Industry  
4. Homemaking  
5. Professions (and allied services)
- III. 1. Industry-makers of tangible things  
2. Transportation-those who face the business of distance  
3. Business-the builders of trade  
4. The Professions-those who employ their own special talents  
5. Personal Service-those who dispense the comforts of life  
6. Public Service-the stewards of the social system.
- IV. 1. Agriculture )  
2. Fishing )  
3. Hunting and Trapping ) The Producing Occupations  
4. Logging ) Connected with the production of raw  
5. Mining and Quarrying ) materials or the changing of raw  
6. Manufacturing and Mechanical ) materials into finished products.  
7. Construction )  
8. Transportation and Communication )  
9. Trade and Finance )  
10. Clerical ) The Service Occupations  
11. Professional Service ) Having to do with providing  
12. Public Service ) various services.  
13. Recreational Service )  
14. Personal Service )  
15. Laborers )  
16. Others and Unspecified
2. Information dealing with the distribution of gainfully employed workers to occupations.

Numbers gainfully occupied in Canada in each occupational group  
1941 Census - Age 14 and over.

| Group                            | Males     |                      | Females |                      |
|----------------------------------|-----------|----------------------|---------|----------------------|
|                                  | Number    | Per Cent<br>(approx) | Number  | Per Cent<br>(approx) |
| All Occupations                  | 3,676,563 | 100.0                | 833,972 | 100.0                |
| Agricultural                     | 1,064,847 | 29.0                 | 18,969  | 2.3                  |
| Fishing                          | 33,273    | .9                   | 65      | -                    |
| Hunting and Trapping             | 17,853    | .5                   | 259     | -                    |
| Hunting                          | 80,248    | 2.2                  | 2       | -                    |
| Mining and Quarrying             | 71,861    | 1.9                  | 25      | -                    |
| Manufacturing and Mechanical     | 573,574   | 15.6                 | 129,588 | 15.6                 |
| Construction                     | 202,509   | 5.5                  | 339     | -                    |
| Transportation and Communication | 254,591   | 6.9                  | 14,065  | 1.7                  |
| Trade and Finance                | 303,635   | 8.3                  | 82,836  | 9.9                  |
| Lerical                          | 182,823   | 5.0                  | 155,208 | 18.6                 |
| Professional Service             | 118,416   | 3.2                  | 126,445 | 15.2                 |
| Public Service                   | 358,970   | 9.8                  | 3,353   | .4                   |
| Recreational Service             | 7,653     | .2                   | 794     | .1                   |
| Personal Service                 | 144,726   | 3.9                  | 288,651 | 34.6                 |
| Labourers                        | 251,889   | 6.8                  | 11,655  | 1.4                  |
| Not Stated                       | 9,695     | .3                   | 1,718   | .2                   |

**NIT 12 - TITLE** The Producing Occupations

those occupations having to do with the production of raw materials or the changing of raw materials into finished products.

**OBJECTIVES:**

1. To identify a group of occupations having to do with the production of raw materials.
2. To classify these into the major sub-groups as set out in Unit Eleven.
3. To obtain some information about the occupations in these groups.
4. To provide a source of information to students who wish to secure additional information in regard to occupations in which they are interested.

**ACTIVITIES:****A. Introductory**

1. Place the names of the fifteen groups developed in Unit 11 on the board
2. Discuss the assignment given at the end of Unit 11 where the students were required to come prepared to divide the occupations into (1) Producing Occupations and (2) Service Occupations
3. In consultation with the class prepare the list of Producing Occupations-- i.e. (1) Agriculture, (2) Fishing, (3) Hunting and Trapping, (4) Logging, (5) Mining and Quarrying, (6) Manufacturing and Mechanical, (7) Construction.

**B. Developmental**

1. Attempt to prepare a list of general characteristics of the Producing Occupations, e.g. Largely outdoor, often involve moving from place to place, sometimes seasonal, great opportunity in times of prosperity, often possible to be your own boss, etc.
2. Discuss the list developed in regard to advantages and disadvantages. Do not be too dogmatic in stating which because what may be a disadvantage to one person may be an advantage to another.
3. If the class wishes the teacher may bring up topics such as--Possibilities for pension in these occupations, rapid changes in occupations of this type, Dominion-Provincial Youth Training Program, Place of Health in entering upon occupations of this type, etc.
4. In consultation with the class attempt to build up a list of 10-20 occupations under each of the headings, e.g. Agriculture-Beekeeper, Cattle farmer, dairy farmer, mushroom grower, nurseryman, poultryman, truckfarmer, market gardner, cowboy, farm foreman, fruit picker, farm laborer, fruit farmer (For complete list see Classification of Occupations, Eighth Census of Canada, 1941)

**C. Culminating**

1. Make a bulletin board display of clippings and pictures related to occupations in this field.
2. Announce plans to begin scrap books on occupations. Tell the students what is to be collected, what the plans are for arranging it (i.e. individual or a class project), what use is to be made of it, etc.
3. Draw the attention of the class to sources of occupational information which are already in the school e.g. "Young Canada Goes to Work". Any occupational monographs, etc.
4. Try to develop the interest of the class in securing reliable information in regard to the occupations. Explain to them that there are a great many businesses which put out information about their business in order to interest young people in following it for a career.

5. Using the addresses in the Teachers' Aid following this unit and dividing the class in whatever manner the teacher desires, assign the addresses to individuals or groups asking them to prepare letters which will later be sent out attempting to build up an occupational library.
6. The teacher should attempt during the week or at the beginning of the next lesson to read and correct the letters and supervise the mailing.

#### TEACHER AIDS

1. Address list following this unit.
2. "You and Your Future"-- Workbook published by the Vocational Guidance Centre, 371 Bloor St., Toronto 5, Ontario.
3. "Exploring Occupations" Unit II of above series.
4. "Young Canada Goes to Work"--J. H. Stewart, Ryerson Press, Toronto, Ontario. One copy of this book was sent out to all Junior High Schools in April, 1949.

#### Teacher Aid for Unit 12

Following is a list of Titles and Addresses which may be of use to the teacher who is interested in having students write for occupational material to build up an occupational library. This list is not intended to be all inclusive--it will provide starting point.

##### 1. Dominion Government

The Canadian Council of Education for Citizenship, 166 Marlborough Ave., Ottawa, Ontario, published a small pamphlet in 1946 entitled "Teaching Aids Obtainable from Departments of the Government at Ottawa". Price 10¢. Available by writing. This pamphlet is invaluable to the teacher and should be obtained immediately.

"List of Publications of the Dominion Bureau of Statistics"--Listing several several hundreds of publications issued by the Bureau each year. Free on request to Dominion Bureau of Statistics, Ottawa, Ontario.

"Canada Year Book"-1949-Paper Bound copy available to schools-\$1.00; or "Canada-1949" an abridged edition- 25¢-Dominion Bureau of Statistics, Ottawa, Ontario.

"Index to Classification of Occupations," Eighth Census of Canada, 1941" Free from Dominion Bureau of Statistics, Ottawa, Ont. (Useful in setting up occupational files, etc.)

"Occupational Trends in Canada, 1901-1941-Dominion Bureau of Statistics, Ottawa, Ontario. Cost 10¢

"Earnings of Wage Earners by Occupations". (Earning and unemployment Bulletin No. E-3) Dominion Bureau (Census Branch) of Statistics, Ottawa. 10¢

"Supply and Demand in the Professions in Canada-1945" -Dominion Bureau of Statistics-Education Branch, Ottawa, Ontario. 25¢

"Wage Rates and Hours of Labour in Canada"-1946 Annual Report, Department of Labor (Research and Statistics Branch) Free

"Government Publications: Annual Catalogue", King's Printer, Ottawa, Ontario

##### 2. Vocational Guidance Centre, 371 Bloor St. West, Toronto 5, Ontario. Send for Catalogue-Free on request

Workbooks-Units I, II and III-24 cents each

Monographs on occupations-about 40 titles 6¢ each

Suggestions to the Teacher of Occupations, 10¢  
V.G.C. Mailing Service-Cost \$10.00 per year-Investigate this.  
The School Guidance Worker-A Monthly Bulletin on Guidance-  
75¢ per annum-9 issues

3. Superintendent of Documents, Washington 25, D.C.  
Send for-United States Office of Education and other publications relating to education-1948 Free on request A catalogue Occupational Information and Guidance Bibliography, 1945. Vocational Division Bulletin 218 or more recent if released, 40¢ Vocational Guidance for Girls and Women. References and related information. Vocational Division Bulletin 25¢
4. Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois. Canadian Agents: W. J. Gage & Co., 82-84 Spadina Avenue, Toronto. Send direct for free material.  
Catalogues-
  - (1) The 100 best free and inexpensive guidance material of the past year. All U. S. Material. Part of S.R.A. Guidance service
  - (2) A Guidance Handbook of Books and Pamphlets, Periodicals and Service, Tests and Records. Free
5. Other Miscellaneous Addresses and Material:
  - (1) Your Future: Jobs for Young Canadians-Toronto Board of Education, Toronto, Ont. 1945 Free.
  - (2) Schools of Nursing in Canada-Canadian Nurses Association, Crescent Building, Montreal Free
  - (3) Enterprise at Work. The Financial Post, MacLean-Hunter Publishing Co., Toronto, 1946. A series of articles outlining how men have started businesses and made them a success. Apply.
  - (4) Free Press Monographs-London Free Press, London, Ontario. Series 1 ... \$.15 Series 2 ... \$.25
  - (5) R.C.A.F. Occupational Reviews-R.C.A.F. Headquarters, Ottawa, Ontario. Attention AMP/DDC One set free to a school upon application as long as they last.
  - (6) Canadian Broadcasting Corporation, 354 Jarvis street, Toronto, Ont. Reprints of talks on jobs. Free.
  - (7) Canadian Federation of University Women, c/o Registrar, Queen's University, Kingston, Ontario. Monographs 5¢ each (These are available locally from the current secretary of the Univ. Women's Club.)
  - (8) After College, What? National Tuberculosis Association, Personnel Service, Box A, 1790 Broadway, New York. Free
  - (9) Careers ahead in Agriculture, Bureau of Agricultural Education, State Education Building, Albany 1, N.Y. 1945. Free
  - (10) Careers for Youth in Life Insurance. Educational Division, Institute of Life Insurance, 640 East 42 Street, New York 17, N.Y. (Single Copies free)
  - (11) Insurance as a Career-Hartford Accident and Indemnity Co., Hartford 15, Conn. Free
  - (12) Boston University, 178 Newbury Street, Boston 16, Mass. 15 Career Monographs including Accounting, Finance, Home Economics, Journalism, Law, Medicine, Merchandising, Business Management, Physical Education, Physical Therapy, Music, Advertising, Personnel Work, Radio, and After High School-What? Free
  - (13) Simmons College, Boston 15, Mass. 6 monographs on Occupations Free.
  - (14) Fundamental Principles of Counselling-Mitchell Dreese, Guidance Reprint No.208, Science Research Associates, 228 S.Wabash Ave.,Chicago 4,Ill. 15¢

- (15) Counselling Young Workers, Jane F. Culbert, Vocational Advisory Service, 95 Madison Ave., New York, 1946. Free
- (16) Opportunities in Nursing. Nursing Information Bureau, American Nurses Association, 1790 Broadway, New York 19, N.Y. Free
- (17) Apprenticeship Act and General Regulations Governing the Training of Apprentices in certain Trades, Manitoba Department of Labor, Parliament Buildings, Winnipeg, Man. Free
- (18) Trapping for Profit-Hudson's Bay Co., Winnipeg, Man. Free
- (19) Preparing for Industrial Work-National Association of Manufacturers 14 West 49th Street, New York, N.Y. Free.

Other addresses are obtainable from the catalogues listed above.

#### JIT 13 - TITLE The Service Occupations

Occupations which have to do with providing various services.

#### OBJECTIVES:

1. To identify a group of occupations having to do with the provision of various services.
2. To classify these into the various sub-groups as set out in Unit eleven
3. To obtain some information about the occupations in these groups.
4. To provide a source of information to students who wish to secure additional information in regard to occupations in which they are interested.

#### ACTIVITIES:

This unit is a repetition of Unit 12.

##### A. Introductory

1. Place the names of the 15 groups developed in Unit 11 on the board.
2. In consultation with the class prepare the list of Service Occupations.  
i.e. (1) Transportation and Communication, (2) Trade and Finance, (3) Clerical  
(4) Professional Service, (5) Public Service, (6) Recreational Service,  
(7) Personal Service, (8) Laborers
3. Check off on the complete list the names of those occupational groups dealt with last week to show that all groups have now been included.

##### B. Developmental

1. Build up a list of 10-20 occupations under each heading. In the Teacher Aid following this lesson a partial list has been given so that the teacher may understand the type of occupation under each.
2. Prepare a list of general characteristics of the Service Occupations. This is not quite as easy as for the producing occupations but some points touched on might be--many of the occupations in this group are salary occupations (except the professional service); many are white-collar jobs; many have regular hours of employment; not seasonal; usually a fairly stable income but not large; often have pensions available after service; etc.
3. Which of the list developed above are advantages and which are disadvantages?
4. Using the figures in the teacher's aid after Unit 11 on numbers gainfully employed in each occupational group in Canada and the graph developed at that time, compare the opportunities in these groups for males and females.
5. Using the information on pages 200-202 on Earnings of Canadian Wage-Earners by Occupations-1941-"Young Canada Goes to Work", attempt to arrive at some conclusions in regard to number of weeks employed in the year and average weekly earnings.

C. Culminating

1. Make a bulletin board display of clippings and pictures related to the occupations in this field.
2. Collect material for scrapbooks and begin construction of books.

## ACHER AIDS

1. See "Teaching Aid" accompanying this lesson.
2. Occupations-Workbook of V.G.C.
3. "Young Canada Goes to Work."

acher Aids for Unit 13Names of some occupations in each group

1. Agriculture--Agricultural machine owner, Animal breeder, Beekeeper, Bird Breeder, Cranberry grower, Farmer, Fruit Farmer, Greenhouse gardener, Hog farmer, Horticulturist, Landscape architect, Market gardener, mushroom grower, nurseryman, poultryman, stock farmer, Tobacco farmer, Wheat farmer, Farm foreman, cowboy, Fruit picker, Farm laborer, Sheep shearer, Poultry farmer, etc.
2. Fishing--Clam digger, Crab fisherman, Doryman, Fisherman, Fishing foreman, Lobster fisherman, Fisheries manager, Oyster fisherman, Seal Fisherman, Whaler.
3. Hunting and Trapping--city guide, guide, hunter, trapper.
4. Logging--Logging contractor, Woods superintendent, Boom boss, Logging foreman, Head bucker, Overseer, Cruiser, Forest ranger, Towerman, Axeman, Barker, Boom man, Bucker, Chute tender, Faller, Hog man, Limber, Lumberjack, Pondman, Riverman, Swamper, Tiemaker, Togler, Tongsman, Toffer, Zoogler.
5. Mining and Quarrying--Mine manager, quarry superintendent, mine foremen, shift boss, underground foremen, car dropper, flume man, grisslyman, jerryman, mucker, powderman, slater, stacker, tippler, winzeman, brattice man, cager, diamond driller, miner, prospector, caser, channeler, trimmer, etc.
6. Manufacturing and Mechanical Occupations--Bakor, blacksmith, bleacher, boiler-maker, bookbinder, butcher, compositor, cooper, dressmaker, machinist, mattress-maker, mechanic, miller, milliner, moulder, patternmaker, printer, shoe repairman, stonecutter, tailor, upholstorcer, weaver, etc.
7. Construction--Builder, contractor, building inspector, bricklayer, carpenter, electrician, painter, plasterer, plumber, steel worker, etc.
8. Transportation and Communication--Ambulance driver, baggage agent, brakeman, busdriver, harbourmaster, locomotive engineer, locomotive fireman, longshoreman, pilot, telephone operator, train conductor, yardmaster, lighthouse-keeper, truckdriver, streetcar motorman, etc.
9. Trade and Finance--Advertisement writer, auctioneer, bank inspector, banker, bill collector, bond dealer, bookseller, bailiff, commercial traveller, insurance agent, floorwalker, stationer, tobacconist, window dresser, real estate salesman, parcel wrapper, mannequin, grain speculator, pawn broker, newsboy, grocer, etc.
10. Clerical Occupations--Accountant, actuarial clerk, auditor, bank cashier, bookkeeper, comptometer operator, private secretary, stenographer, typist, office boy, mail clerk, court reporter, room clerk, etc.
11. Professional Service--Aeronautical engineer, analytical chemist, anthropologist, astronomer, author, architect, cartoonist, clergyman, chiropractor, dentist, meteorologist, veterinary, nurse, dietitian, journalist, judge, sculptor, pianist, musician, teacher, taxidermist, lawyer, doctor, etc.
12. Public Service--Fireman, health inspector, sailor, soldier, postman, motion picture censor, policeman, dog catcher, lifeguard, truant officer, etc.
13. Recreational Service--Acrobat, actor, chorus girl, jockey, prize fighter, projectionist, usher, ventriloquist, etc.

14. Personal Service--Airplane hostess, barber, beautician, caterer, chef, cook, dentist's assistant, elevator man, hotel manager, manicurist, janitor, laundress, undertaker, valet, waiter, waitress, etc.
15. Laborer--All manual work and unskilled.

Not Classified--Homemaker.

## IT 14 - TITLE - Analyzing An Occupation

## JECTIVES

1. To provide the student with information on how to study an occupation.
2. To provide practice in analyzing one or more occupations.
3. To lead the young who are about to select an occupation to think of other things about an occupation than the salary earned, etc.

## IVITIES

Introductory

1. Provide each student with a small piece of paper and ask each to write on it
  - (a) His name
  - (b) The name of one occupation about which he would like information.
2. Discuss with the class the things that would be important in selecting an occupation, trying to build up as many as possible of the points given in the outline in the "Teachers' Aid" following this Unit.

Developmental

1. Distribute mimeographed sheets (prepared beforehand) from suggested copy in Teacher's Aid) which contain spaces for answers to numerous questions about the occupation.
2. Either read off the questions or distribute sheets containing the mimeographed questions.  
NOTE - The teacher may use her own judgment but it has been found desirable when cutting the stencil to combine the questions with spaces long enough for the answers. This makes a fairly lengthy stencil but is easier to interpret after it is filled in because the question and answer are together.
3. The teacher should select one occupation and in consultation with the class-using "Young Canada Goes to Work" and the V.G.C. Monograph on the occupation fill in the information.
4. Have the students make a similar study of the occupation which they named in the "Introductory Activity" filling in all information which they know and that which is available from sources at hand.

Culminating

1. Assign the task of obtaining answers to the questions not filled in above.
2. Use this period as a motive to have students write letters to sources given in Unit 12 in order to secure other necessary information in regard to the occupation that they have selected.
3. Use other methods as desirable for obtaining information as suggested in "Teacher's Aid" to this lesson.

HING MATERIAL

1. "Young Canada Goes to Work".
2. See material following this unit. This should be mimeographed beforehand.
3. Monographs.

Check List for Studying an Occupation

- (1) History and Importance

- a.
- b.
- c.
- d.
- e.
- f.

GRADE NINE

(2) Nature of the Work

- a.
- b.
- c.
- d.

(3) Working Conditions

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

(4) Qualifications Necessary for Entry and Success

- a.
- b.
- c.
- d.

(5) Preparation Needed

- a.
- b.
- c.
- d.
- e.
- f.
- g.

(6) Opportunities for Advancement

- a.
- b.
- c.
- d.
- e.
- f.

(7) Remuneration

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

(8) Advantages

- a.
- b.
- c.
- d.
- e.

(9) Disadvantages

- a.
- b.
- c.
- d.
- e.

(10) How to get started toward the Occupation

- a.
- b.
- c.
- d.

(11) Related Occupations

- a.
- b.
- c.
- d.
- e.
- f.

Check List of Studying an Occupation Question Sheet

(1) History and Importance

- a. Brief history of the occupation particularly in Canada.
- b. How the occupation serves society - its importance to society.
- c. Number employed in the occupation in Canada, Manitoba, Winnipeg.
- d. Is the number increasing or decreasing?
- e. Are the workers widely distributed throughout Canada or are they localized in certain centres?
- f. If localized, where are the chief centres?

(2) Nature of the work

- a. What does the worker do? Consider a typical day.
- b. Is the work chiefly of a manual nature, or is it mental or both?
- c. Is the work highly repetitive or is it varied?
- d. Is the work stimulating, in that new problems are continually appearing?

(3) Working Conditions

- a. Indoors or outdoors?
- b. Do workers sit or stand?
- c. What are the general sanitary conditions?
- d. What are the working hours?
- e. What hazards are there?
- f. Work alone or with others?
- g. What kind of fellow workers will one have?
- h. What organization is there among the workers?
- i. How important is membership in this organization?
- j. What are the opportunities for vacation and recreation?

(4) Qualifications necessary for entry and success.

- a. What physical qualities are necessary - strength, endurance, good hearing, good eyesight, height?
- b. What degree of intelligence and emotional stability?
- c. What other personality traits - initiative, ability to co-operate, persistence, leadership?
- d. What special aptitudes are required?

(5) Preparation Needed

- a. What general education and special training is necessary or desirable?
- b. How and where may this training be secured- schools, colleges, apprenticeships, etc.
- c. How long does it take to obtain this training?
- d. How much does the training cost?
- e. Are there scholarships or other ways to help pay for this?

- f. Where can information be obtained about scholarships, etc.
  - g. Is it necessary to purchase much equipment to get started in this occupation?
- (6) Opportunities for Advancement
- a. How does one enter the occupation?
  - b. At what age approximately do people enter the occupation?
  - c. Is it a blind-alley occupation?
  - d. What are the average periods of service at different levels in the occupation?
  - e. Is the occupation over-crowded?
  - f. What supervisory or administrative jobs in the field lie ahead?
- (7) Remuneration
- a. What annual earnings may one expect at first?
  - b. What are the average annual earnings of experienced workers?
  - c. What are exceptional earnings?
  - d. Is the occupation a seasonal one or is employment regular?
  - e. Are there many lay-offs, or have there been many lay-offs because of strikes?
  - f. What is the life-length of the occupation?
  - g. How are earnings affected as one advances in age?
  - h. Are workers paid a salary, wage, or commission?
  - i. Is remuneration paid weekly, monthly or at irregular intervals?
  - j. Are profit sharing or bonus systems in operation in the occupation?
  - k. Are there provisions for pension on retirement?
  - l. Are there any other compensations such as unemployment insurance, sick benefits, vacations, etc.
- (8) Advantages
- (a) What to you are the main advantages of this occupation with respect to:
    - 1. History and importance
    - 2. Nature of the work
    - 3. Working conditions
    - 4. Qualifications necessary to enter and succeed
    - 5. Preparation needed
    - 6. Opportunity for advancement
    - 7. Remuneration
- (9) Disadvantages
- What to you are the main disadvantages of this occupation with respect to:
- a. History and importance
  - b. Nature of the work
  - c. Working conditions
  - d. Qualifications necessary to enter and succeed
  - e. Preparation needed
  - f. Opportunities for advancement
  - g. Remuneration
- 10) How to Get Started Towards the Occupation
- a. What school subjects are particularly important in training for this occupation?
  - b. What hobbies and extra-curricular activities will help?
  - c. What spare-time and holiday work experience will prove valuable?
  - d. What type of extra reading might help?
- 11) Related Occupations
- a. What occupations are similar with respect to the nature of the work?
  - b. What occupations are similar with respect to working conditions?
  - c. What occupations are similar to this one with respect to qualifications necessary to enter and succeed?

- d. In what other occupations would training for this one stand you in good stead?
  - e. If you cannot complete the training necessary for the occupation, what others are there which are somewhat similar but which do not require as much training?
- - - - -

#### Some Sources of Occupational Information

- a. Interviews with workers in the occupation.
  - b. Interviews with employers of workers in this occupation.
  - c. Observation of workers at work.
  - d. Trade magazines, daily papers, periodicals.
  - e. Printed monographs on occupations.
  - f. Dominion Government publications such as - Labour Gazette, Employment Situation in Canada, Canadian Census Volumes, etc.
  - g. Calendars of trade and professional schools.
  - h. Books and pamphlets on occupations.
  - i. Try-out experiences in occupations.
  - j. Occupational information files in schools and libraries.
  - k. Motion pictures.
  - l. Radio programs.
  - m. Biographies.
- - - - -

All of the above material is taken from publications of the Vocational Guidance Centre, 371 Bloor Street, Toronto 5, Ontario.

#### ' 15 - TITLE Making Vocational Ladders

To a number of pupils "drop-out" at the grade nine level or in the first few months of grade ten, they should be made aware of the relative merits of "blind alley" jobs and jobs in which advancement may be gained through adequate preparation during the "in training" period of employment.

#### CTIVES

To train pupils who may leave school early, to analyze vocations on the basis of possibilities for advancement.

To impress upon all pupils the importance of selecting their careers early so they may choose courses of study that will provide them with the necessary educational background to enable them to qualify for advancement in their chosen vocations, when the opportunity arises.

#### VITIES

##### Introductory

1. Pupils may list occupations which they consider offer few opportunities for advancement.
2. Each pupil may be requested to interview one or more qualified persons to discover the road that a beginner must follow in order to reach the top of his chosen vocation.
3. Read career biographies to determine how successful people gained advancement in their vocations.

##### Developmental

- .. Have class discussion on "blind-alley" jobs.
- .. Allow a number of pupils to report their interviews or give reports on their reading.
- .. On the blackboard draw vocational ladders on the basis of suggestions from the pupils.

Examples:

- a. Studio helper, cameraman, portrait photographer
- b. Junior sales person, salesman, head of stock, assistant buyer, buyer.
- c. Apprentice, journeyman, shop foreman, superintendent, master plumber
- d. Waitress, kitchen supervisor, tea room manager
- e. Bank messenger, clerk, teller, cashier, vice-president
- f. Police patrolman, sergeant, lieutenant, captain, chief.
- g. Beauty shop apprentice, operator, demonstrator.

Culminating: Have the pupils:

- 1. Make copies of the ladders in their notebooks.
- 2. Write a paragraph dealing with "blind-alley" jobs.
- 3. Write a brief biography of a successful career man.
- 4. Write an imaginary autobiography showing how they prepared themselves for promotion up the ladder to attain success in a chosen vocation.

ACHING AIDS

- 1. Paul W. Chapman, Occupational Guidance, Turner E. Smith & Co. 1937.  
(This book gives a number of career stories in brief form.)
- 2. Detjen & Detjen, Home Room Guidance Programs for the Junior High School Years.  
Houghton Mifflin Co. 1940.
- 3. Vocational Films.

IT 16 - TITLE Education - What is the School's Place in Preparing its Students for an Occupation.

GNIFICANCE

We believe that the large number of pupils who drop out of school as soon as the law allows do so not for financial reasons or because of inability to carry the course they are taking but because they do not appreciate the value of education and are therefore indifferent to it. It may be true that many young people who attend the general course in high school would be better off in industry or trade schools but it is still true that far too few young people complete their high school course.

ECTIVES

- 1. To make the students think about their part in education.
- 2. To draw their attention to the liberal or cultural value of education as opposed to the purely utilitarian value.
- 3. To provide the pupil with motive and desire to do his or her part in obtaining an education which will fit his or her needs.

IVITIESIntroductory

- 1. Suggest to the pupils that all of them fit into one of five groups:
  - (1) Those who are determined to finish high school and go on to University.
  - (2) Those who plan to finish high school or technical school and then go to work.
  - (3) Those who are quite undecided about staying in school after Grade IX.
  - (4) Those who have not thought anything about it. If a pretty good job turns up they will take it; otherwise they may just go on to school.
  - (5) Those who have definitely decided to stop as soon as they finish Grade IX or as soon as they reach the age of compulsory school attendance.This unit is designed to help members of Groups (2) to (5).
- 2. Imagine that the Dominion Government has given your class the task of regulating the salaries of every kind of worker or professional person in the country. Draw up a list indicating those that you will pay the highest salaries. Make a list of those that you will pay the least. Have you followed any observable trend as far as education is concerned? Are there any conclusions to be drawn from the above?

Developmental

- 1. List some important causes of unemployment. Are any of these related to the amount of preparation the person may have? Explain.
- 2. Make a list of subjects in high school which you think everyone should take. Justify these.
- 3. Would it be fair to pay people on the basis of the time and effort they spent in preparation for their vocation? Why or why not?

4. What is the law of supply and demand? How does it apply to the value of potatoes? to human labor? Has education anything to do with it?
5. Why is the need for education greater in a nation in which the people have large voting powers than in a nation that is ruled by one person or by a small group of dictators? Explain.
6. Is the school solely a place where you learn to find the answers to problems in arithmetic, learn the capital cities of the provinces of Canada or learn how to spell? If not, what are some of its other functions?
7. It is stated that the function of the school is to fit the individual to take his place as a mature individual in the world. What would you have to gain from the school to consider yourself a mature individual? (Suggested answers - the ability to get along with others, good health, honesty, dependability, graciousness, courtesy, cleanliness, good diction and address, good manners, good use of leisure time-reading, sports, etc. How can the school help you to obtain the above?)
8. Do you think the school should place more stress on what you learn rather than on how you learn?
9. Should education be provided free to all boys and girls? This may lead to a discussion of cost of education in Canada, in Winnipeg, in elementary, in junior high, in high school.
10. Every vehicle requires a driver, is anybody driving your vehicle on the journey through life?

#### Culminating

1. Divide the class into a number of groups. Ask them to interview one person who completed his high school education.
  - (a) Were you able to get a better job because of a high school education?
  - (b) Can you earn more money? Advance in promotion more rapidly?
  - (c) Have you more and better friends because of it?
  - (d) Are you better able to meet people socially?
  - (e) Do you get more pleasure out of life because of what you learned in high school?
  - (f) Are you able to do more good than you otherwise could? etc.
2. Organize a debate upon a question similar to the following; "Resolved - that everyone should be required by law to finish Grade twelve or to continue in school until they have reached the age of twenty".

#### ADING AIDS

1. One Hundred Guidance Lessons - Endicott (Available on loan from the Margaret Johnson Memorial Library in the basement of the Parliament Buildings.)
2. Canada 1949 -- for cost of education in Canada.

#### 17 - TITLE Relating Work to School Subjects

#### IFICANCE

st teachers hear the remark from time to time - "Why do we have to study \_\_\_\_\_"? We have tried to suggest an answer to this in a general way in Unit 16, but we feel that this should be followed up with a more definite justification in a special lesson.

#### CTIVES

To lead the students to realize that school subjects are definitely related to cations.

To provide a better motivation for study of these subjects.

**IVITIES**Introductory

1. List on the board all the subjects taken by the class.
2. Explain that the particular function of the junior high school is to provide students with a wide range of subjects so that they may later decide which ones they are interested in and would like to follow up in the senior high school.
3. Suggest to the class that interest in or liking for a subject may indicate a possible occupational choice because many occupations are closely related to school subjects.

Developmental

1. Using the material in the "Teacher's Aid" (reproduced from pages x and xi of "Young Canada Goes to Work") and the list of subjects on the Grade IX curriculum from 1. Introductory Activities, prepare a list of occupations related to each subject.
2. Champaign Guidance Charts - (a booklet containing a set of these charts was sent out to all junior high schools in Winnipeg in April 1949). Go over with the class those charts which seem applicable to the junior high school course - i.e. Art, English, Dramatics, Speech, Foreign Languages, Home Economics, Shops - select the ones related to the shops which the boys are taking, Mathematics, Music, Physical Education, Sciences, History, etc.
3. See "You and Your Future" - Workbook of the V.G.C. pp 13. This material is more or less a repetition of that given above but may be used in place of either of the above or in addition to it.
4. Prepare a table similar to the following:

| 1 | 2 | 3 |
|---|---|---|
|   |   |   |

In column 1 of the table make a list of all the school subjects you are taking this year. In Column 2, indicate with an "X" those subjects which have general value in all occupations. In Column 3 after the name of a subject write the names of two occupations in which training in the subject might be of particular value.

Culminating

1. Arrange a display of Champaign Guidance Charts by taking them from the booklet and mounting them on stiff cardboard and then post them in prominent positions around the wall.
2. Have students prepare oral talks on topics such as "Why Study Mathematics", or "Foreign Languages" or "English" or "Social Studies" or "Science".

HING MATERIAL

1. Champaign Guidance Charts.
2. "Young Canada Goes to Work"
3. "You and Your Future" - V.G.C. Workbook
4. Teaching Material following this lesson plan.

HING AID FOR UNIT 17

pp.x and xi "Young Canada Goes to Work".

Relating Work to School Subjects

Advertising  
Copy Writer  
Novelist  
Feature Writer  
Radio Announcer

English  
Script Writer  
Teacher  
Proof Reader  
Reporter  
Compositor

Stenographer  
Clergyman  
Actor  
Salesman  
Private Secretary

Economist  
Museum Work  
Librarian

History  
Legislator  
Anthropologist  
Radio Announcer

Historian  
Archaeologist  
Teacher

Accountant  
Architect  
Estimator  
Surveyor  
Physicist

Mathematics  
Auditor  
Draughtsman  
Engineer  
Statistician  
Appraiser

Bookkeeper  
Bunker  
Actuary  
Astronomer  
Broker

Chemist  
Nurse  
Radio  
Repair  
Machinist  
Lab Technician

Science  
Dentist  
Druggist  
Welder  
Engineer  
Photographer

Doctor  
Paint Maker  
Electro Plater  
Electrician  
Photo Engraver

Agronomist  
Nursery man  
Chemist  
Oculist  
Pediatrician  
Botanist

Biology  
Forester  
Bacteriologist  
Chiropodist  
Osteopath  
Surgeon  
Anatomist

Horticulturist  
Pharmacologist  
Chiropractor  
Pathologist  
Entomologist  
Occupational Therapist

Annealer  
Architect  
Electrician

Physics  
Engineer  
Heat Expert  
Hydraulics Expert

Teacher  
Radio Technician  
Research Work

Archaeologist  
Librarian  
Editor

Latin  
Priest  
Pharmacist  
Writer

Teacher of Latin  
Museum Work  
Geologist

Personnel Worker  
Social Worker  
Immigration

Social Science  
Clergyman  
Placement Officer  
Claims Agent

Teacher  
Truant Officer  
Teller

Accountant  
Banker  
Credit Man  
Research Worker

Economics  
Economist  
Lawyer  
Broker  
Social Service

Sales Manager  
Teacher  
Statistician  
Placement Counsellor

Assayer  
Geologist  
Metallurgist

Geography  
Meteorologist  
Seismologist  
Surveyor

Topographer  
Petrographer  
Immigration Officer

Consular Service  
Shipping Clerk  
Foreign Correspondent

Modern Foreign Languages  
Airways  
Travel Bureau  
Interpreter

Wireless Operator  
Banker  
Research Scientist

Advertising  
Fashion Design  
Engraver  
Cartographer  
Cartoonist

Art  
Letterer  
Engineer  
Art Teacher  
Retoucher  
Draughtsman

Architect  
Photographer  
Interior Decorator  
Set Director  
Sign Painter

Music Critic  
Choir Master  
Music Teacher  
Violin Maker

Music  
Radio Announcer  
Vocal Conductor  
Concert Master  
Organ Tuner

Music Store Clerk  
Impressario  
Piano Accompanist  
Piano Tuner

Costume Designer  
Stylist  
Food Inspector  
Demonstrator

Home Economics  
Teacher  
Caterer  
Dietitian  
Interior Decorator

Food Chemist  
Club Manager  
Research Worker  
Cook

Draftsman  
Auto Repair Man  
Mechanic  
Polisher

Industrial Arts  
Cabinet maker  
Electrician  
Carpenter  
Leather Worker

Locksmith  
Bench Hand  
Boiler Maker  
Welder

#### NIT 18 - TITLE Relating Work to School Courses in Manitoba.

##### IGNIFICANCE

This is a follow-up of Unit 17 and is intended to lead from study of occupations as suggested in Units 11 to 17 to "Choosing a Course", the topic for Units 19 to 30.

##### EJECTIVES

1. To help the student to understand that subjects are together to form courses.
2. To aid him to understand the plan of grouping and the underlying reasons.
3. To point out the importance of making a correct choice at this time.
4. To aid the pupil to see that choice of course is woven in with choice of vocation and that one cannot be done without the other being considered.

##### CTIVITIES

###### Introductory

1. Place the list of subjects offered in the junior high school on the blackboard - as was done in Unit 17.
2. Show how some of these are "compulsory subjects" and some are "Elective subjects". Explain the difference and find out how their election of elective subjects has been made in the past.
3. Discuss the reasons for making the choice as offered by the class. Which of these are good bases for taking subjects and which are bad.
4. What is a "course"? (A group of subjects which one takes in order to prepare for a definite field of work).

5. What makes up a "course"? (a group of "electives" plus a group of "core" subjects.)
6. Why are courses necessary? Why are students not all offered the same subjects? (the complexity of subjects offered in the senior high school makes it necessary to divide them so that students make a choice among them)

B. Developmental

1. What courses are offered in the high schools of Manitoba? (General, Commercial, Industrial, Home Economics, Agriculture)
2. Should students have definite information about these courses before they decide which one they wish to select in the high school? (It should be explained that the students must make their selection quite early in the year so that high school principals may arrange their classes for next year. It is possible that senior high principals will ask for a temporary choice to be made this year by about March first due to the crowded situation developing over the extension of the length of time required and the failure of the technical-vocational school to open in September 1950 as originally planned)
3. List as many occupations as you can which require a University education and thus a General Course in High School.
4. Do the same for the Commercial Course; the Industrial Course; the Home Economics Course.
5. Suggest to the class that they do not necessarily need to select a definite vocation at this time if they are finding it difficult to make up their minds. They are primarily interested now in making the next step wisely so that they may not lose time or make a costly mistake - this next step is to choose their high school course for the year 1950-51. The next group of units is designed to help the teacher to help the student to "Choose his High School Course" wisely.
6. Some discussion should be centred around - why is it important to choose wisely now.

C. Culminating

1. Prepare a bulletin board or scrap book display by printing the names of the courses in the centre of large sheets of cardboard. List the names of the subjects - core and electives and then the names of some vocations or vocational fields leading from the course. This may be combined with pictures and clippings from periodicals.
2. It is suggested that the teacher select one or more of the film strips or films off the list provided entitled "Films Available for Grade IX" to show at the end of this period to close this section of the course.

EACHING MATERIAL

1. Film selected from "Film List".
2. Program of Studies for the High Schools of Manitoba - the superintendent's Department are making an effort to secure enough copies of this book to provide one to every Grade IX teacher.
3. If the "Program of Studies" is not available - the teacher may obtain a fair knowledge of courses in the senior high school by referring to the Guidance material that was sent out last spring outlining the courses offered or by looking over Group III of this series of units.
4. "Choosing Your Course" - Smith and Bacon - this book is in many of the school libraries and although it is based on schools of the United States and is not particularly applicable to Manitoba, it has some material that can be used.

THIRD GROUP OF RESOURCE UNITSCHOOSING YOUR HIGH SCHOOL COURSE - 12 UNITSINTRODUCTION

We have attempted in Group II to survey the occupational field. We shall now:

1. Try to learn all we can about the individual.
2. Relate the two elements - the occupation and the individual.
3. Choose a course for high school suited to the occupational and personality needs of the individual.

We will attempt to fulfill the above objectives in a series of twelve resource units as follows:

- Unit No. 19. Important factors governing the individual's chances of locating a suitable occupational field.
20. The Senior High School Program in Manitoba - a general survey.
  21. The General Course - A, B, C, D.
  22. The Commercial Course: The Agricultural Course.
  23. The Industrial Course: The Home Economics Course,
  24. The Technical Vocational High School.
  25. Choosing a Course - What factors should be considered in choosing a course.
  26. Choosing Your Course - Placing Unit No. 25 on an individual basis.
  27. Relating Occupations and Individuals.
  28. Making the Selection.
  29. Completing the Selection.
  30. The Interview.

It is hardly necessary to remind the teacher that the above material is essential for each student in Grade IX who is planning on proceeding to the Senior High School. It is hoped that each teacher will consider this group of units compulsory and will take the steps outlined to present this material to the students. Any method which the teacher feels is adequate may be followed and it is realized that changes must be made to fit local conditions. However, it is hoped that sufficient time and effort may be devoted to this group of units to cut down the amount of course changing in high school which, in the past, has been too great.

\*\*\*\*\*

RESOURCE UNIT NO. 19FACTORS IN SELECTING AN OCCUPATIONAL FIELDSIGNIFICANCE

This unit is an attempt to relate the study of occupations to school courses.

OBJECTIVES

- , To develop a list of factors important in choosing a vocation.
- , To show that education and training are important factors in this list.
- , To suggest some ways of obtaining this education and training in Manitoba.

ACTIVITIES• Introductory

- (a) Is it possible to make a list of facts about the pupil that governs chances of finding a suitable occupation?
- (b) If so, what would some of the important factors in this list be. (Interests, learning ability, special abilities, personality, out of school experiences, hobbies, etc., employment opportunities, Education and training).

• Developmental

- (a) Try to bring the class to select "education and training" from the list above as one of the factors that must be met now.
- (b) What are some of the ways of meeting this demand immediately? (Continue in school in a course which will fill some of the needs of the vocational field in which the individual is interested.)
- (c) What are some subjects which would be of value, no matter what occupation the individual planned on entering? (Health, P.T., English, Social Studies, Science, Mathematics - "Core Subjects") Justify each.
- (d) What subjects might be offered to students as options to meet vocational needs? (electives or options - Home Ec., Languages, Industrial Arts, Typing, Shorthand, Algebra and Geometry, etc.)

ACTIVITIES• Culminating

- (a) Would it be possible to supply courses to meet all subjects of vocational interest to all students? (No - because of complexity)
- (b) What are the main general areas of occupational interest which should be met? (University, office work, nurses, teachers, trades, homemakers)
- (c) What avenues are open to students whose vocation interests are in fields other than those mentioned above? (trade colleges, business colleges, barber schools)
- (d) What would be the advantage of continuing in high school for a few years before entering the above specialized schools?

MACHING AIDS

"Young Canada Goes to Work" - Ch. IX

.....

SOURCE UNIT NO. 20THE SENIOR HIGH SCHOOL PROGRAM IN MANITOBAOBJECTIVE

To stimulate the pupil to consider the high school courses in relation to himself, with the object of having him decide wisely his general pathway in the future.

To stress to the pupil the vital importance of his decision relative to the school at the end of Grade IX.

To give a general overview of the courses offered in Manitoba high schools.

ACTIVITIESIntroductory

Pathways - Draw from the class the various pathways of the Grade IX pupils next September.

- (a) Pass to Grade X - enter high school. This is the majority group and the one whose interest we are to follow.

- (b) Go "to work" - no particular stress at this time of year.
- (c) Repeat Grade IX. The emphasis should not be on this as a "penalty". Repetition may be necessary for any effective work in high school or to achieve Grade IX standing for entry into certain occupations or into apprenticeship in certain trades.

#### Developmental

- (a) Why a high school education? (cultural and economic values)
- (b) Does it make any difference which course I choose?
- (c) To what extent should the high school equip students for jobs? (trades, office-work, etc.)
- (d) To what extent should the high school provide cultural training? (social studies, languages, music, art, social behaviour, human relations)
- (e) How does dropping out of school at Grade IX (or before high school graduation) limit one's future? (jobs, promotions, leisure time outlets)
- (f) Would the above necessarily be true with all individuals?

#### Culminating

- (a) School Courses: The new program for the senior high schools of Manitoba is developed in five courses:  
General Course - which can be sub-divided into four groups all with varying options.
  - (1) Pupils who, besides the core subjects take formal mathematics and two languages.
  - (2) Take formal mathematics and one language.
  - (3) Take formal mathematics and no language.
  - (4) Take general mathematics and no language.

(Success in the general course on plans (1) and (2) leads to university entrance. Plans (3) and (4) do not.)

Commercial Course  
The Industrial Course  
Home Economics Course  
Agricultural Course  
(At this time, these courses are only mentioned. Full details will be given in later weeks.)

- (b) Explanation of Terms:

- (1) "Core Subjects" - subjects which every student must take: (English I, Social Studies I, (Geography), Science I, Health and Physical Education, Guidance I, Mathematics I or I A.)
- (2) "Options" or "electives" - Subjects which may be selected in addition to "Core Subjects". Some of these are needed to complete the requirements in any course. Their selection is based on the needs and interests of the individual student and on what the high school can offer.
- (3) "Levels" - In the new provincial program the term "grade" has been replaced by "level". "First level" corresponds with "Grade X", "second level" will in general require two years of work, "third level" is the equivalent of first year university.

Course Length and Certification - Under the former program two years of successful work on an appropriate course were required for university matriculation, or high school leaving. Under the new program, three years will be the usual length of the course. Some students may be accelerated to make possible matriculation at the end of the second year of high school.

- (c) Discuss and explain the new levels One, Two (A) and (B) and Three.
- (d) Explain accelerated course and prerequisites.

N.B. Preparation for next week's lesson - mimeograph copies of material on General Course for each student.

ACHING AIDS

Program of Studies for High Schools of Manitoba.

SOURCE UNIT 21 - THE GENERAL COURSEJECTIVES:

To provide the pupil with information on the various forms of the General Course.

TIVITIESIntroductory

- (a) Outline on the blackboard the names of the five courses as set out in Unit 20.
- (b) Hand out to each student mimeographed sheets containing the information found following this lesson. These now belong to the student and should be kept by him in a special place to be consulted again when final course selection is made.

Developmental

- (a) Read the material with the class pausing to discuss important points as these are brought out.
- (b) Question period.

Culminating

- (a) Discuss the term "General Course" as a name under the revised curriculum. Contrast its meaning under the old program (where it meant High School Leaving) to its present meaning (the "academic" course, including the former Matriculation, Normal Entrance and High School Leaving Courses).
- (b) What "school activities" are carried on in the high schools, and to what extent should a student participate in these? (Discuss the use of the 12% of "Unassigned Time", for supervised study, operas, athletics, etc.)
- (c) A Language other than English (i.e. French, Latin, or German) is a prerequisite for entrance to University. Discuss why, and emphasize the necessity of competence in language for success in university and courses leading thereto.
- (d) Discuss further occupational outlets open to graduates from the General Course - e.g. law, commerce, dentistry, etc.
- (e) If students ask for information with regard to professional training in the university (length of courses, degrees, cost, places where training is available, etc.) the teacher might endeavour to supply it.

N.B. - Preparation for next week - mimeograph sheets for each individual in the class on the Commercial Course.

CHING AIDS

1. Program of Studies for Senior High Schools in Manitoba.
2. Outline of "General Course" following - mimeograph this.

THE GENERAL COURSE

jects In this course the group of compulsory subjects, known as the "core subjects", is 64% of the year's school time. These "core subjects" are English, Social Studies I (geography), Mathematics I, Science I, Physical Education, and Guidance. In addition to these core subjects the student will add two "optional" subjects making up, between them, another 24% of the year's school time. These options will be chosen from Latin I, French I, German I, Home Economics I, General Shop I, Typing or Business Practice, Art I, Music I, British History. 12% of the year's school time is not assigned to any special requirement. It may be used for (1) study of an additional subject from the optional list (see above), (2) supervised study, (3) special school activities.

Standing The General Course can be taken for standing of two types: (a) University Matriculation or Normal School Entrance Standing, (b) High School Leaving Standing. These are discussed below under (1) and (2):

- ) In choosing the options in the General Course (Matriculation or Normal School Standing), the student should keep in view the course he hopes to take after High School. The University faculties specify certain High School subjects as prerequisites. They all include one language other than English, but vary in other respects - for example:
  - (a) Pharmacy A student must have second level Physics and Chemistry before beginning his Pharmacy apprenticeship. Latin is now only optional.
  - (b) Medicine Physics and Chemistry are both compulsory while Latin is optional.
  - (c) Engineering Two High School sciences - preferably Physics and Chemistry.
  - (d) Nursing Chemistry is a prerequisite for admittance to the school of Nursing, Physics, Latin and Home Economics are important subjects in the nursing field and the student would be well advised to consider them as options.
  - (e) Teaching When the new curriculum is in force the third level (the present Grade XII) will be required for Normal School entrance. The compulsory units in the third level are the four in English III (composition novel, poetry and drama) and social studies. The other subjects may be selected. When no language other than English is included in the options throughout the full high school course the student will receive an Entrance to Normal Standing but not a University entrance standing.
- ) Successful completion of a General Course of High School Leaving type, entitles the student to High School Leaving Standing only. This course does not admit the student to University, Normal School, or Nurse's training. It is designed primarily for students who intend to leave school at the end of their High School course. It aims to give an all-round general education at secondary school level. There is some opportunity for selecting subjects in which the student is most interested. The "core subjects" of the High School Leaving course are English, Social Studies, General Mathematics I, Science, Physical Education and Guidance.

The General Mathematics I is a special course prepared for the High School Leaving Course in place of Mathematics I. It places emphasis on the application of arithmetic skills to the problems of everyday life rather than the more formal and academic application of the Matriculation Maths. (Algebra and Geometry).

To complete a course of High School Leaving type, the student may choose those subjects or units he wishes (and which his school can provide) from Arithmetic, Science, Language other than English, Home Economics, General Shops, Business Practice, Art, Music, British History.

IT 22 -

### THE COMMERCIAL AND AGRICULTURAL COURSES

#### OBJECTIVE:

To provide the pupil with information on the Commercial Course.

To draw the attention of the class to the fact that a course in Agriculture is offered to some pupils in other districts of Manitoba.

#### ACTIVITIES:

##### Introductory

- (a) Outline on the blackboard the names of the five courses as set out in Unit 20.
- (b) Hand out to each student the mimeographed sheets on the Commercial Course and again caution them that these sheets are to be carefully preserved for reference in final selection.

Developmental

- (a) Read the sheet with the class as in Unit 21.
- (b) Question period.
- (c) Mention to the pupils that some students in the Commercial Course may attend the new Technical Vocational High School when it opens in 1951.
- (d) Mention that the Agricultural Course is not offered in Winnipeg at the present, but is available at several schools in other parts of Manitoba, e.g. Neepawa, Dauphin, etc.

Culminating

- (a) Is it possible to go directly to an office job after graduation from a Commercial Course? (Yes, into junior positions such as book clerk, insurance clerk, sales clerk, filing clerk, junior stenographer, assistant bookkeeper, etc. To advance in commercial work as in everything else further experience or training is necessary.)
- (b) Discuss the values of Commercial Course training to an adult. (Typing, Bookkeeping, Business Forms, etc.)

N.B. Preparation for next week - mimeograph outline of Home Economics Course and Industrial Course.

## ACHING AIDS

Program of Studies for High Schools of Manitoba.  
Outline of "Commercial Course" following.

THE COMMERCIAL COURSE

11, here you are--almost at the end of Grade IX--and next September you will be entering High School. Pretty soon the principal from the High School in your district will be coming to talk to you and to ask you to decide on what course you wish to take next year. Some of you, I imagine, are thinking already about what your decision should be and are anxious to find out all you can about the different courses. If you were going down to buy a radio or a pair of skis, you wouldn't take the first thing offered to you. You'd want to find out all about the article you'd be buying--whether it would really fit your needs and how long it would last and how much it would cost you. In the next 3 years you're going to be spending your time and your energy buying something which you'll be using all your life. Therefore, you must be very careful to choose now, the kind of educational course which will suit your needs and be of lasting value to you.

One of the courses open to you next year is the Commercial Course. This course has been planned with the idea of giving you some subjects--such as English and Social Studies -- which everyone needs to know, and some technical subjects -- such as Typewriting -- which will be of use to you when you start to earn your living in the business world. If you have any idea of continuing your education at University, or of being a teacher or a nurse, this course is not for you and it would not be wise for you to choose it. If you are planning to work in an office as secretary, stenographer, typist or bookkeeper -- or to be a salesman -- or to go into business on your own -- you will find this course has much to offer you. Let's take a look at the subjects in the Commercial Course and see if that will help you to make up your mind.

In the First Year (Grade X) your general subjects are English, Health and Physical Training, Social Studies, General Science, General Mathematics and one option. This option might be Shops, Home Economics, or Art, or maybe French or Latin if you wanted to continue either of those subjects. What option you would take would depend largely upon the principal of the school you will be attending could arrange the timetable. On half of the general subjects you would not spend quite as much time as if you were taking the General Course and this would leave you time for your Technical Subjects. In First Year everyone takes the same Technical Subjects -- Typewriting, Spelling and Business Practice. In Business Practice you learn to handle business forms such as cheques

receipts and to understand some of the business practice we all have to use in our everyday life. This subject will prove of practical value to you no matter what you do.

Second and Third Year levels, as far as is known, will be as follows:

In the Second Year you continue with your general subjects of English, Social Studies, Health and P.T., and an option. But now you take Business Arithmetic instead of General Mathematics and it becomes one of your Technical Subjects. Your other Technical Subjects - Typewriting, Spelling and Business English and one other subject and here, again, you're to make a choice. You can take Shorthand or Bookkeeping or a subject called "The Business World of Today". This is really a study of business economics, consumer education, problems and elements of business law. It tries to give you an appreciation and understanding of the growth and present day organization of industry. If you are very anxious to take both Shorthand and Bookkeeping, you might be able to take a one-year course in Bookkeeping instead of the general option you started in Grade X but this, again, would end upon the timetable in the school to which you'd be going.

In the Third Year your General Subjects of English, Social Studies, Health and P.T., the option are carried on. You continue, too, with the Technical subjects you had in Grade XI -- Shorthand or Bookkeeping or the Business World of Today and Typewriting and Business English. Instead of Business Arithmetic you take a little Rapid Calculation. Extra time has been added to your Typewriting so that you can get in some Office Practice and also do some work on business machines -- such as the dictaphone, comptometer, etc., in schools where such machines are available.

Perhaps, some of you could get a better idea of the whole Commercial Course if you like to see the subjects for the three years altogether; so here they are:

| <u>First Year</u> | <u>Second Year</u>          | <u>Third Year</u>        |
|-------------------|-----------------------------|--------------------------|
| English           | Option English              | Option English           |
| Health & P.T.     | Health & P. T.              | Health & P.T.            |
| Social Studies    | Social Studies              | Social Studies           |
| Guidance          | Business Arithmetic         | Guidance                 |
| General Science   | Typewriting                 | Rapid Calculation        |
| Elementary Maths. | Business English, Spelling  | Typing & Office Practice |
| Shorthand         | Shorthand                   | Business English         |
| Spelling          | or                          | Shorthand                |
| Business Practice | Bookkeeping                 | or                       |
| Revised Study     | or                          | Bookkeeping              |
| or                | The Business World of Today | or                       |
| School Activities | Supervised Study            | School Activities        |
|                   | or                          |                          |
|                   | School Activities           |                          |

I hope you have a fairly clear idea of what the Commercial Course has to offer you. There is just one more thing you want to know and that is what your standing will be when you have completed these three years. The answer is that this depends entirely on

If you work hard and get a good standing in these subjects you will be given a commercial certificate by the Department of Education. Several groups of business men have taken a great interest in this course and have said that they will try to give those who pass with the departmental certificate opportunities in their businesses. This, I think, shows that the business men of Winnipeg, as well as the Department of Education, recognize this new Commercial Course as an excellent course to prepare you for entering the business world. But, suppose you don't measure up to the standards set by the Department of Education? In that case you will not receive a commercial certificate from the Department of Education but may a High School Leaving Certificate from the Winnipeg School

ard. Notice, however, that the business men of Winnipeg and Canada are particularly interested in the students who will have the departmental commercial certificate.

w, you have the most important facts about the Commercial Course and what it has to offer you. I hope that information will help you make a wise choice in your education-plans for next year. Good luck to you, whatever course you decide upon!

#### SOURCE UNIT 23

#### THE HOME ECONOMICS AND INDUSTRIAL COURSES

##### OBJECTIVES

- To acquaint boys with the details of the Industrial Course.
- To acquaint girls with the details of the Home Economics Course.

B. The plan below is based on the presumption that the teacher has a class of boys or girls. If this situation does not exist, the teacher must adjust the plan to suit the situation.

##### ACTIVITIES

###### Introductory

- (a) Place on the board the names of the five courses offered, i.e. General, Commercial, Industrial, Home Economics, Agriculture.
- (b) Distribute to boys' classes the mimeographed sheets containing details of the Industrial Course.
- (c) Distribute to girls' classes the mimeographed sheets containing details of the Home Economics Course.

###### Developmental

- (a) Boys - Read the sheets on the Industrial Course with the class, discussing at the same time and answering questions.
- Girls - Read the sheets on the Home Economics Course with the class, discussing at the same time and answering questions.
- (b) Boys - During the year 1949-50 and probably for the year 1950-51, the Industrial Course is and will be offered at the Grade X level at St. John's and Kelvin Technical High Schools.
- Girls - During the year 1950-51, the Home Economics Course will be offered at schools in areas where sufficient applicants warrant formation of a class.

###### Culminating

- (a) Discuss value of practical courses such as the Industrial and Home Economics Courses as opposed to the General Course.
- (b) Who should select these courses?
- (c) What factors should guide a student to select courses of this type. (N.B. Try to develop the idea that failure in the General Course is not a good prerequisite for entrance to any other course.)

##### CHING AIDS

Program of Studies for High Schools in Manitoba.

See information following this unit on Home Economics Course and Industrial Course.

#### INDUSTRIAL COURSE

t technical shop courses can a student take?

the present Senior High schools of Winnipeg a student can generally enroll next year the following courses:-

Machine Shop  
 Foundry  
 Forging and Welding  
 Electrical  
 Draughting

Machine Woodworking  
 Patternmaking and Woodturning  
 Auto Mechanics (offered at Daniel  
 McIntyre Collegiate only)

#### What is the Industrial Course?

is a course designed to provide a comprehensive group of core academic subjects and technical classes for the student who intends to enter a semi-professional, commercial industrial career. The student who expects to begin a career at the end of high school has the opportunity to select a course fitted to his or her needs. When the new Technical-Vocational School opens in 1951, the Industrial Courses will be taken there. Until this school is opened these courses are taken in other high schools. While these high schools cannot offer as wide a range of training as will be possible in the new Technical School, students interested in an Industrial Course should enrol in one at Kelvin or St. John's with the idea of transferring to one of the families of occupations or crafts in the new Technical-Vocational School. Credit will be given <sup>1/4</sup> the new school for work done in Industrial Courses at St. John's and Kelvin.

#### What standing is attained by a student at the completion of the Industrial Course?

There are two levels of standing for the Industrial Course as in the other four courses offered in the new program.

#### Departmental certification

for students satisfactorily completing the regular program of the Industrial Course.

#### A High School Leaving certificate

may be issued by the local school system to students who do not meet the accepted standards for departmental certification for those students who wish to take fewer subjects than those prescribed for a full course.

#### What subjects are offered in the Industrial Course?

The course provides for students to spend fifty percent of their time on core academic subjects and fifty percent in technical shop classes.

#### General

|                              |     |
|------------------------------|-----|
| Option or Unassigned time    | 10% |
| English                      | 12% |
| Social Studies               | 10% |
| General Mathematics          | 10% |
| Health and Physical Training | 8%  |

#### Technical

|                        |     |
|------------------------|-----|
| Shop Science           | 8%  |
| Draughting             | 9%  |
| Practical Shop Classes | 30% |
| Guidance               | 3%  |

, a student in the Industrial Course will spend approximately five half days in studying core academic subjects and five half days in the practical shop classes.

HOME ECONOMICS COURSE

High School offers two choices in Home Economics

Home Economics Course (Technical)

Who is it for? The Home Economics Course (Technical) is for girls who have keen interest and ability in Home Economics and related subjects, and who wish to specialize in them. This course is not planned for the girl who hopes to take Home Economics in University. Home Economics may be selected as one of the options in the General Course necessary for University entrance.

Where is it offered? The course will be given in any high school where the enrolment is large enough to justify a class being formed.

What is in it?

Home Economics Forty percent of the time is spent on Home Economics and its related subjects.

General Science Ten percent of the time is spent on General Science.

General Subjects Fifty percent of the time is spent on general subjects; English, Social Studies, General Mathematics, Health and Physical Training. Allowance is made for one option from the following:

|               |        |                 |
|---------------|--------|-----------------|
| <u>Option</u> | French | British History |
|               | Latin  | Art             |
|               | German | Music           |
|               | Typing |                 |

OR

The time may be spent on special activities such as Music, (the school opera), drama (the school play), supervised study, auditorium periods, etc.

Is There any choice of Home Economics Subjects?

Basic courses are given in the first and second years. A choice may be made in the third year and special interests followed.

What Home Economics Subjects are included?

| <u>Grade X - First Year</u>     | <u>Second Year</u>              |
|---------------------------------|---------------------------------|
| Clothing                        | Clothing and Textiles           |
| Foods                           | Foods                           |
| Child Care and Development      | Home Management                 |
| Related Arts and Crafts         | Home Care of the Sick           |
| Home Management                 | Crafts for leisure              |
| Personal and Social Development | Personal and Social Development |

Third Year provides a choice of one of these options:

1. General Home Economics Course.
2. Foods Course
3. Clothing and Textile Course
4. Beauty Culture Course which will include instruction and practice in hairdressing, etc.

What are the Employment opportunities open to graduates?

| <u>General</u>           | <u>Foods &amp; Nutrition</u>       | <u>Clothing</u>              | <u>Beauty Culture</u> |
|--------------------------|------------------------------------|------------------------------|-----------------------|
| Homemaker                | Cafeteria & Restaurant             | Fitting &                    | Hairdressing          |
| Children's Nurse         | Worker                             | Alterations in               | Manicuring            |
| Nursery School Assistant | Catering                           | Ready-to-wear                | Massage               |
| Professional Shopper     | Commercial Demonstrating           | clothing.                    | Cosmetic              |
|                          | Merchandising                      | Professional                 | Merchandising         |
|                          | Restaurant, Hotel or Club Hostess  | shopper                      |                       |
|                          | Institutional or Hotel Housekeeper | Skilled Needle Trades        |                       |
|                          |                                    | Pattern Drafting & Designing |                       |
|                          |                                    | Dressmaking                  |                       |
|                          |                                    | Merchandising                |                       |
|                          |                                    | Milliner                     |                       |

Students who have successfully completed this course may proceed to Normal School provided the extra year required in other courses is taken. Content of this extra year has not been determined yet.

Home Economics Option

Who is it for? The Home Economics Option is planned for girls who are taking General or Commercial courses and who wish to continue Home Economics studies in high School. Home Economics may be elected as an option in any one or all three years of the General or Commercial Courses in High School. Girls who plan to proceed to Home Economics in University, Nursing or Normal School will find Home Economics provides background and useful experience for their future studies. All girls will find the subject matter valuable in everyday life.

Where is it offered? Home Economics is offered in all Winnipeg High Schools.

What is in it? The content of the Home Economics Option for each of the first two years is divided into three areas:

1. Nutrition and Food Study This includes meal planning; buying and preparation of food; a brief study of food preservation, and entertaining.
2. Clothing and Fabric Study This area is concerned with wardrobe planning; a study of fabrics, and clothing construction.
3. Your Home and You This area consists of a study of colour and design, and the application of these principles in the planning and furnishing of a home. It also includes a study of household fabrics and equipment.

Careers in Home Economics are at two levels:

1. Professional - for those with Home Economics degrees and perhaps additional professional training.
2. Skilled - for those with technical training in high school. Opportunities are listed under the Home Economics Course (Technical).

Professional Home Economics requires a Home Economics degree. In Manitoba, Home Economics is a four year University course. The first three years are general, the last year the girl is allowed to follow special abilities and interests. Dieticians and teachers require extra training in addition to a Home Economics degree.

Supplementary SuggestionsDo you know what Home Economics is?

In its broadest meaning, Home Economics deals with every aspect of home and family living. It deals with such topics as:

- Inadequate diet, and the selection, care and preparation and service of food.
- The selection of clothes which are becoming, healthful, and comfortable; fundamental in the construction of clothing and household furnishings, and the selection and care of textile materials.
- The selection, care and arrangement of household furniture, tools, and equipment.
- The safety, health protection and care of the family members.
- The aesthetic and cultural standards for good family living.
- The relationships between the family and the community.
- The personal and social relationships among the members of the family, with special emphasis upon child care and development.
- Housing for health, comfort, convenience, beauty, and family companionship.
- Money management, and buying for the family.

In the professional world, the occupations now open to trained home economists usually deal with one or more aspects of this field.

What are the personal qualities for success in professional Home Economics?

Good health A home runs on a 24 hour shift; so does an institution. Hence, to carry on irregular and sometimes long working hours, good health is an important asset for a home economist. In addition, she should "practise what she preaches" - particularly in regard to good eating habits, which result in adequate nutrition.

Patience and accuracy. These traits are needed especially for the research worker and laboratory technician. In such posts a quiet, reserved person may do well.

Ability to meet people easily, talk readily, and be a sympathetic listener are necessary for many branches of Home Economics such as teaching, journalism, extension work, social service work.

Keen interest in the field.

Scholarship. A good quality is expected, with an average well above a mere passing mark. It is generally recognized, however, that many graduates are not equally proficient in all branches of work.

Personal Appearance. Beauty is not demanded, but becoming clothes and a well-groomed appearance are highly important.

Character. This should be above reproach.

Knowledge of Subject matter. This must be accurate and up-to-date.

Training in the specialized aspects of the work to be done.

Personality. Pleasing, at ease, but not necessarily aggressive.

How do you get started in Home Economics?

1. Develop your skills in sewing and cooking.
2. Learn to get along with your family and your friends.
3. Home is good training ground but not the whole thing. Summer work sometimes provides an opportunity to learn from experts. At University level many girls go to summer hotels as summer help to gain experience.
4. Girls who are interested in careers in clothing design should have a knowledge and some degree of skill in fundamental art principles.

## SOURCE UNIT 24

THE TECHNICAL VOCATIONAL HIGH SCHOOL

## JECTIVE

To provide all students with up-to-date information in regard to the new technical-vocational high school now under construction in Winnipeg.

## TIVITIES

Introductory

- (a) Where located - The Greater Winnipeg Technical Vocational High School is at present (winter 1949-50) under construction at Notre Dame Avenue and Wall Street, Winnipeg, Manitoba.
- (b) Who may go to it? - It will be open to all Junior High school graduates from Greater Winnipeg schools. It is designed to accommodate approximately 1500 pupils. // (see footnote)
- (c) When will it open? - It was originally planned to open the school at least on a partial basis in the fall of 1950 but present indications are that the school will not open until September 1951.
- (d) How can this year's students prepare for entrance to this school?  
By taking the Industrial, Home Economics, or Commercial Courses and selecting technical subjects in the fields that they wish to follow up in Vocational school.

Developmental

- (a) What subjects will be offered in the school? Times will be divided on the basis of one half time on academic subjects (English, Mathematics, Social Studies, Science, Health and Physical Training) and one half on shop subjects.
- (b) What shop subjects will be offered? It is designed to offer courses in 10 (see Teaching Aids following this unit).
- (c) Who will teach in this school? Selected teachers from the present teaching staff and well-trained teachers chosen because of their knowledge and ability in the occupational families in which they will instruct. The principal will be Mr. R.J. Johns, former Director of Technical Education for the Province of Manitoba.

Culminating

- (a) What occupational fields might a graduate of the technical vocational field expect to enter? (See Teaching Aids following this unit)
- (b) Will there be any opportunities for girls in this school? See the sheet on Family Crafts - 5,6,8,10.
- (c) What will happen to the Commercial Courses and the Industrial Courses in the present high schools when the new vocational school opens?  
While shop options will still be offered in the General Course in the high schools equipped to give them, the Industrial Courses will be offered only in the Technical-Vocational School. Commercial Courses will be continued in the present high schools though certain specialized commercial courses will be offered only in the Technical-Vocational School.

HING AIDS

- See "Teaching Aid" following this lesson.
- Full information in regard to this school may be obtained by letter to R.J. Johns, Principal, Greater Winnipeg Technical-Vocational School, c/o Winnipeg School Board, William Avenue and Ellen Street, Winnipeg, Manitoba. (Mr. Johns has prepared several pamphlets giving details of the projected courses; these will be supplied to teachers in quantities sufficient for distribution to interested pupils upon application to Mr. Johns by phoning 21-891.)

ching Aid" - Family Crafts

The addition of the Technical-Vocational High School to the present system will bring to the students a whole new horizon of opportunities for learning experiences in the following families of crafts:

This school will operate under the Winnipeg School Board with financial support from the Dominion and the Province, and will serve students of Greater Winnipeg.

1) Family of Building  
and Woodworking Crafts

Plastering, bricklaying; painting and decorating; machine woodworking; plumbing; carpentry and blue-printing; related subjects; wood carving; furniture; upholstery; woodturning; finishing.

2) Family of Metal  
Crafts

Sheet metal; welding; forging; moulding; pattern-making; machine shop - elementary and advanced; tool and die; metal laboratory; related subjects; shop sketching.

3) Family of Industrial  
Art and Miscellaneous  
Crafts

Commercial Art; show card making and cartooning; interior decorating; clay modelling and painting; sculpture; carving - ceramics; art and crafts - weaving, etc.; art metal; jewellery and lapidary; draughting; and industrial design.

4) Family of Electrical  
Crafts

Construction area; motor and generator; wiring; lighting; household appliances; electronics; radio; laboratory; related subjects; sound and photometric laboratory; battery and plating.

5) Family of Graphic  
Arts

Composing area; press area, bindery area; lithography area; related subjects.

6) Family of Commercial  
Occupations

Stenographic course; secretarial courses, junior accounting course.

7) Family of Distributive  
Occupations

Salesmanship and sales management; advertising and sales promotion; business correspondence.

8) Family of Household  
and Personal Service

Kitchen area; living-dining area; cooking area; laundry area; sewing area; homecrafts area; home management area; practical nursing; child care; related subjects.

9) Family of Auto & Power  
Crafts

Tune up; engine building; running gear, over-haul; mock model and laboratory; electrical; carburetor; lecture and projection; library and draughting.

## 10) Family of Needle Crafts

Draping; design and fashion illustration; related subjects; millinery area; tailoring area; home and custom dressmaking; pattern area; cutting area; fur area; glove area; cap area; leather cutting area; garment area; cloak making area; pressing area; lining and blouse area; dressmaking area; shoe making area.

What occupational fields might a graduate of the Technical-Vocational School expect to enter?

Such occupations as:

- Building trades - plastering, bricklaying, painting and decorating, millwork, carpentry, plumbing, construction, furniture building, upholstering, finishing.
- Metal trades - sheet metal work, welding, foundry work, patternmaking, machine shop, tool and dye making.

Industrial Art and Miscellaneous Crafts - Commercial Art, cartooning, interior decorating, jewelery trade retail and manufacturing, draughtsman and industrial designing.

Electrical trades - radio repair and sales, meter service, house wiring, motor service.

Graphic Arts - Compositor, pressman, bindery work, lithographer.

Commercial occupations - Stenography, secretarial work and junior accountancy, office clerk.

Distributive occupations - Salesman, sales management, store clerking, advertising, shipping, clerks.

Household and Personal - Hotel service, restaurant work, hairdressing, service occupations.

Automotive power crafts - Auto mechanic, garage operation, service, sales, station and tune up service, specialized work on carburetor and ignition work, body and fender repair, auto body refinishing.

Needle Crafts - Custom tailoring, cutting, factory machine operation, cloak and garment making, dress manufacture, pressing, dyeing and cleaning, furrier trade, shoe making.

.....

#### SOURCE UNIT NO. 25

#### CHOOSING A COURSE

##### OBJECTIVES

To select the personal qualities which are necessary for success in high school (any course).

To develop a list of other factors which are of importance.

To relate the factors in (2) to the various courses.

To show the relation of the various school subjects to cultural and occupational life.

##### ACTIVITIES

###### Introductory

(a) Place on the board the names of the five courses offered in Manitoba, i.e. General, Commercial, Industrial, Home Economics, Agricultural.

(b) Discuss whether it is possible to make a list of factors which would be important in course selection.

###### Developmental

(a) A discussion with the class on the nature and importance of the following personal qualities: Perseverance, Dependability, Cooperation, Regularity, Work Habits, Punctuality, Attendance, etc.

It is suggested that the teachers relate these abstract qualities to life situations by means of anecdotes and examples. "Hemercom Guidance Programs" - Detjen and Detjen, pp 41ff, 265ff, 131ff and Human Relations - Bullis and O'Malley, pp. 131 ff. These are the two books supplied to all Junior High schools in recent weeks. Other valuable leads may be found in these books.

(b) How would Junior High School standing and marks in each of the following subjects bear on course selection? Mathematics, Foreign Language, English (Spelling, Composition), Art, Music, Industrial Arts, Home Economics, Science, etc.

RESOURCE UNIT NO. 25(Cont'd)ACTIVITIES2. Developmental

Can a student determine his general level of ability by -

Rate of progress through the grades,

Standing in Junior High School,

Test results. (see note below).

Would this have any bearing on course selection?

- (c) What other factors might have a bearing on course selection? Develop a list similar to the following, listing the factors which students consider of importance and discussing each:

Interests

Health and Physical Make-up

Vocational Ambition

Parental wishes

Home situation

Extracurricular load

Disposition

Leisure time activities

3. Culminating

- (a) Try to develop some discussion to show how the above factors might relate to the different courses.

Which of them are important in all courses?

Which would limit choice of courses?

Which would be likely to change? etc.

- (b) Use the Champaign Guidance Charts provided to all schools recently to show the relation of the various school subjects to cultural and occupational life. The various charts may be separated, mounted and posted around the room.

NOTE: Teachers should avoid telling students exact I.Q.'s, Percentile Ranks or other exact scores made on standard tests. Because students have little understanding of the various ways of expressing scores on standardized tests, it is better to tell a student how he ranks with others who have taken the test, e.g. to a student who has a Percentile Rank of 45 on the Basic Skills in Arithmetic Test, suggest that he has done as well as almost half the people who have taken the test; to a Grade IX pupil who obtains a Grade VII reading level score on the Haggerty Reading Examination suggest that according to his test result he is reading below his grade level. Remember that standard test scores afford only one basis for making judgments in a particular field. Results on school tests are equally important as guides.

PREPARATION FOR NEXT UNIT

Mimeograph sufficient copies of (1) Self-Rating Scale on Personal Qualities and (2) Student Achievement Profile to distribute to all members of the class.

TEACHING AIDS

Detjen and Detjen - "Homeroom Guidance Programs"

\*\*\*\*\*

RESOURCE UNIT NO. 26CHOOSING YOUR COURSEOBJECTIVES

- .. To relate the factors of choosing developed in Unit No. 25 to the pupils own situation.
- .. To present the results of this summary to the student in pictorial form so that he may come to some valid conclusion about where he fits in to the high school situation.

ACTIVITIES

- Introductory

Note to the Teacher This is a very difficult lesson to cover in one period which is all the time that we are able to allot to it under the present plan. Normally, this topic would require several weeks and would involve the giving of interest inventories, aptitude tests, personality tests, etc. However, it is hoped that the great majority of the pupils may obtain a clear picture of their capabilities without these elaborate procedures. Any device that the teacher feels able to use and interpret adequately in the time available may be substituted for those suggested.

It goes without saying that this lesson is the very crux of the whole series and our present attempt stands or falls on the success of this lesson. Allow more than one period if it is available under your school set-up.

Each student must rate himself in regard to the factors mentioned and thus, the following questions are directed toward him, although it is understood that the teacher will present these to the class as a group, allowing each individual to rate himself and summarize his qualities.

Place on the board the list of qualities developed in Topic 5, e.g.

Personal Qualities  
Academic Achievement  
Level of Ability  
Interests  
Special Abilities  
Other Factors  
    Health and Physical Make-up  
    Parental wishes  
    Home situation  
    Extra-curricular load  
    Leisure time activities  
    Present vocational ambition

Developmental(a) Personal Qualities

- (1) Have you the personal qualities needed for success in any course in high school? Hand out the self-rating scale sent out with this lesson and go over each quality helping the students as a group to rate themselves correctly and honestly.
- (2) If your rating on any of the qualities is low, what does this indicate? Can you and are you willing to try to improve?

## RESOURCE UNIT NO. 26

ACTIVITIES - Continued3. Developmental(b) Academic Achievement

(1) What do your Junior High school marks tell you?

Hand out the school mark profile sent out with this lesson.

Have each student average his marks in the examinations conducted to date in Grade IX and draw his profile.

(2) What are the high points? the low points? Is there any information here that would indicate possibilities of success or failure?

(3) Are there subjects which have been consistently low or high for several years? What might these indicate?

(c) Native Ability

(1) Have you the ability necessary to master completely the academic or trade training necessary in the course you are considering?

NOTE to teacher It may be necessary to indicate to students that it isn't always lack of ability that causes failure in subjects. The teacher should advise the students to take a good look at themselves before jumping to conclusions about lack of ability. Some should see the teacher privately in a counselling situation at which time results of standardized tests would be discussed in the terms suggested in the note to Topic 5. These results would then be discussed and interpreted to the student as factors in predicting success or failure in contemplated courses.

(2) If native ability is below average, how should this effect course selection. How may a low native ability be counteracted?

(d) Interests

(1) What type of course would interest you most? (Often your interest lies where your aptitude is greatest, although this is not necessarily true.) Detjen and Detjen have a lesson "How to select your interest" - pp 285-286 seem to be most suitable for our purpose if time allows.

(2) Since time is short, it may be necessary to evaluate interest only by a statement from the pupil, e.g. scientific, mechanical, artistic, literary, clerical, selling ideas or things, giving service to others, working with mathematical problems or accounts, etc.

(3) What course would your interests indicate?

(e) Special Abilities

(1) Have you any special abilities? e.g. skill in handwork, writing, music or acting; ability to manage children, groups of people, the sick; sports ability; artistic ability, etc.

(2) Would any of these indicate possible courses?

(f) Other factors

(1) Health and physical make-up. Is there anything about your health or physical make-up which might have an influence on the type of work that you would be capable of doing after leaving school? Should this be considered in course selection?

(2) Parental wishes - Are your parents in agreement with your plans? Have you kept them posted on the courses offered? Would you like to have an interview arranged between the school and your parents in order to help them understand your selection?

- (3) Home situation - Are circumstances in your home such that you can finance a long period of training necessary in some vocations? How else might your educational costs be financed? (Scholarships, summer work, loans, etc.)
- (4) Extra-curricular load - Are you going to be able to carry your planned high school course as well as the out-of-school activities which you now carry? Should some of your activities be dropped? Are you willing to give these up? etc.
- (5) Leisure time activities - Do any factors in your out-of-school life have a bearing on your future plans? e.g. summer or part-time jobs, travel experience, hobbies, etc.
- (6) Present vocational ambition - In the light of all of the above, how does your present vocational ambition fit in with your qualifications? Are you selecting the right course for your ambition? Should you reconsider your ambition in the light of what you have found out about yourself?

Culminating

- (a) If there is time the teacher may arrange to make some comments in regard to unsound bases for selecting a course, e.g. to avoid or obtain teaching from certain teachers, to be with friends, etc.
- (b) NOTE: After the above steps have been carried out the teacher may find that some students have not yet been able to make course selections. These may have to be dealt with on an individual basis between teacher and pupil in counselling periods. Individual work may be required of students who have selected courses which are out-of-line with the teacher's estimate. No coercion should be used in these cases, but a discussion of reasons and a sharing of reasons and opinions.

HING AIDS

Self-Rating Scale - following

Subject Achievement Profile - following

Detjen and Detjen "Homeroom Guidance Programs"

RUCTIONS TO STUDENTS ABOUT TO RATE THEMSELVES ON PERSONAL QUALITIES

are thinking about going to High School. For success in any course, an average degree of certain personal qualities is a "must". You are being asked to rate yourself on some of these personal qualities. Take a look at yourself; don't be afraid to do a bit of thinking. Be honest with yourself. You may keep this sheet. Nobody else is going to read it unless you wish to show it. It is for you yourself and your own personal benefit.

If you are honest in rating yourself low in several of these qualities, you are the one to do something about it. For success in High School or in any line of endeavor, you need to improve. This improvement will come from daily effort to do better in all of your activities.

(continued)

SELF-RATING SCALE ON PERSONAL QUALITIES

STRUCTIONS: Place an "X" in the box that in your opinion deserves your rating on each trait.

|                                   |   |   |  |   |
|-----------------------------------|---|---|--|---|
| severence                         | Complete a job despite obstacles.         | Complete most jobs.                               | Sometimes give up.                         | Give up easily.                               |
| endability                        | Always do what I say I will do.           | Usually do what I say I will do.                  | Sometime do what I say I will do.          | Seldom do what I say I will do.               |
| operation                         | Go out of my way to assist others.        | Good team worker.                                 | Fair team worker.                          | Seldom fall in line with others' suggestions. |
| ilarity<br>rk Habits)             | Follow a regular plan of daily work.      | Work in spurts without a definite plan.           | Work only when forced to do so.            | Do little work.                               |
| lity of<br>accuracy<br>ness, etc. | Always do superior work.                  | Generally do neat, presentable work.              | Work is sometimes messy and inaccurate     | Work is usually of poor grade                 |
| ctuality                          | Always on time for school and assignments | Usually on time.                                  | Often late                                 | Usually late                                  |
| endance                           | Never miss school.                        | Occasionally absent for other than health reasons | Often absent for other than health reasons | Stay away from school whenever possible       |

SUBJECT ACHIEVEMENT PROFILE

|                   | E<br>Below 50 | D<br>50-59 | C<br>60-69 | B<br>70-79 | A<br>80-100 |
|-------------------|---------------|------------|------------|------------|-------------|
| literature        |               | *          |            |            |             |
| composition       |               |            | *          |            |             |
| spelling          |               | *          |            |            |             |
| mathematics       | *             |            |            |            |             |
| social Studies    |               |            | *          |            |             |
| science           |               | *          |            |            |             |
| french            | *             |            |            |            |             |
| latin             |               |            |            |            |             |
| home Economics    |               |            |            | *          |             |
| shops             |               |            |            | *          |             |
| art               |               |            | *          |            |             |
| music             |               |            |            | *          |             |
| physical Training |               |            | *          |            |             |
| health            |               |            | *          |            |             |

the student: Study the sample profile at the top of this page. It represents the average standing made by a student in his year's work.

SUBJECT ACHIEVEMENT PROFILE.

To the student: Mark, on the form below, your own profile for this year's work to date. Study it.

|                   | E<br>Below 50 | D<br>50-59 | C<br>60-69 | B<br>70-79 | A<br>80-100 |
|-------------------|---------------|------------|------------|------------|-------------|
| Literature        |               |            |            |            |             |
| Composition       |               |            |            |            |             |
| Spelling          |               |            |            |            |             |
| Mathematics       |               |            |            |            |             |
| Social Studies    |               |            |            |            |             |
| Science           |               |            |            |            |             |
| French            |               |            |            |            |             |
| Latin             |               |            |            |            |             |
| Home Economics    |               |            |            |            |             |
| shops             |               |            |            |            |             |
| Art               |               |            |            |            |             |
| Music             |               |            |            |            |             |
| Physical Training |               |            |            |            |             |
| Health            |               |            |            |            |             |

RELATING OCCUPATIONS AND INDIVIDUALS

J. B. Mimeograph copies of chart following this lesson.

OBJECTIVES

- .. To relate what has been discovered about occupations to what has been learned about the individual.
- .. To discover which occupational area demands qualities which the individual possesses.
- .. To help the members of the class to think of occupations objectively.

ACTIVITIESIntroductory

- (a) Make a list on the board of all personal characteristics which the members of the class consider important in finding a suitable occupation - (See Teacher Aid chart for a possible list)  
N. B. This list is not all-inclusive.
- (b) Should "education and training" be included in this list? (It probably should be although it is not included in the sample because of the difficulty of finding descriptive terms.)

Developmental

- (a) Distribute copies of blank occupations chart (Teaching Aid).
- (b) Consider the abilities and temperaments listed -- change these if desired, adding and eliminating.
- (c) Spend some time discussing whether occupations could be analyzed in relation to these same abilities and temperaments.
- (d) Would these abilities and temperaments remain the same for all occupations?

Culminating

- (a) Select an actual occupation and analyze it, filling in the occupation ward.
- (b) Ask for a volunteer from the class and analyze his personal qualities in the light of a selected occupation.
- (c) Complete the codes and draw conclusions.
- (d) Have each student attempt to analyze himself in relation to an occupation.
- (e) Have members of the class (unidentified) identify the same individual in relation to the same occupation.

TEACHER AIDS

"Round Pegs"

See "Teacher Aid" following this lesson.

RELATING OCCUPATIONS AND INDIVIDUALS

Name of Individual \_\_\_\_\_

Occupation \_\_\_\_\_

| ABILITIES AND TEMPERAMENT | PERSONAL KEY |               |              |           |                | OCCUPATION WARD |                         |                  |                |                |
|---------------------------|--------------|---------------|--------------|-----------|----------------|-----------------|-------------------------|------------------|----------------|----------------|
|                           | 1<br>Poor    | 2<br>Not Good | 3<br>Average | 4<br>Good | 5<br>Very Good | 1<br>Negligible | 2<br>Barely Significant | 3<br>Significant | 4<br>Important | 5<br>Essential |
| Intelligence A            |              |               |              |           |                |                 |                         |                  |                |                |
| Maths. Ability B          |              |               |              | 1         |                |                 |                         |                  |                |                |
| Linguistic Ability C      |              |               | 1            |           |                |                 |                         |                  |                |                |
| Mechanical Ability D      |              |               | 1            |           |                |                 |                         |                  |                |                |
| Manual Dexterity E        |              |               | 1            |           |                |                 |                         | 1                |                |                |
| Practical Ability F       |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Artistic Ability G        |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Perseverance H            |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Creativity I              |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Leadership J              |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Venturousness K           |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Magination L              |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Amiability M              |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Acuracy N                 |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Appearance O              |              |               | 1            |           |                |                 |                         |                  | 1              |                |
| Health P                  |              |               | 1            |           |                |                 |                         |                  | 1              |                |

Personal Key Code A-4 B-2 C-2 etc.

Occupation Ward Code A-4 B-4 C-3

gestions from key and ward - Significant weakness in Maths. and slight weakness in Language etc.

- In duplicating do not fill in spaces as in first three above and in key at the bottom. This is done only to indicate to the teacher the method of completing the chart.

MAKING THE SELECTION

- B. Senior High School application forms must be available. The Senior High School principal may address the students in Assembly prior to this lesson.

OBJECTIVES

- To make the actual course selection.  
To obtain the co-operation of the high school principal.  
To enlist the aid of parents in choosing a course.

ACTIVITIESIntroductory

- (a) This topic should be introduced by inviting the principal of the local high school to address the students in Assembly.  
(b) Depending on the ground covered by the above speaker, it may be desirable to augment the information as to counsellor's name and location of office mailing out of cards during summer months by superintendent's office, names of teachers, location of important rooms, etc.

Developmental

- (a) Distribute the high school application forms.  
(b) Go over with the class each course as explained in the application, answering questions as they arise.  
(c) Explain to the class how the selection is to be indicated (by marking with a cross or by underlining the chosen course and options).  
(d) Point out the disadvantages of having to change courses after the beginning of the term and stress the importance of a very careful, well considered choice at this time.

Culminating

- (a) Warn the students against undesirable factors in course selection and point out again those factors which should be taken into consideration.  
(b) Explain that parents' signature is necessary and that forms are to be returned on or before the next guidance period.  
(c) Distribute copies of a letter to parents' drafted to fit your own local situation and ask the students to take it home along with the application forms.

TEACHING AIDS

- High School application forms (to be obtained from individual High Schools).
- Sample letter to parents - following this lesson - to be fitted to local needs and mimeographed.

Unit No. 28 (continued)

School \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent or Guardina:

Within the next few days Grade 1X students must choose the course which they wish to take in Senior High School. The young people are faced with making an important decision, one which may affect their whole future. They need your help.

The boys and girls have had several chances to discuss high school courses with their guidance teacher. They have received information sheets showing the subjects to be taken in the various courses. Teachers have taken up with the classes some of the (job) occupational fields into which the courses lead. Pupils have considered at some length the various personal qualities and abilities needed for success in High School.

We feel that parents are in the best position to help their children with their decisions and we earnestly request that you make sure that all factors are considered fully before final choice of course is made.

An application is enclosed. We ask you to sign the completed form to indicate your approval of your son's or daughter's selection.

Yours truly,

COMPLETING THE SELECTIONOBJECTIVES

1. To collect the application forms.
2. To make a record of individual choice for the cumulative folder.
3. To approve individual selections.
4. To classify choices into groups and get group figures.

ACTIVITIESIntroductory

- (a) If application forms have been collected during the week return them to the individual students.
- (b) Have each student go over his form to make sure that choices are clearly indicated and all spaces filled in.

Developmental

- (a) Each student should present his application individually to the teacher for her to approve his choice and indicate by signing the application.
- (b) Applications which are questionable should be set aside for individual interviews between pupil and teacher (See Unit 30).
- (c) It may be necessary for the teacher to consult the principal, other teachers, cumulative record, achievement, I.Q., etc., before approving applications in (b) above. NOTE: where students or parents insist on following courses without teacher's consent nothing need be done except to indicate this on the applications.

Culminating

- (a) Distribute forms (see Teacher Aids following) for cumulative folder record as to choice of course and have the student fill in first four spaces.
- (b) These forms will be completed by counsellor, principal and homeroom teacher and filed in guidance folder.
- (c) Sort completed applications into similar course groups, count, summarize in duplicate (one for H.S. and one for Jr. H.S. record), bundle and return to high school.

EACHING AIDS

- See form following for filing in cumulative folder. These should be mimeographed in advance.

STUDENT'S CHOICE OF HIGH SCHOOL COURSE

Day      Month      Year  
DATE \_\_\_\_\_

Name of Junior High School \_\_\_\_\_ Class \_\_\_\_\_

Pupil's Name \_\_\_\_\_

Name of Course \_\_\_\_\_

Options \_\_\_\_\_

Homeroom Teacher's Evaluation \_\_\_\_\_

Counsellor's Evaluation \_\_\_\_\_

Principal's Remarks or Initials \_\_\_\_\_

(To be filed in each pupil's guidance folder)

THE INTERVIEWSIGNIFICANCE

Individual counselling will be necessary between teacher and all pupils whose course selection is not considered satisfactory.

OBJECTIVES

- To aid the inexperienced teacher to carry out a satisfactory interview on course selection.
- To provide forms which may be used to aid this interview.
- To indicate the trend which such an interview should take.

ACTIVITIES

B. This unit is not for pupil use - it offers suggestions for teachers to feel the need of help in their efforts to counsel. The aim of counsellng students on course selection should be to have the student select a course which is reasonably well suited to his interests, aptitudes and capabilities.

- What time is available for counselling? The answer to this question depends on the local school situation and will have to be worked out with the principal of the school. Some teacher programs may permit counselling students in spares. For the present, teachers who are concerned with pupil welfare may be willing to counsel in noon hours or after four o'clock.
  - How many students are likely to need counselling? If the group guidance work has been accepted there should be a minimum of pupils who have made unsuitable course selections.
  - How does the guidance teacher get the students for counselling school hours? The matter is of sufficient importance that the principal and subject teachers may be willing to allow students to absent themselves from a subject period for this purpose. (See form attached)
- How should the interview be conducted? Every student will need different treatment and no rigid rules can be followed. Some points that might be discussed are the following:
- (a) A review of the student's choice of occupational field.
  - (b) Soundness of the above choice.
  - (c) Possible reselection of occupational field if deemed advisable.
  - (d) If occupational choice seems satisfactory, does his course selection fit occupational field choice?
  - (e) Why was unsuitable course selected? Some influences, e.g. parental pressure, friends, desire to be with certain teachers, etc.
  - (f) Review sound bases of selection.
  - (g) Try to bring the individual to look at his own strength, weaknesses, interests, etc. and to make another course selection.
  - (h) It may be necessary to invite parents to discuss the matter with the counsellor.
- N.B. Suitable course selection by the student is much to be preferred to the counsellor's telling the student that he must take a certain course.

Unit 30 continued.

TEACHING AID

May I please have the following students individually in Room \_\_\_\_\_  
beginning at \_\_\_\_\_

\_\_\_\_\_  
Counsellor  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCLUDING NOTE

It will probably be important and necessary for the teacher to devote some time at the end of the year to a small group of students who have definitely decided that they are not planning on continuing in school after graduation from Grade IX. These people should, if possible, be segregated from the main group and given information on topics such as the following:

1. Finding the Vacancy
2. Letters of Application
3. Application forms and Special Tests
4. The Employment Interview
5. Advancing in the Job, etc.

One of the best inexpensive "Teacher Aid" on the above material, a text notebook published by the Vocational Guidance Centre, 371 Bloor St., W., Toronto 5, Ontario. This notebook is entitled "Success in the World of Work" -- Price 24¢.

It is not possible to prolong this series of units to deal with the above topics, but if the teacher can make time and feels that the need is present, material may be found in practically any book on "Occupational Guidance".