THE ADVISORY SYSTEM IN THE WOODROW WILSON JUNIOR HIGH SCHOOL

by

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Contributions of the Graduate School
Indiana State Teachers College
Number 44

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

1931

ACKNOWLEDGEMENTS.

I wish to express appreciation to Dr. D. H. Vass and the teachers of the Woodrow Wilson Junior High School, who have contributed both directly and indirectly to this study. Grateful acknowledgement is made to my friend and guide in this work, Professor Earl E. Ramsey, whose corrective touch may be found everywhere in it. I desire also to express my obligation to Dr. John R. Shannon and to Dr. John W. Jones for reading the manuscript and for many helpful suggestions.

J. O. B.

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A. The Problem

The Woodrow Wilson Junior High School was completed and ready for use in the fall of 1927. The superintendent and the board of education of the Terre Haute public schools brought Dr. D. H. Vass to the city as principal of this school. Their purpose was to have him organize and develop a modern junior high school. The school was organized and Dr. Vass was later appointed, by the Indiana Junior High School Conference, as chairman of the committee for the revision of the junior high school curriculum in Indiana. The school has come in for much discussion, criticism and praise. This was probably due to the fact that he was chairman of this committee and that his school was both new and modern. The activities that were the most discussed were, home room, clubs, adjustments and methods of grouping. This study discusses these activities under the heading "The Advisory System". It is the purpose of this thesis to interpret the advisory system in terms of its educational philosophy and principles; and to show how this school attempted to organize and administer such a program. In doing this the author hopes to answer the following questions:

1. What is the advisory system? (1-44)[1]
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[1] The numbers in parenthesis refers to the pages where the answers to the questions may be found.

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B. Procedure

The author hopes to give an acceptable answer to the foregoing problem and questions by the following procedure:

1. To make a survey of a number of the magazine articles, books, and researches that have been written or made by reputable persons that have a bearing on the questions involved. After a careful study of this material the author hopes to answer the questions and to give his authority for such answers.
2. To make a study of the advisory system as it is in operation by the school in question. From the results of this study show how the school attempted to organize, set up and administer such a system.
3. To set out the following assumptions and justify them by logical reason and by a more empiricial method where possible:
   a. It is the function of education to direct energy and effort for an indefinitely expanding good.
   b. Young people more than anybody else do not

make wise decisions because they have less than anybody else the complete perspective from which to unify and integrate life.

c. It is better to see the whole of life than to have a partial and fragmentary view of bits of it.

d. This is an age of specialists. Since there are many fields of activities in which one may develop his talents there is need of direction.

e. Abilities are not usually specialized but become specialized through guidance.

f. There is a difference in our capacities to learn. There is a need for much thought and guidance here.

g. The diversity and complexity of modern life has increasingly specialized all forms of human activity and thereby prolonged the period of preparation. There is a need for educational guidance.

To be incapable of proof, in the ordinary meaning of the term, is common to questions of value, and to the major assumptions of education. Moreover, since the advisory system in question has set forth the foregoing assumptions and touches, at least in one of its phases, the field of ethics, one may look forward to

difficulties in a study of this kind. It is often the case that no reason can ever be given why a general principle is desirable, in theory or in practice, except that each person, so far as he believes it to be realizable, actually does desire it. Whether the present importance of an advisory program for secondary education is ultimately to be accounted for on similiar grounds, or to be justified by a more faithful empiricism, the writer hopes to indicate.

One prejudice runs through the following pages; namely, that, although one can hardly feel always an entireness of sympathy with others, the teacher in whom the teacher is at all developed cannot come to see the pupils defeated in their own good. Unfortunately, this attitude is not a deeply rooted conception which teachers have of themselves, and is, indeed, often wanting altogether. But, with those who have it, the parent may safely trust the direction of human life. No one may ever convince a person that this principle is quantitatively and scientifically true or correct. Even so; it is the final sanction of an advisory program in argument to come.

CHAPTER I

ADVISING AND GROWING

An advisory program discloses something of the spirit of youth and adventure, for it expects many productive years to lie ahead. It is based upon one principle and one fact; the principle of the conservation of energy, the fact that human beings need help. In this age of inspected expenditure, we have grown to see the substantial importance of saving everything, even human effort and social energy, - a lesson which education has evidently borrowed from the scientific principle of the conservation of energy. Moreover, democracy and science have fashioned a fresh note in humanitarianism; for they have brought us closer together in all the relationships of living. And we have also come to see that living together well is more a matter of interdependence than anything else; indeed the necessity of education fixes itself in this essential dependence of one upon another.

Success in life is so far from being a gift of the gods that it is achieved only by a few fortunate mortals. An advisory program assumes that it is the function of education to direct energy and effort for an indefinitely expanding good; it aims simply to introduce a scientific technique into the problems of

social misfits; it proceeds positively on the belief that young people, more than anybody else, do not make wise decisions because they have, less than anybody else, the complete perspective with which to unify and integrate life. It neither prescribes nor censors, but guides for self-guiding, and stimulates for self-stimulation. It is preventive instead of punitive, and it means diagnosis instead of discipline.

Growing up is not a matter of super-imposing the ideals of one generation upon another; it is a result of participating in the problems and perplexities of living where mistake and error lead gradually, through wise and sympathetic direction, to the elimination of human waste, to the inspiration of human effort, and thus to the development of good citizenship. There is presumably no more confusion on any of our social problems than our somewhat general desire to have our children follow faithfully in our social, ethical, and educational, if not our economic, footsteps. That individuality, initiative, and responsibility do not take root in such soil is suggested by current attacks against democracy and the pithy and stinging articles on the doom and failure of some of our educational procedures.

From a lack of direction education carries the debit items of wasted energy because of an unwise

choice of occupations, friends, and guides. For the National Education Association one authority outside the field of education proper has succintly stated the problem, when he says,[1] "As a race we produce a considerable percentage of persons each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join the ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors of the Nation who must find these individuals and who must stimulate them forward ....." It is probably not too much to say that, although every child may not have the inherent possibility of becoming a Hampden or a Milton, the important and far reaching choices of life rest in the end upon the wisdom and method of helping students when they need help.

On this question of growing up there are two theories, one old and respected, the other modern and experimental. An ancient statesman and educator thought the safest plan was censorship. He accordingly pro-

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[1]Herbert Hoover, "Ideals in American Education," Journal of The National Education Association, Vol. 12, (March, 1923) p. 79.

posed in the construction of the ideal state to say what songs children should sing, what poets they should read, what games they should play, and what gods they should worship.[2] An American philosopher who has devoted many years of his life to education has many times tried to tell us that we cannot prepare citizens for a society in conditions apart from that society, and he, therefore, announces the thesis that participation in the qualities of the good citizen along with the enjoyment of that participation is the royal road to citizenship. John Dewey thus opposes the Platonic view with a creative and participating experience instead of a static changelessness and "hammering in" process.

For the purpose here one may classify social organizations into two types, each having its own way of directing for citizenship. There may be first the society which seeks to preserve its customs, maintain its standards, and worship its creeds at the expense of everything else. This society looks with suspicion on extra-group practices and extra-group beliefs. It characterizes itself with isolation, exclusiveness, and routine; and its program of education limits itself to the immediate end of saving the "status quo"

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[2] Plato, Republic (Jowett tr.) London, Oxford University Press, Humphrey Milford, Impression of 1924, 386B ff.

as defined and determined by the itemized ideals and "goods" of an inventory. And it ends in the institutionalization of life, perhaps never in the reconstruction and enrichment of living.

The second type of social organization sets up situations and chances for its citizens to practice living the good life with the hope that such practice-living will improve and enrich subsequent living. This type of social organization, or school, makes participating in the largest number of citizenship responsibilities its main tool for education. It seems that Dewey's "widened sharing and participating" is basic for a romantically democratic age, and it seems further that such a plan offers diversity and novelty to experience, presents a challenge to thought, and values the boldness of youth in living. In such an organization one shares more points of contact, responds to a greater number of relations, intends more, proposes more, and participates more, like the players on the baseball team, where each takes himself in reference to another. The practical formulation of this idea is found in the home room, student officer, student council, club, and like social and integrating experiences.

Any evaluation of these ways to citizenship will be compelled to give to the method of censorship, however unattractive it may sound to the democratic ear, the virtue of working - but working weakly. If children

never know anything but the "goods" of life and if they are ever surrounded with a beautiful environment, it is obviously quite possible, barring bad luck, that they will grow up to love the beautiful and to despise the ugly. Such, at least, was the argument of Plato. But, if the crisis ever does come and they are forced to look squarely at the perplexities of living, or to detour from a beaten path, their training is then like a fire without insurance; everything is lost. A sound program for advising students is characterized by its faith in the assumption that it is always better to see the whole of life than to have a partial and fragmentary view of bits of it.

The method of enjoyable participation, with judicious direction of the adolescent mistake in initiative, responsibility, leadership, and followership, presents a quite different claim for support. It is something worth thinking about whether, after all, it is not better to have children make mistakes and learn from making them. One may argue with propriety and power that a leadership imposed from without and above is neither a scientific nor a philosophical leadership; that censorship ends in changelessness rather than growth; and that, where either men or children work through tentative stages toward something, though at times imperfect, like the true needs of society, it makes some difference about the type of citizenship

training they receive. Democracy is now engaged in this sort of an experiment. Everybody admits that it is only an experiment and every intelligent person admits that it is on trial and may fail. However, the necessity of advising and guiding for learning and growing in the practice-living of the secondary school is so apparently the logical base for our conception of government and education that it might be written large as a fundamental.

Particularly is this true for us now, both in place and time; in place because, since the election of Andrew Jackson to the presidency, the Middle West has lived close to the spirit of adventure in politics and education; in time because of the changed conditions in our social and industrial order. Modern science has transformed the home from a place of actual training in character education and the unspecialized labors of a simple agricultural population to a mere possibility for ethical training and nothing for a highly specialized technique in industry. It is an old tale that social and industrial change has thrown upon the school added responsibilities, but it is yet neither improper nor unfair to urge once more that the school has done little else than accept its newer burdens in theory, only to reject them in practice.

When parents spend little time at home, society cries from the house tops for social and ethical guidance without it being there; when insufficient or irregular

income requires the mother to work along side the father, the school's program for recreational guidance pushes out the children to play in the city streets.

A glance at the following occupations in 1924, each with an almost bewildering number of jobs to be done, will convince one that it is indeed no difficult thing to become a wandering misfit.

PEOPLE ENGAGED IN VARIOUS OCCUPATIONS IN THE UNITED STATES IN 1924[3]

I. Agriculture, forestry, and animal husbandry:

Male	9,869,030
Female	1,084,128

II. Extraction of minerals:

Male	1,087,359
Female	2,864

III. Manufacturing and Mechanical Industries:

Male	10,888,183
Female	1,930,341

IV. Transportation:

Male	2,850,528
Female	213,054

V. Trade:

Male	3,575,187
Female	667,792

VI. Public service:

Male	784,666
Female	21,794

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[3]Statistical Abstract of the United States, 1924, p. 47.

VII. Professional service:

Male	1,127,391
Female	1,016,498

VIII. Domestic and personal service:

Male	1,217,968
Female	2,186,924

IX. Clerical occupations:

Male	1,700,425
Female	1,426,116

It is not enough simply to choose; it is hardly more than enough to have training about the possibility of the job, the kind of work to be done in it, and the qualifications for it.

The phenomenal increase in the complexity of our ways of living has deepened the dependence of the individual upon social, ethical, educational, and industrial advice. It will be taken for granted that intelligent choice can never be made where one lacks the facts and advice of careful counsel. Moreover, the need for advising comes from a double-barreled claim, from the social order as well as from the individual. Under a censorship plan the safety and security of a political organization rests in having life patterned out, the "goods" laid down, and the "bads" set aside. In a democratic way of life, progress and happiness demand that each do the work he is most capable of doing and that each contribute to the whole some esthetic, social, and occupational gift.

Engineers and scientists look at life and see improvement through invention, discovery, and control. Political scientists and statesmen expect the ideal social order to come from better government, increased production, or perhaps more economical consumption. Others have long dreamed of solving the problems of a social organization through education. Whether any or all of these views will eventuate in good or ill, the trend of the times points unmistakably to the growing necessity for a program of advising our secondary school population about the qualities for desirable living in the several parts of the social order, the home, the church, the state, and the educational and recreational experience.

That we learn a good many things in school that we have no use for in life we know; that we learn a good many things in life that we ought to have learned in school we know; but that teaching principles about the good life in school has any efficacy for improving life out of school we do not know. Perhaps the formally organized course in guidance, especially ethical and social guidance, may have to pass out of the picture for one closer to the nature and needs of the impressionable adolescent.

In this chapter the substitution of a situation for practice-living in the qualities of the good citizen

has been made for the more formal procedure of censorizing life by making an inventory of its "goods"; then preaching about them. It is the argument here that the instructional function of the situation, in which students practice the qualities of the good citizen in school as ultimately that they are going to practice them out of school, is a better way to citizenship than the "patterened way of life" imposed by one generation upon another. It is a way not simple or easy for error, mistake, perplexity, remedial treatment and diagnosis come in. Let us now turn to look at the importance of knowing the nature of the child and its inferences for this view of an advisory program.

CHAPTER II

KNOWING THE CHILD

"The one thing that really matters to the teacher is the living child here and now present in the classroom." This sentence, or something very like it, is a fair statement of how the new individualism expresses itself in education.[1] Although most efficient teachers cordially accept the vigorous warning against the "average child" and proceed to treat each boy and girl as an individual, there is something to be said in favor of the generalization that, while each has special qualities not shared by all others, there are a great number of qualities common to all, enough resemblances to outnumber vastly the differences and make it a waste of time to study all the similiar qualities in every separate case. A sound advisory program does not deal with each pupil as if it had never encountered a pupil before; on the contrary it approaches him with the confidence that he will present certain characteristics that have marked all other pupils.

The significant point urged by the advisory program is that each child is made up of certain unique

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[1] Sir John Adams, "The Type in School," School and Society, Vol. 33, No. 858 (June 1931) pp. 741 ff.

combination of peculiar and general qualities which we may designate a "pupil-personality." While no two pupils have the same combination of qualities, many of them combine qualities similiar enough to justify one in treating them as belonging to the same group. An advisory program unhesitatingly commits itself to a study of groups or types and by so doing endeavors to secure for each child a chance to do all he can on his own intellectual level; it makes no limitation about the development of either the gifted or the dull child.[2]

There are two objections usually put forward to oppose the recognition of pupils as belonging broadly to the same group, one diversity, the other inequality. It is true that in grouping there is enough diversity, but it is untrue that there is as much diversity as there is in the unadjusted group. As to inequality, there is some sort of difference in pupils and people there is little immediate prospect that this fact is likely ever to be any different. In answer to this indictment, an advisory replies that the fair thing is to see that each child deserves what he gets and gets what he deserves, that in education, as perhaps everywhere else, a true equality is not absolute but pro-

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[2]Frank N. Freeman, "Sorting the Students," Educational Review, Vol. 68, (November 1924) pp. 169-174. Cf. "The Treatment of the Gifted Child in the Light of the Scientific Procedure," Elementary School Journal, Vol. 24, (May 1924) pp. 652-661.

portional. To these objections may be added, not a third, but a caution; namely the danger of relying too much on grouping to provide adequately enough for individual differences, a danger evident in many instances where groups are segregated to the extent that certain functions of the junior high school, like associational living or civic attitudes are not fully realized.

The process of grouping or typification has been very extensively, sometimes uncritically, applied. Investigation[3] reveals the following methods:

1. CHRONOLOGICAL AGE - under-age children in fast-moving groups, at-age in average-moving groups, over-age in slow-moving groups,

2. MENTAL AGE - according the IQ's,

3. ACHIEVEMENT AGE - according to the single subject score, like the reading score,

4. PHYSIOLOGICAL AGE - according pubescence, prepubescence, and post-pubescence,

5. SUBJECTIVE OPINION - according to teacher and counsellor judgment, or the combined judgment of all teachers.

Inasmuch as an advisory program supposes the necessity of a somewhat faithful picture of the child, it is important to turn now to a review of the research

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[3]Ryan and Crecelius, Ability Grouping in the Junior High School, New York, Harcourt, Brace and Company, (1927) pp. 31 ff.

on the differences between individuals in native capacity, abilities, and interests. These investigations often negate each other, but the negations in most cases turn out to be positive stimuli for progressive self-direction of children.

One delicate question presents itself at the very start. Are children different in native capacity, or is it, as Mr. Watson has said,[4] all a matter of good health, proper assistance or conditioning and the "will to do?" It is generally believed that children differ widely in native capacity and no one holds the opinion that all are born equal in mental capacities any more than all are born with brown eyes. But the problem is not one of the FACT of difference but of the KIND of difference. Is it quantitative or qualitative, or both? Is each child a neurone pattern, constituting a particular type, or does each child differ from another only in a degree of amount? If there is one generalized intelligence - what the Germans call "innerlickheit" - then the matter of an advisory program becomes relatively easy and simple; for all can take the same curricular experiences, some more, some less. It ends in a <u>right amount</u>. If, however, children are neural patterns and constitute each a specialized type, the matter becomes

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[4]John B. Watson, "Are There Any Human Instincts," <u>Behaviorism</u>, New York, The People's Institute Publishing Co., (1924) p. 76.

plainly complex and intricate. Until psychological research settles definitely some of these perplexing problems, any advisory program may be a blind-alley affair. Let us review some of the investigations on this point before advancing what appears to be, with our present knowledge, at least a tentatively safe hypothesis for advisory procedure.

The results of investigations listed below seem to indicate the validity of one generalization: accurate observations of children, tests of rapidity of learning, quality of performance, and other specialized tests show a range of difference in capacities (perhaps native) that is enormous. Table I shows that fifty-five hundredths of one percent of 905 children had an IQ of 136-145, three and three-tenths percent had an IQ of 126 to 135, and thirty-three-hundredths of one percent had an IQ below 65.

TABLE I

RANGE IN INTELLIGENCE[5]

DISTRIBUTION OF INTELLIGENCE OF 905 UNSELECTED CHILDREN

Intelligence Quotients	Percentage
136-145	0.55
126-135	2.3
116-125	9.0
106-115	23.1
96-105	33.9
86-95	20.1
76-85	8.6
66-75	2.3
56-65	0.33

[5] L. M. Terman, The Measurement of Intelligence, Boston, Houghton Mifflin Company, (1916) p. 66.

Table II shows the range in memory span of children of the same age. In nine-year-old children the range runs from a memory span of two to nine digits.

TABLE II

MEMORY SPAN FOR DIGITS[6]

AGE	NUMBER OF CASES	NUMBER OF DIGITS RECALLED							
		3	4	5	6	7	8	9	10
5	5	1	4						
6	104	3	65	33	3				
7	248	6	110	93	25	14			
8	300	2	90	108	62	32	6		
9	288	2	66	110	59	43	7	1	
10	316		52	95	80	70	16	3	
11	329		26	102	94	78	25	4	
12	404		25	113	120	97	45	6	
13	431		9	108	92	138	53	30	1
14	274		9	65	64	84	29	18	5
15	92		3	23	17	38	5	1	5
16	22		1	4	6	5	2	3	1
17	1			1					
Total	2814	14	460	855	622	599	186	66	12

Table III reports the study of F. M. Garver's Ph.D. Thesis, University of Pennsylvania, on the Misplacement of Children in Grades Six, Seven and Eight in a Large City School System, Philadelphia. It shows a wide range in reading ability in children of the same grade, ranging rom a low score of 0 and 8.5 to a high score of 47.

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[6] H. J. Humpstone, Some Aspects of the Memory Span Test. A Study in Association, A Ph.D. Thesis, Philadelphia: The Psychological Clinic Press, p. 17.

TABLE III

DISTRIBUTION OF READING SCORES (MONROE COMPREHENSION) IN GRADES SIX, SEVEN, AND EIGHT[7]

GRADES	SCORES																	
	0-8.5	8.6-11.5	11.6-13.6	13.6-17.5	17.6-18.5	18.6-19.5	19.6-20.5	20.6-21.9	22.0-23.5	23.6-25.2	23.5-26.9	27.0-29.0	30.0-34.9	35.0-39.9	40.0-44.9	45.0-47.0	TOTAL	MEDIAN
6A	12	22	21	27	14	11	4	21	15	5	10	14	9	6	5	2	198	19.3
6B	7	9	9	28	6	6	10	20	11	10	4	17	15	6	3	0	161	21.6
7A	8	10	20	34	11	10	14	5	9	13	12	11	19	15	5	0	196	20.2
7B	4	5	9	15	8	13	8	10	8	17	6	16	21	16	13	5	174	24.6
8A	1	7	6	19	6	5	6	19	19	18	17	26	5	37	37	25	253	27.3
8B	1	4	1	12	4	5	3	11	16	9	11	34	30	21	13	11	186	30.9

[7]F. M. Garver, Misplacement of Children in Grades Six, Seven, and Eight in a Large City School System, Philadelphia, p. 25.

A range of difference on a series of tests is reported in Table IV, a study made by Daniel Starch. The width of the range between the best and the poorest is expressed in the ratio column. It may be said of this study that it does not measure capacity directly, but capacity as influenced by training. The accelerating influence of training and environment will be discussed below. But it does not seem unreasonable to assume that Starch's study measures roughly native capacity as well as present ability.

TABLE IV

RANGE OF DIFFERENCES BETWEEN THE BEST AND THE POOREST IN A SERIES OF MENTAL TESTS[8]

	BEST RECORD	POOREST RECORD	RATIO
Memory span	8 words	4 words	1: 2
Memorizing	1 minute	4 minutes	1: 4
Er test	25 seconds	1 minute 30 seconds	1: 3.6
Er test	1 minute 30 seconds	3 minutes 25 seconds	1: 2.3
Opposites	30 seconds	2 minutes	1: 3
Genus-species	45 seconds	2 minutes 5 seconds	1: 2.8
Addition	31 seconds	2 minutes	1: 3.9
Subtraction	20 seconds	1 minute 30 seconds	1: 4.5
AVERAGE ...	.....	.....	.1::3.35

[8]Daniel Starch, Educational Psychology, New York, The McMillian Company, (1921) p. 30.

While the foregoing investigations seem to indicate an enormous difference in native capacity, an advisory program raises the question of the relation of training and environment to capacity. Although it is beside the problem of this study, it would be interesting to inquire whether capacity accelerates training or training accelerates capacity. An advisory program may take for granted this wide range of native capacities, but it can not logically commit itself to the assumption that these native capacities act as constantly accelerating forces if children are allowed to develop naturally and without direction.

The relation of capacity and training may be illustrated by two cases which came to the attention of a dean in a junior high school, one case showing the relation of capacity to training, the other indicating quite clearly the influence of training upon capacity. They are:

CASE I. Two boys, X and Y, were rated for capacity to learn Latin. X could do beginning Latin twice as fast as Y. Suppose the Latin-learning capacity of X and Y be rated as 10 and 5 and both of them turned loose in Latin for five periods a week for one hundred periods. The total accomplishment of X and Y in Latin follows fairly well an old familiar formula in physics, that the total space passed over by a body acted upon by a constant force equals one-half of the

constant force (or acceleration) multiplied by the square of the time elapsed. The formula is $s = \frac{1}{2}at^2$. The formula for the boys will be :

$$X,\ s = \tfrac{1}{2}10x100^2 = 50,000$$

$$Y,\ s = \tfrac{1}{2}5x100^2 = 25,000$$

which might be taken to mean that X completed the work in one-half the time required by Y. On the basis of as accurate prognostic data as the writer could obtain about ability to learn Latin and French, later scores on achievement tests in these languages made it quite apparent that the formula worked. In addition to the language aptitude tests it should be said that the administration had the advantage of a try-out experience in General Language, which was included as an important part of the prognostic data. A similiar project was done in the Practical Arts in which activities the Stenquist Mechanical Aptitude Test furnished the basis for prediction, and there, as in the languages, the accelerating influence of capacity increased the difference in achievment.

CASE II. Two boys were assigned to a home room teacher. One had marked individuality and initiative, the other had little or none. The teacher did not accept the view that it is worth while to encourage initiative and responsibility, and she wanted her pupils to do what she told them and nothing else, particularly nothing else. During the eighteen weeks in this home room the boy with

strong leadership qualities became so involved in "troubles" that he had learned to curb his originality and never start anything. At the end of the semester both boys had grown nearly alike, for both were good conformists, one, of course, by training, the other by capacity.

Case I illustrates the fact that differences in native capacities, if allowed to develop, will result in greater differences; and Case II illustrates the other side of this fact, that, if native capacities are inhibited, they will result in decreased differences. Both show that capacity and training are intricately interdependent, that it is the function of an advisory program sometimes to reward and stimulate, sometimes to inhibit, but always to recognize both the factor of training and capacity.

Another question, almost as baffling to the maker of an advisory program as that of native capacities, is the infrequency of specialized abilities. If individuals are endowed by nature with abilities so varied and specialized as to make it possible for them to succeed in only one specialized way of life, an advisory program falls by the wayside. One of the best treatments of the subject of specialized abilities is a recent book by Victoria Hazlitt. A few quotations will show the basic importance of this point for an intelligent program of advice. The first refers to the question of whether

special ability is innate:[9]

"From the scientific point of view it is impossible to think of special abilities as innate in this way. As we have seen, all special abilities that have come to light in experimental inquiries are specific to the material. It would be as absurd to say that a man is born with special abilities for these activities as that he is born with a special organ for taking snuff. This view which we have supported from the results of experimental psychology is adopted on quite other grounds by so eminent a biologist and anthropologist as Prof. Elliott Smith. He says: "It would ill become me as a biologist to attempt to minimize the vast role played by heredity in determining the physical structure and the mental and moral aptitudes of every individual, and the variation in the average levels of attainment to which these hereditary qualities are subject in different races. But it is necessary to emphasize the fact that, so far as innate mental and moral qualities are concerned, it is merely a vaguely defined and more or less generalized aptitude that is inherited, and not any special kind of ability or congenital propensity towards good or evil behavior..... the direction in which these aptitudes find expression is determined by the individual's personal experience and by his

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[9] Victoria Hazlitt, Ability, A Psychological Study, New York, The Macmillian Company, (1926), p. 53.

environment." Dr. Hazlitt throughout assumes the factor of a drive as essential to all forms of activity. It is quite impossible, according to this authority, to show how the degree of the drive toward one form of activity differs from that toward another, although it is common knowledge that it does. Whether this differentiation comes from the varying strength of instinctive drives or not, it can not be proved that there are innate differences in the strength of our instinctive tendencies; and even if there are such differences it is difficult to see how they determine such specific differences as appear in our abilities. Dr. Hazlitt cites the case of the man who has the instinct of curiosity to a high degree. Will he be an astronomer, a bacteriologist, or merely an eavesdropper. If the setting is favorable, she thinks, he will pursue his activities in relation to a particular matter; if unfavorable he will lose himself in a limbo of gloom.[10] It is worth notice that this student of specialized ability makes the remark that "throughout life effective experiences tell on the activities and the abilities of the individual, but there can be no doubt that it is the early ones that are most potent in creating the illusion of innate special abilities."[11] In her consideration of

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[10] Ibid., pp. 56-57

[11] Ibid., p. 57.

musical and artistic geniuses, she shows in each case the presence of several abilities and significant childhood experiences, all of which points to the truth of Dr. Johnson's remark about Cowley that the true genius is a man of large general powers, accidentally determined in some particular direction.[12]

Our present knowledge indicates the presence of specialized abilities in music and art[13] and necessitates constant watchfulness to detect other specialized abilities. This does not mean determining each step for a student, but rather helping him to secure information and experience that will help him select his own course. Any advisory program recognizes this as a gradual process and seeks to place upon each child only as much at any time as he can carry with probable success - and that may often mean a very little. But the ideal is clear; not continued reliance upon external advice and help; instead a complete independence and the ability of each child sometime to stand alone. The purpose of an advisory program is positive, not negative, and like all education, it aims to build up the ability to guide one's self.

If a school administration is to accomplish this good, its authorities must secure all the inform-

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[12] Ibid., p. 74

[13] Leta S. Hollingworth, Gifted Children, Their Nature and Nurture, New York, The Macmillian Company, (1926), pp. 204-210.

ation possible about each child. The remaining part of this chapter describes one method of securing such information and outlines briefly some of the problems with it.

Individuals show not only quantitative differences in ability to learn but qualtitative differences as well. It has been pointed out that some children learn on a strictly "mental plane," others in a"symbolical way," and still others in the realm of the real.[14] If Stormzand is correct, it follows that there must be different kinds of school experiences for the different amounts, different motives, and different methods.

The term "ability-grouping" is used to mean some plan for the grouping of children upon the basis of general maturity. It is not necessary to offer argument for a proper classification of pupils. One fact should, however, be brought to attention; namely that, where there is no grouping, there is one thing which constantly favors the elimination of pupils from school. Some get discouraged and drop out, but there is always the conspicuous student who does not do all of the work and he is marked for the next sacrifice to the standards. In a school without ability-grouping,

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[14] Martin J. Stormzand, Progressive Methods of Teaching, Boston, Houghton Mifflin Company, (1927) pp. 144-145.

this student gets so far behind the best in the class that the teacher thinks of him as an exception. In a school with ability-grouping, any member has a chance to excel at something, and this occasional "moment of basking in the sunlight of success and fame serves to encourage the child and to suggest to his teachers and to his mates the existence of his potentialities for human service."[15] Ability-grouping is not only a means to economy and efficiency in the school business, but it also serves to keep the pupil in school during the critical period of preadolescence and adolescence, bring him into harmony with the school, and thus promote good citizenship.

Ability-grouping can never be absolute and perfect; at best it must always remain relative and approximate. The only perfect grouping of a class of twenty-four would be twenty-four groups. However, an effective and workable way of estimating ability to do school work has, and can be again, devised. The only problem is to avoid the error - already made by some - of assuming that such ability is identical with the rating given by this test or that. The school's estimate of a child's ability must be a synthetic one, and teachers, supervisors, principals, and superintendents must go to the pains to get two types of information,

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[15] Ryan and Crecelius, Ability-Grouping in the Junior High School, The writer has drawn freely from this work. New York, Harcourt, Brace and Company, (1927) p. 9.

(1) information as to the stage of development which the child has now reached, and (2) information as to the child's capacity for development in the future.

What are the various types of maturity in children that are significant for the school? For an answer to this question, one must turn to the careful analysis of general maturity into its elments by Herbert Woodrow and Bird T. Baldwin. The former in his Brightness and Dullness in Children and the latter in The Physical Growth of Children from Birth to Maturity[16] have defined six types of maturity:

1. Chronological Age
2. Mental Age
3. Pedagogical Age
4. Anatomical Age
5. Social Age
6. Moral Age[17]

1. Data and Graphic Representation of Data

Intelligence tests have come in for their share of criticism. No one seems to know just what "intelligence" is, and more than one authority has de-

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[16] University of Iowa Studies in Child Welfare, Vol. 1, No. 1, 1921.

[17] Writers are frankly omitting this age from this list. It is so inaccurately defined and involves so many emotional factors that it can serve little practical purpose in school grouping. The school does not argue the importance of it, but merely admits, with the present state of things, its incompetence to handle it. In some measure the school depends for the inclusion of this item in a grouping scheme upon the fact that it has already been expressed in the pupil's past performance as shown by his success in school work. (See item "Rank-in-class" on the Diagnosis Chart below).

plored the use of the word. It has been shown that correlation between intelligence and school achievement is not very high. Feingold's study showed three kinds of school achievement to have a low correlation with intelligence, while others showed a relatively high correlation. In arithmetic, for example, Feingold found problem-solving to be correlated highly with intelligence, but that spelling showed a lower correlation than vocabulary and writing a lower correlation than comprehension.[18]

The mechanical aptitude tests devised by Stenquist showed approximately a zero correlation between intelligence and mechanical aptitude. The work of this writer proves almost beyond doubt that the intelligence is no value when used by itself - certainly it is of no value in estimating mechanical aptitude.[19] Rudisill reports that there is no correlation between intelligence and motor control and that fineness of motor skill seems to depend but little upon a general intelligence.[20] Ryan and Crecelius found that boys in a St. Louis junior high school had a good knowledge of

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[18] G. C. Feingold, "Correlation between Intelligence and Scholarship," School Review, Vol. 32, (June 1924) pp. 455-67.

[19] J. L. Stenquist, "The Low IQ," Journ. Of Ed. Research, Vol. 4, (November 1924) pp. 241-54.

[20] E. S. Rudisill, "Correlation between Motor Capacity and Intelligence," School and Society, Vol. 18, (August 1923) p. 178.

the working part of an automobile and were consistently low in intelligence as determined by an intelligence test.

Thorndyke's analysis of intelligence is helpful. He divides intelligence into three types, abstract, social, and mechanical.[21] It is probably the best guess to say that intelligence tells us the pupil's power to carry on abstract thinking and that it predicts school success reasonably well for some and very poorly for others.

Measuring more consistently than they do anything else one's ability to think abstractly, the intelligence test has little predictive value unless it is supplemented by other devices for discovering social and mechanical stages of development.[22] Since the intelligence test predicts schools success in some kinds of school work and in others not at all, the following plan for ability-grouping is submitted.

The information suggested for group organization is listed on the Diagonosis Chart on the next page. The left section of the chart is for the raw scores and ages, and the right section is for a graphic representation of the data at the left. One should

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[21] E. L. Thorndike, "Intelligence and its Uses," Harper's, Vol 140 (January 1920) p. 228.

[22] Two writers have gone so far as to say intelligence tests can be dispensed with in a pinch. (See El. Sch. Journ. Vol. 23, (March 1923) pp. 542-46, Journ. of Ed. Research Vol. 8, pp. 220-32) (October 1923).

DIAGNOSIS CHART

Student ..... **Sex** ..... **Adviser** .....

I. Q. ..... **Test** ..... **Health** ..... **Rank-in-class** .....

Item	Score	Age	Score	Age	Score	Age
Date						
Intelligence						
Chronological						
Dentition						
Height						
Weight						
Social						
Arith. Fund						
Read. Rate						
Read. Comp.						
Read. Power						
Mech. Apt.						

Age Level Mental.	Chron.	Dent.	Height	Weight	Social	Arith. Fund.	Rdg. Rate	Rdg. Comp.	Rdg. Power
22									
20									
18									
16									
14									
12									
10									
8									

consider carefully the plan for grouping, as it has already been tried in one of the best junior high schools in the country, and over a period of some eight or ten years it has been found to be very successful.

It should be the policy of the junior high school to accelerate the work of the student as rapidly as it

seems to be consistent with his best interests. In most any group picked at random, one may observe quite different personalities. Some seem "older," and others are a source of discomfort - and perhaps despair - to their parents. Then there is the middle group. One may expect therefore to find the following groups in any large group of students:

(Upper fifth)	A and Top B Students
(Middle two-fifths)	the B group
(Lower two-fifths)	the C group

This does not mean that some students are A students, others B, and still others C; it means that some (the upper fifth) have a certain capacity for doing school work, others have less, or rather a different kind, of capacity for school work. The point is that A, B, and C students must do different types of work in different ways.

In order to determine the Pedagogical Age (the items listed on the left of the Diagnosis Chart,) the superintendent of schools should consider the purchase of the Woody-McCall Test in Mixed Fundamentals for the arithmetic age and the Monroe Silent Reading Test for the reading rate and comprehension. No age norms have yet been published for the arithmetic test, but one may secure from the Division of Tests and Measurements of the St. Louis Schools a score for this purpose. The Monroe Test not only furnishes rate and comprehension scores, but also a scale for converting these scores

into ages. For the intelligence test, the Terman B Test, which has been used quite extensively and which has proved satisfactory, is recommended.

When the scheme becomes clear to the teachers, the items on the left section of the chart should be entered by the elementary school. Definite directions for recording data on the chart and some plan for a supervision of giving the tests in the elementary schools can be worked out at a later date. The graphs on the right section of the chart are made by the junior high school teachers.

Attention should be directed to the fact that a scientific grouping can not be made over-night; it takes some time and much hard work. However, it ought to be a part of the teacher's job, and the principal in charge should relieve the Board of Education of the extra expense of employing a specialist to direct this type of work.

"After grouping what?" is the important question for an advisory program. It is clear that, if the school stops with grouping, nothing can be gained from the grouping. The instructional phase of an advisory program will apply the following principles to classroom instruction when the grouping is complete.

Instruction of an abstract nature will best fit the A's. The details of the subject-matter of instruction need not be presented to this group, for

they have the capacity to deal with problems in an abstract manner. The C's on the other hand, will profit only by instruction of a concrete nature.

As the A's see readily the transition from the general to the particular and from the particular to the general, they will get along well on the comprehensive and general question or problem. The general question suggests applications and explorations to A's, but the C's need definite and detailed questions and problems in the assignment. It follows that the assignment to the A's will take little of the teacher's time, as this group can quickly attack a problem in the directed study period. More skill and patience will be required for the proper direction of study work for the C's, for whom the assignment must be made, repeated, and then explained.

The grouping scheme will have direct relation to library work. Having the knowledge of how to organize a book, the A's will handle reference material without direction of the teacher with pleasure and proficiency, but the C's are on uncertain footing when sent to the library to work alone. Much freedom may profitably be given the A's in supervised study, but the C's will need close supervision. In addition to the main library, branch libraries, consisting chiefly of parallel text-books, should be built up by each department and kept in the departmental classrooms for use in the close supervision of study necessary for the C group. It is under-

stood that such branch libraries are under the supervision of the school librarian, who will be responsible for the proper use of them. This suggestion is made in the belief that the A's will work out their own salvation, while the C's will need constant supervision and guidance.

The A's will profit by taking notes, but the C's will have to be directed in advance as to what notes to take and the way to take them. The notebook for the C's develops into an exercise in writing and the practice of keeping a regular notebook should be set aside for this group.

The A's will be quick at reaching generalization through the process of observation and induction, and for this reason they are likely to jump into inaccuracies and superficial thinking. The teacher of the A's must be constantly on guard against this type of thinking, for it is much worse than no thinking at all. The C's present no serious problem in this respect.

A practice now persists in most junior high schools which needs some attention. The A's will apply generalizations as soon as they learn them, but the C's will have difficulty, without much drill, in making applications. Drill work will play a much more prominent part in the work of the C's than it does in the work of the A's. The drill sheets in arithmetic for the A's is a waste of time and they should be taken from the book list. Some drill in the fundamentals is necessary for the A's and they will have to be held to it

where it is necessary. However, it must always be remembered that the main thing for the A's is exploring new fields of knowledge and that the great pleasure of the C's is a drill exercise in which their efforts are crowned with success and in which they tend to keep at it for the pleasurable reaction which the success gives.

The teacher should extend to the A's an amiable but stubborn firmness and to the C's always a sympathetic encouragement. The A's are so quick to pick up things that a critical attitude will help them. Because the C's, possessed of many complexes from being chronically wrong on most questions, have in their own mind, associated their work more with defeat than victory, need sympathy and encouragement.

In this chapter a review of the research on the question of native capacities and specialized abilities, together with a description of one system of securing information about children, have been outlined. We gradually build up in any one the ability to choose his own way only when we have enough facts to enable another to select the best road. In our modern society where things appear each day, new and strange, the secondary school may fail to realize its objectives if it does not watch with infinite care, and somehow, come to know intimately and well, its students.

CHAPTER III

ADVISORY TENDENCIES

There are a few basic principles for the evaluation of advisory practice. All of them stress the necessity of securing facts about the individual and all of them find unity in emphasizing the importance of helping the student find things about himself in the vocational, social, educational, and ethical experience.[1] President Angell has stated two intrinsic merits of an advisory program.[2] Speaking to the Yale Alumni, many of whom had no knowledge of what opportunities are offered in the world of affairs, he said in 1926, "Two things at least require to be done, neither of which can be accomplished instantly, but upon which a beginning can certainly be made, granted interest in the problem and moderate financial means wherewith to bring it to pass. There is, in the first place, need for a carefully organized bureau where accurate current information could be obtained. The second need is a personal service which would help the student to determine with some exactness what his real qualifications are and in what field of endeavor he can hope to be successful."

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[1] Jesse B. Davis, A Program of Guidance for Secondary Schools, National Association of Secondary School Principals: Ninth Year Book, (1925) pp. 2-9.

[2] The Yale Alumni Weekly, Vol. 38, 688, (March 12, 1926)

In order to assist the child to make intelligent choices the comprehensive advisory program widens and enlarges information and experience in four phases of school living. The range of advice and personal guidance contact hangs over four behavior tendencies; namely, vocational, social, educational, and moral. If one seeks to reorganize and revitalize the school for assisting the individual to make wise decisions at the right time, it is worth while to have a general view of the agencies and aims to be used in these several advisory activities. It is accordingly the purpose of this chapter to inquire about a list of specific suggestions for the formulation and procedure of the advisory program.

Education may mean ultimately something "liberal" or something "cultural."[3] But no one would dispute the place of wise counsel in helping the individual "to choose, to plan his preparation for, to enter upon, and to make progress in an occupation."[4] So far as the school is concerned, assistance in getting in the proper occupational activity comes sometimes before, sometimes during, but seldom after a choice is made; however the school's advisory program ranks in responsibility for

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[3]Cf. the view of education in Everett Dean Martin's The Meaning of a Liberal Education, New York, (1926) Garden City Publishing Co.

[4]"Vocational Guidance in Secondary Education," U.S. Bureau of Education Bulletin, No. 19, (1918) p. 9.

the child's industrial adjustment along with such other movements as (1) investigation by experts, (2) studies of the individual and the conditions of industry, and (3) co-operation of the various social organizations and occupational agencies for the vocational guidance of students.[5]

A problem presents itself at the beginning to challenge the advisory procedure. Should the program attempt to give to every student an intimate knowledge of all occupations or should it attempt only an overview of the occupational world? It may be true that the attempt tc give everyone intimate knowledge of all occupations will prove unworkable and thus defeat its own purpose; it perhaps is true that any helpful advice must be specific and confined to a comparatively narrow range of occupations or related occupations.[6] A list of guides for vocational advice was prepared by the National Vocational Guidance Association at its meeting in February, 1929.[7] They are:

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[5]Principal Guy Stantz has secured for the Gerstmeyer Technical High School, Terre Haute, Indiana, a splendid vocational guidance program through the co-operation of economists, physicians, employers, labor leaders, teachers, lawyers, and other occupational leaders.

[6]That the information must be specific and refer to a group of occupations rather than to "the common occupation" is the principle underlying one of the recent books on vocational guidance for the junior high school. Cf. Holbrook and McGregor's Our World of Work. Allyn and Bacon, Chicago. (1931).

[7]The Vocational Guidance Magazine, Vol. 7 No. 5, (February, 1929) p. 219.

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.

2. To enable the student to find what general and specific abilities, skills, etc., are required for the group of occupations under consideration, and what are the qualifications of age, sex, etc., for entering them.

3. To give opportunity for experiences in school (try-out courses) and out of school (after school and vacation jobs) that will give certain facts about conditions of work that will assist the individual to discover his own abilities and help in the wider development of his interests.

4. To develop in the student the point of view that all honest labor is worthy and that choice of occupation should be based upon the peculiar service that the individual can render to society, upon personal satisfaction in an occupation, and upon ability, remuneration, possibility, advancement, and the like.

5. To teach the student a method of analysis of occupational information and to develop the habit of analysis before making a final choice.

6. To assist the individual to secure such information about himself, his abilities, general and

specific, his interests and his powers, as he may need for wise choice, and as he himself cannot obtain.

As preparation for occupational living involves decisions in the choice of studies, curricula, schools, and colleges, it becomes evident that educational guidance must be considered a part of the advisory program. Although one's vocation is important, it is not wholly inclusive of all recognized and legitmate activities. Somewhere the child should choose, enter upon, adjust himself to, and make progress in a course, curriculum, and school.

The choices and adjustments to be made in the educational phase of the advisory program may be listed briefly as follows:

(1) From a mutual understanding of the facts the child's parents and the school counsellor or dean should develop a method for determining the possibility, desirability, and value to all parties of further schooling.

(2) In the junior high school various opportunities to find out about the function and purpose of each type of curriculum in the senior high school should be presented. The responsibility of the secondary school for proper educational placement is so self-evident that wise educational choice demands the co-operative endeavor of the junior and senior high school faculty. The usual method is our now wasteful process of allowing the

student to drift, to find by trial and error, at the expense of the parents, whether he has the ability to do a particular work or the interest to undertake it.

(3) Perhaps the most difficult problem of educational advising is the adjustment of the child within the school to the school and its teachers. It is plain that, if this were done and done well, a large part of all school troubles would be eliminated. But strangely enough in education, as apparently everywhere else, the strongest need often times has the weakest support. That is particularly true in actual practice with reference to this point. The home room plan with a competent home room teacher in charge is doubtless now the best way to a good start and some beginning in orientation.[8]

And finally, there is need for advice about the activities outside the realm of "purposeful-economic" experience. This aspect of advice is characterized by its indefiniteness, as ethicists cannot agree on the good life nor sociologists on the average man. The writer elects to discuss this part of guidance under the term "Social-Moral" and to indicate the place of leisure time, leadership and followership,

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[8] Cf. the home room program, entitled "New Ways, New Friends, and New Workshops" of one junior high school, outlined below in the chapter on Means and Methods.

pleasant and agreeable contact, and ideals in the program.

A more careful selection of leisure time activities is everywhere recognized but very little is ever done about it. Various forms of student activities, sometimes called "organized activities," "clubs" or "social and integrating activity" have been introduced in the schools for giving children a chance to participate in recreational try-outs. The advocates of the social and integrating program, set up in the home room, club, auditorium, and the idea of student participation in school control, look forward to its eventuation in the following outcomes:

(1) Responsibility and clear idea, through the recreational club tryout, home room, and auditorium, for the proper use of leisure time.

(2) An understanding of and an appreciation for the several forms of recreation and the kinds of appreciation as would be useful to the good citizen. The social and integrating activity program does not assume that "pushpin is as good as poetry."

(3) To develop, through actual practice in the organized activities of the school, right habits of work, right judgments followed by right action, and adjustment to the school whole of which the student is only a part.

(4) To place on the habit level, through

participation in the social enterprises of the school, like the school and home room party, the forms of correct usage and to make contacts pleasantly and agreeably and with reasonable skill.

(5) The conviction, reached through the home room election, student council, etc., that social welfare rests upon the wise choice of leaders and intelligent following.

In this chapter the necessity of four types of advice has been indicated. It remains now to pass on to the school set-up and see how these types actually work in school practice. One caution is proper. The chapter on "Means and Methods" does not constitute a set of rules and procedures which will enable the administrator to set up an advisory program. It is only a description of how one school tried to solve the problem of enlarging and widening the experience of children in vocational, educational, and social and moral living.

CHAPTER IV

MEANS AND METHODS

Pupil adjustment requires sufficient personal data and experience with the pupil for one to give the right kind of advice. A description of the personal data record, home rooms, and clubs which a junior high school used as a means toward the realization of proper pupil adjustment constitutes this chapter.

A. PERSONAL DATA RECORD

"The first cardinal principle in education and training for a democratic society is that each individual child should develop to his highest possible level of attainment. This calls for the opposite of the lock-step in education. It demands full recognition of the individual differences among children. Each child must be considered as a unit-mind, soul, body. The child must be seen as a whole, trained in school as a whole, and sent out from school as a whole with the best that education can give him, that he may be more adequately equipped to live abundantly in service and satisfaction."[1] It was formerly believed that the best

[1] Edwin C. Broome, The Superintendent as the Chief Inspiration and Executive in Making the White House Conference Effective, School and Society, Vol. 34, No. 866 (August 1931).

school practice was to set the school standards of work and conduct so high that it would eliminate from school such pupils as could not meet the requirements of these standards. Now, since it is recognized that the best school policies are to adjust the work to the ability of the individual, the pupil who fails to measure up to the established standards becomes a problem case requiring special diagnosis and remedial treatment. These problem cases are usually boys and girls who are regarded as the disciplinary problems of the school; they cause repeated behavior disturbances in the classrooms or about the school, they do not get their studies, or they do not adjust themselves to the school. To make a careful study of these problem cases there is a need for record forms of cumulative nature that will place before the advisor pertinent information.[2] The type of record used by the school in this study consists of a diagnosis chart and a statement from the home room teacher which we shall call "The Home Room Record."

The diagnosis chart is a condensed personal data record. The left hand side of the chart is for the scores made on the several tests and the right hand side

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[2]When difficulties arise in classroom work, the teacher goes to the office of the Adjustment Director for the facts about the case. After the conference with the Director, the teacher makes each case one for further study and investigation and each difficulty one for diagnosis and remedial treatment.

for a picture profile of the student. With a little practice one can glance at the profile and can secure help for remedial treatment of pupil difficulties.

The home room record consists of a statement concerning the significant facts of:

1. Family History - In many cases student difficulties in school are caused by some significant maladjustment in the home. The parents may be of foreign nationality and have not come to realize the place and importance of our American educational institution in the lives of their children. Many times they are not able to speak the English language and have been misinformed as to the function of the school or the conditions existing in it. The number of children in the family many times has an important bearing on the child's life. It may be that he comes from a home of a large family in which there are older brothers and sisters who through teasing and abusing have developed a bad attitude in the child. There is also the student who is the only child in the family and through the lack of association with brothers and sisters or other children has developed characteristics that have caused him to be a case study in the school. Many times the home supervision is lax and the child is permitted to run at large on the streets and become implicated in many wrong doings. There is also the student who has come from a broken home through death or through divorce and is despondent over this fact. In fact

all home and out of school conditions should be considered in great detail for it may be some insignificant event outside the child's school life that is at the root of his trouble.

2. School History - The school history of the child many times has an important bearing upon the solution of difficulties. A complete history of the child's education should be noted stating such facts as the type of school, number of times failed, and where possible a statement from former teachers about any important incidents in his past school life. His present school adjustment and social life should also be noted.

3. Special Abilities and Disabilities - A careful watch should be kept at all times to discover any special abilities or disabilities that a student might have. It would be well to keep a record of all discoveries that are made in regard to abilities because it is here that the advisor will find the solution to many cases. A more detailed discussion of the importance of abilities can be found in chapter two of this study.

4. Emotional Nature - It is important to list here such facts as: leadership, reticence, disposition, temperament, sleep disturbance, influence of play, influence of success, illusions, irritability, abnormal sex interests, convulsions, or any other abnormal behavior that might be noticed. The advisor may be a

great help to the student if he will carefully study his emotional nature. Often just a word of encouragement, or having other students give encouragement will be the salvation of cases. When an extreme case of abnormal behavior develops it would be wise to seek the advice of parents and perhaps a specialist.

5. Health - We have come to know that a fine healthy clean thinking mind is usually in a well developed, well taken care of body. Many cases of disturbances are due to unhealthy conditions within or surrounding the child. The general health conditions of the child and any unusual situations such as, lack of rest, over work, under fed, etc., should be noted. Where it is possible it is suggested that the students be examined by a school physician at regular intervals and an accurate record kept of such examinations. When a school physician is not available the physical education department can be of much service in furnishing information in regard to the general health condition of the student.

6. Disciplinary Record - An accurate disciplinary record is valuable and in a large school is almost essential. It is suggested that each case, its particulars and the date of its occurence be noted and filed for future reference.

The sample records as given in this study are to be made for all students. However, detail study is necessary only for problem cases. The records shown

here are as they come direct from the home room teacher and should be used by the dean or the advisor as a means of discovering symptons of difficulties before the child actually gets into trouble. If one will always be on the watch for unusual or unsatisfactory statements he will be able to prevent many of the problem cases. It is impossible for the deans to know intimately well all of the students, however, these statements should be used as a method of personal study which will acquaint him with the different students characteristics and thus be a means of adjusting many to the school who would otherwise have been lost in a limbo of gloom. Diagnosis charts and a supplemented home room record are as follows:

HOME ROOM RECORD

NAME OF STUDENT - H. SB.

FAMILY HISTORY - Father is of German descent and the mother is Irish. There are three boys and two girls in the family. The father was raised in an orphan's home and seems to want to give his children the things that he missed. He takes a great deal of interest in his boys, and is a friend and a pal to them. There has never been any trouble in the home, in fact the home life seems to be ideal.

SCHOOL HISTORY - Attended the first six grades at the Sandison school and grades seven and eight at the Woodrow Wilson Junior High School. He has never been into any serious difficulty in his early school life. He is interested in all school activities. He always tries to do what is right and is dependable. He is interested in moving pictures and operates our picture machines.

SPECIAL ABILITIES - He has special mechanical ability and is interested in electricity, the principles and operation of motion picture equipment. His ambition is to become an expert in this field.

SPECIAL DISABILITIES - He has a dislike for art, music, science and English.

PERSONALITY - He has a pleasing personality and has a tendency toward leadership.

HEALTH - He is a little undersize but otherwise seems to have perfect health.

DISCIPLINARY RECORD - He was doing failing work

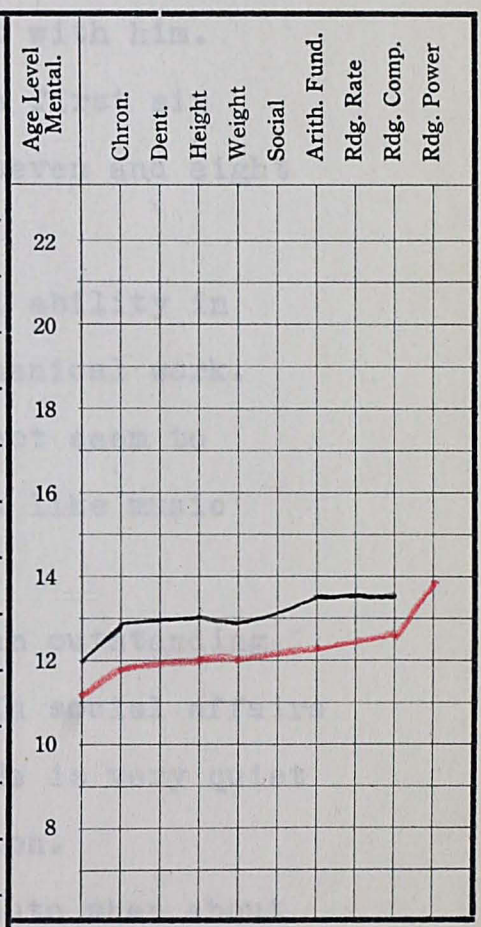
in science but when shown there was a relation between science and his interests, he raised his grade from an F. to a B.

DIAGNOSIS CHART

Student H. SB **Sex** M **Adviser** C

I. Q. 93.6 **Test** Terman "B" **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date	6-6-29					
Intelligence	46	11-1				
Chronological		11-10				
Dentition						
Height	57	12-0				
Weight	80	12-0				
Social						
Arith. Fund	176	12-2				
Read. Rate	21					
Read. Comp.	159	12-6				
Read. Power	95	13-11				
Mech. Apt.	97					



HOME ROOM RECORD

NAME OF STUDENT - H. S.

FAMILY HISTORY - Father and mother or both of German descent. He is the only child in the family. Father and mother are divorced and the boy makes his home with his grandparents, who are very strict with him.

SCHOOL HISTORY - He attended the first six grades at the Sandison school and grades seven and eight at the Woodrow Wilson Junior High School.

SPECIAL ABILITY - He has special ability in abstract thinking and is excellent in mechanical work.

SPECIAL DISABILITIES - He does not seem to have any special disabilities but does not like music and art.

PERSONALITY - He does not have an outstanding personality, does not take much interest in social affairs and has a tendency towards nervousness. He is very quiet and is very hard to draw into a conversation.

HEALTH - He was thrown from an auto when about four years of age. His legs and arm were broken and it is noticeable when he walks.

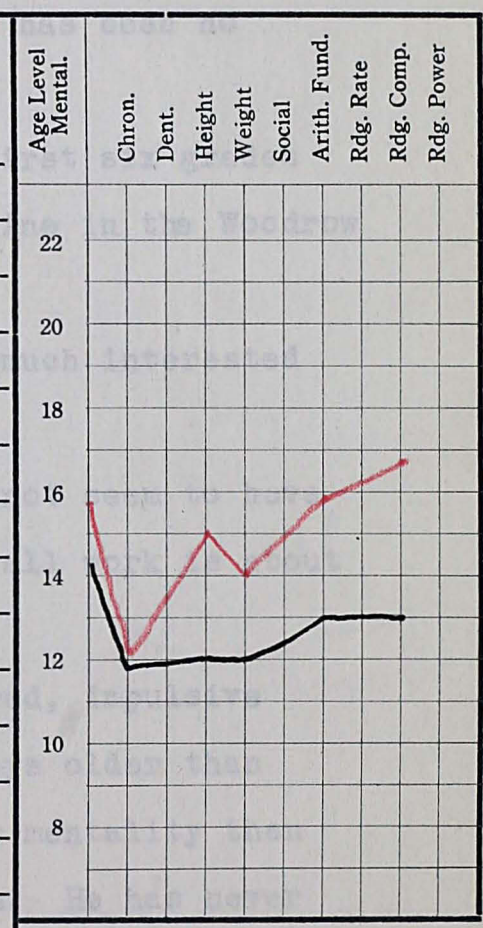
DISCIPLINARY RECORD - Good. This boy has never been in any difficulty.

DIAGNOSIS CHART

Student H. S. **Sex** M **Adviser** E

I. Q. 130.03 **Test** Terman "B" **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date	12-3-29					
Intelligence	129	15-9				
Chronological		12-1				
Dentition						
Height	64	15-0				
Weight	107	14-0				
Social						
Arith. Fund	248	15-11				
Read. Rate						
Read. Comp.	238	16-9				
Read. Power						
Mech. Apt.	92					



HOME ROOM RECORD

NAME OF STUDENT - K. W.

FAMILY HISTORY - Father is American and Mother is of Irish descent. There were six boys and one girl in the family, one boy is dead. The home supervision is very strict, in fact, it is too strict. There has been no serious trouble in the home.

SCHOOL HISTORY - Attended the first six grades in the Montrose school, grades seven to nine in the Woodrow Wilson Junior High School.

SPECIAL ABILITIES - He is very much interested in printing and is doing fair work in it.

SPECIAL DISABILITIES - He does not seem to have any special disabilities. His rating in all work is about the same.

PERSONALITY - He is high tempered, impulsive and out-spoken. K. W. associates with boys older than himself in years but with as low or lower mentality than he, and seems to be a leader amongst them. He has never taken much interest in school or school activities.

HEALTH - He has perfect health, however, he smokes a great deal.

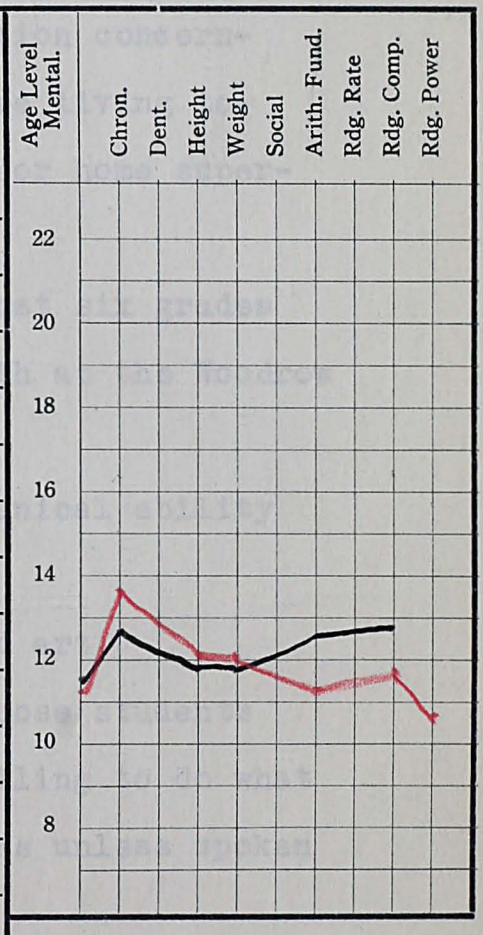
DISCIPLINARY RECORD - Due to his impulsive speaking out, he gets into quite a bit of trouble but he is very easy to handle. Although he is easy to correct he soon does the same thing over and he is a problem case which has never been satisfactorily solved.

DIAGNOSIS CHART

Student K. W. **Sex** M **Adviser** B

I. Q. 82.2 **Test** **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date	12-3-29					
Intelligence	31	11-2				
Chronological		13-7				
Dentition						
Height	58	12-0				
Weight	85	12-0				
Social						
Arith. Fund	140	11-2				
Read. Rate	19					
Read. Comp.	139	11-8				
Read. Power	55	10-10				
Mech. Apt.	52					



HOME ROOM RECORD

NAME OF STUDENT - C. D.

FAMILY HISTORY - Father is of Welsh and Irish descent and mother is of English and German descent. There were five boys in this family, one is dead. We have not been able to secure much information concerning the home life, however, the parents are living together but do not seem to have much time for home supervision.

SCHOOL HISTORY - He attended first six grades at the Montrose school and seven and eighth at the Woodrow Wilson Junior High School.

SPECIAL ABILITIES - He has mechanical ability and is interested in printing.

SPECIAL DISABILITIES - Music and art.

PERSONALITY - C. D. is one of those students that you never notice but he is always willing to do what you ask him. He is quiet and seldom speaks unless spoken to.

HEALTH - He has perfect health.

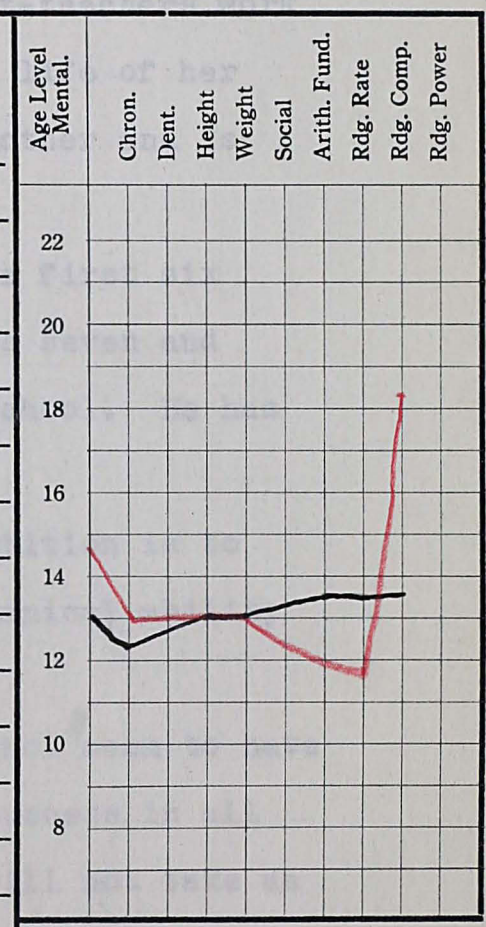
DISCIPLINARY RECORD - This boy was very bad about telling falsehoods when he first came to Woodrow Wilson Junior High School but has shown a lot of improvement.

DIAGNOSIS CHART

Student C. D. **Sex** M **Adviser** D

I. Q. 112.2 **Test** Terman "B" **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date 6-6-29						
Intelligence	106	14-7				
Chronological		13-0				
Dentition						
Height	62	13-0				
Weight	94	13-0				
Social						
Arith. Fund	160	11-8	42			
Read. Rate						
Read. Comp.	257	18-4				
Read. Power						
Mech. Apt.	96					



HOME ROOM RECORD

NAME OF STUDENT - G. S.

FAMILY HISTORY - The father and mother are both of German descent. There are three boys and four girls in the family. This boy comes from a very fine family. His mother is prominent in parent-teachers work and is very much interested in the school life of her children. This boy is very fond of his mother and is always wanting to do something for her.

SCHOOL HISTORY - He attended the first six grades at the Davis Park school and grades seven and eight at the Woodrow Wilson Junior High School. He has always made an excellent school record.

SPECIAL ABILITIES - His main ambition is to become a naturalist, however, he has mechanical ability and is also interested in electricity.

SPECIAL DISABILITIES - He does not seem to have any special disabilities for he has had success in all phases of his school work. However, he will not take an active part in school activities. I have tried to get him interested but his reply is always "I don't have time."

PERSONALITY - He is very shy and does not seem to care for many friends, however, he is very close and loyal to the few friends that he possesses.

HEALTH - He is small and undersize and has missed several days of school the past semester due to illness.

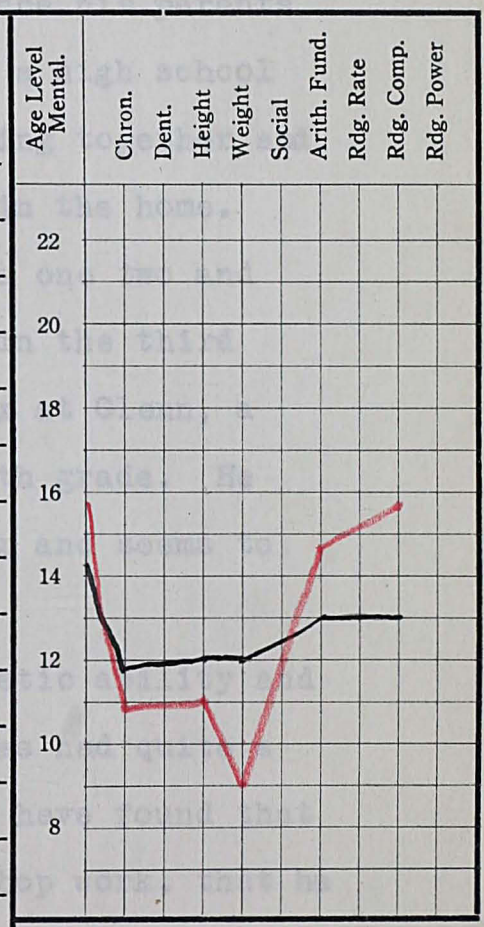
DISCIPLINARY RECORD - He has never been known to be in trouble.

DIAGNOSIS CHART

Student G. S. **Sex** M **Adviser** F

I. Q. 144.2 **Test** Termain "B" **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date	12-3-29					
Intelligence	130	15-9				
Chronological		10-11				
Dentition						
Height	55.5	11-0				
Weight	62	9-0				
Social						
Arith. Fund	228	14-9				
Read. Rate						
Read. Comp.	213	15-8				
Read. Power						
Mech. Apt.	98					



HOME ROOM RECORD

NAME OF STUDENT - C. S.

FAMILY HISTORY - The father is of German decent and the mother is American. There were four boys in this family, one is dead. Although this boy does not have a high ranking in abstract intelligence his parents are very much interested in him receiving a high school education. The mother and father are living together and there has never been any serious trouble in the home.

SCHOOL HISTORY - Attended grades one two and three in a two room rural school, failed in the third grade. Attended grades four, five and six at Glenn, a twelve year school. He failed in the fifth grade. He is a member of the school basket ball team and seems to be well liked by his fellow students.

SPECIAL ABILITIES - He has athletic ability and does well in mechanical work. This boy has had quite a lot of trouble with his mathematics and I have found that through relating his mathematics to his shop work, that he has become interested and is doing much better work.

SPECIAL DISABILITIES - He can not get art and music and has trouble in general with academic subjects.

PERSONALITY - He is quick tempered and pouts but get over these spells quickly. He is easily influenced and has poor qualities for leadership.

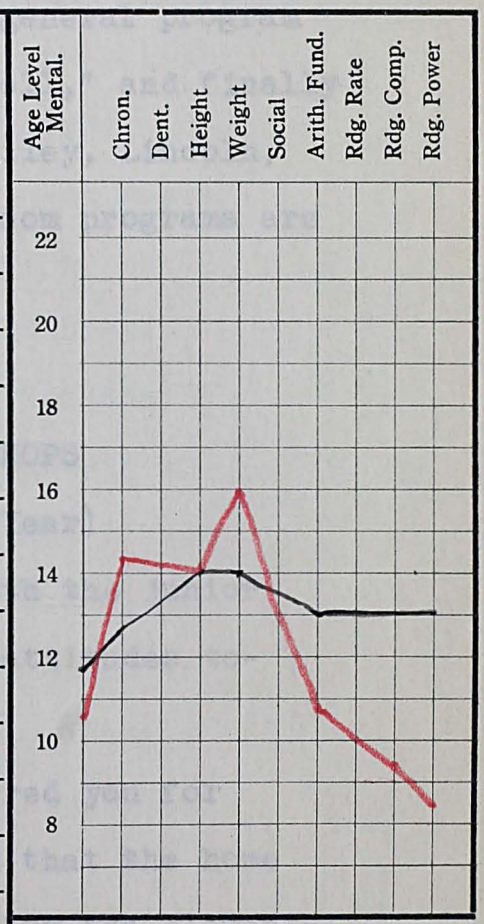
HEALTH - This boy was hit in the head while in the third or fourth grade and was unconscious for quite a

DIAGNOSIS CHART

Student C. S. **Sex** M **Adviser** A

I. Q. 73.2 **Test** Terman "B" **Health** **Rank-in-class**

Item	Score	Age	Score	Age	Score	Age
Date	10-16-29					
Intelligence	18	10-6				
Chronological		14-4				
Dentition						
Height	61	14-0				
Weight	133	16-0				
Social						
Arith. Fund	128	10-10	132	11-5		
Read. Rate						
Read. Comp.	60	9-3	71	9-7		
Read. Power	25	8-5				
Mech. Apt.						



B. HOME ROOM PROGRAMS

Three types of home room programs are given below as an instrument for the advisory program. There is first the "Outlined Programs by Weeks," of two samples, one for the seventh and one for the eighth and ninth year, are included. There is second the general program for all grade levels like "How To Study Well," and finally there is the "Special Day Program" like Riley, Lincoln, and Thanksgiving Day. Some sample home room programs are as follows.

Program One

NEW FRIENDS, NEW WAYS, AND NEW WORKSHOPS

First and Second Weeks (Seventh Year)

Purpose: To acquaint the new students with the junior high school and to start them with right attitudes toward it.

A. How has the elementary school prepared you for the junior high school? (It is suggested that the home room teacher explain to the new students how the elementary school has prepared them in the fundamental subjects and thus laid the foundation for the junior high school. Perhaps the most effective way to make this explanation by way of comparison, showing that the junior high school is a broader path of the elementary school.)

Elementary	Junior High School
1. Reading	1. English. You will now read

	some great stories, poems, and prose writings.
2. Language and Spelling	2. This group of the English subject becomes oral and written expression, grammar, and spelling.
3. Arithmetic	3. General Mathematics. You no longer study arithmetic only; you add geometry, algebra, a little trigonometry, and something about the story of the development of mathematics.
4. Elementary geography and history stories	4. Social Science. You now advance to "mixed courses" in geography, history, and civics which give you a more complete understanding of the lives of people, their ideals, customs, governments, institutions, and great events.
5. Health	5. Physical Education. You will learn in our gymnasium how to care for your growing bodies, play games, and practice again the health rules you have already learned.
6. Music and Art	6. Music and Art. In the junior high school you will be given a

chance to learn more about the beautiful things of life. You will study the world's great artists in art and hear something about their pictures; in music you will sing, and if you have special talent perhaps you will get to play in the band or orchestra.

7. Practical Arts — 7. Cooking, Sewing, and Home Problems (Girls). There is a Boy's Cooking Club for those who are interested in this subject. Woodwork, Household Mechanics, Printing, Mechanical Drawing (Boys) Printing and Mechanical Drawing are open to girls who want to take them.

These subjects are new in your experience, but they are common to all junior high schools. Some of them you may not like, but there is something in everyone of them that will help you. Aside from handling tools, you will learn the importance of good taste, accuracy, neatness, and how to make your hands, eyes, minds work together. You will perhaps find in your study of these subjects that you have some talent you did not know you had and become interested in a field where you can do

something for yourself, your parents, and your friends.

8. Science. This is another subject which is new to you. In it you will be told a very interesting story about Nature and her laws. No doubt you have heard many times that we are living in a "scientific age." Your science teachers will tell you what that means and show you how many of the things which you enjoy in your homes, like the radio, telephone, electric light, water system, automobile, etc. have been due to the work of a few great scientists. You are sure to find this story as fascinating as a fairy tale when you know how much science does for you every day.

9. Social Activity. You are now older than you were when you attended the elementary school; you are more grown-up and your teachers are going to expect more from you. In the junior high school you will take part in the school's work, play, government, and ideals; in short you are going to help make this school what it is. You should learn now what it means to be responsible, courteous, and to control yourself.

B. This a good place for the home room teacher to introduce and explain the following terms.

1. that you are not their teacher, but their home room teacher, that the home room teacher is the guider and helper of the group, and that you are going to tell them some things they ought to know,

2. the marshall system and respect for it,

3. the student council,

4. conduct in the halls, classroom, auditorium, cafeteria, and gymnasium,

5. tardiness and attendance regulations. The Attendance Office is in room 102.

6. the auditorium program, the club, etc.

7. the weekly program. Use the regular program card and explain how to read and follow it.

In view of the above discussion learn the following quotation and talk about it in the light of a new junior high school as a new opportunity.

C. Measuring Myself (A Study in Quotations)

1. "Measure me, sky!
Tell me I reach by a song
Nearer the stars;
I have been little so long."
---- Leonora Speyer

2. "From compromise and things half done
Keep me with stern and stubborn pride;
And when at last the fight is won,
God, keep me still unsatisfied."
---- Louis Untermeyer

3. "I would be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare."
---- Howard A. Walter

4. "The great city is that which has the greatest man or woman,

If it be a few rugged huts, it is still the greatest city in the whole world."

---- Walt Whitman

5. "Immodest words admit of no defense,

For want of decency is want of sense."

---- Tennyson

D. Improving Myself on the "What" and "How" Chart

FLAWS TO BE MENDED		
	What	How
In my Work		
In my social activity		
In my citizen-ship		
GOOD QUALITIES TO BE IMPROVED		
What		How

Using Charles Schwab's "Success Commandments" have the student rate himself. Give grades for the possession of traits to a degree above the average, average, and less than average. A, C, and D are suggested, with points 3, 1, and 0.

E. How I Look To Myself.

	Grade	Pts.
1. Work Hard. Hard work is the best investment a man can make.		
2. Study Hard. Knowledge enables a man to work more intelligently and effectively.		
3. Have Initiative. Ruts often deepen into graves.		
4. Love Your Work. Then you will find pleasure in mastering it.		
5. Be Exact. Slipshod methods bring only slipshod results.		
6. Have the American Spirit of Conquest. Thus you can successfully battle with and overcome difficulties.		
7. Cultivate Personality. Personality is to a man what perfume is to a flower. ..		
8. Help and Share with Others. The real test of business greatness lies in giving opportunity to others.		
9. Be Democratic. Unless you feel right toward your fellow-men you can never be a successful leader of men.		
10. In All Things Do Your Best. The man who has done his best has done everything. The man who has done less than his best has done nothing.		

F. An Exercise in Paraphrase and Discussion.

1. "All doors open to courtesy"

2. "The loud laugh bespeaks a vacant mind"

3. "All noise is waste; it is more than waste when it reflects ill breeding upon the person who is the perpetrator"

4. "The silent arm is mightier than the whirlwind"

5. "Chewing a wad of gum is not necessary while chewing a cud is"

6. "Our personal appearance is our show window where we insert what we have for sale and we are judged by what we put there"

7. "Hat in hand goes through the land."

SLOGAN: Eventually good manners, why not now?

Program Two

SCHOOL LOYALTY

First and Second Weeks (Eighth and Ninth Year)

Purpose: To cultivate the feeling on the part of the student that the school is his own, that he is a part of it, and therefore is it.

A. Courtesy.

1. Remember that you are from Woodrow Wilson.

2. Treat visitors as honored guests; give them attention and courtesy.

3. A cheer for the opposing team.

4. A definition of courtesy: the willingness to do cheerfully and enthusiastically, without being told to do it, any service or kindness to Woodrow Wilson, its visitors, its teachers, or its students. (Emphasize that teachers do many things for the school, for example, they spend time out of school for the school. Students may also do many things for it).

B. Good Sportsmanship

Good sportsmanship has been defined by Principal W. G. Lambert, College Hill Junior School, College Hill, Pennsylvania as follows.

1. In the Class Room,

a. When a student has endeavored to be physically fit for his daily work by observing the laws of health.

b. When a student controls his tongue, temper, and thoughts.

c. When a student listens to the advice of older and wiser people.

d. When a student learns to think for himself, choose for himself, and act for himself, thereby obeying the law of self-reliance.

e. When a student decides that he will not do wrong in the hope of not being found out; when he will not take without permission what does not belong to him;

when he will promptly do what he has promised to do.

f. When a student obeys the law of duty so that there are not shirkers or willing idlers who live upon the labor of others; by doing what he ought to do, whether it is easy or hard; by taking an interest in his work; by not being satisfied with slipshod and merely passing work; by doing the right thing in the right way, even when no one sees or praises him.

g. When a student is cheerful and works in a friendly co-operation.

2. In the Corridors.

a. Between-classes

When all of its members pass quietly from room to room in single file on the right side of the corridor.

b. During fire drill

When a student obeys promptly the signals and passes at a brisk walk, without talking.

3. During Assembly.

a. When a student comes to immediate and respectful attention at a given signal and remains so during the entire assembly.

(Most any junior high school class may be somewhat surprised to find that good sportsmanship extends beyond athletics, and that fact constitutes the worth of this discussion).

4. Responsibility.

a. Few rules - everybody expected to do what is right.

b. Pupils should look on teachers as helpers and friends instead of regarding them as policemen.

c. Protection of the school property from abuse; protection of the school's good name by living loyally to what it teaches.

(Summarize briefly the three ideals by using the class discussion on related topics and the use of other pupils experiences as the teacher may think desirable).

SLOGAN: Do a good turn daily.

Program Three

YOUR COMMAND OF SOME COMMON TOOLS

Second and Third Weeks (Eighth and Ninth Year)

Purpose: To appreciate the importance of the fundamentals in the useful accomplishments and the business of life.

A. Good Books and Reading

1. What are the uses of reading?

a. Information

b. Worthy Use of Leisure Time

2. Some points about reading good books

a. Unwise people read much, but to no purpose. Note this quotation,

"The bookful blockhead, ignorantly read,
With loads of learned lumber in his head."

b. Read a book for all there is in it, or else

you will get little or nothing out of it. The law of good reading is to give each book its due and a little more.

c. If you have no poems by heart, no great songs, no verses from the Bible, then you have not begun to read.

d. Discuss these quotations:

"Not to read good books is like being shut up in a dungeon while life rushes by outside."

---- John Macy

" We get no good
By being ungenerous, even to a book,
And calculating profits - so much help
By so much reading. It is rather when
We gloriously forget ourselves, and plunge
Soul-forward, headlong, into a book's profound,
Impassioned for its beauty, and salt of truth
'Tis then we get the right good from a book."

---- Elizabeth Barrett Browning

(It is suggested that the home room teacher encourage the reading of one good book at this time. Lyman and Hill's Literature and Living, I, II, and III has at the beginning of each section helpful recommendations under "Choose A Book." A list of books suitable for your section with time set aside for a round-table exchange of reading experiences would provide a worthwhile ex-

ercise for the home room).

B. The Uses Of General Mathematics

So far as possible the students ought to talk about the values of mathematics in their own experiences. The list given is only a lead.

1. Making change
2. Keeping accounts
3. Managing one's income
4. Budgeting one's time and money
5. Over-viewing one's business affairs
6. Commercial enterprises

C. The Uses of Written Expression

1. Social communications (Social letters)
2. Business communications (Business letters)
3. Spelling and composition as a means of written expression.

Two cautions are perhaps in order. First, the study of the fundamentals in the home room is not intended to justify these subjects in the course of study, but simply to point out to the student their relation to his own living everyday. And second, departmental teachers should be on guard against overdoing their own departmental subject at the price of the other fundamental tools. For the purpose here, there is no scale of value on which to hang English, mathematics, spelling, composition, and writing.

D. Topics for Home Room Discussion

1. My First Assembly Program

2. What I Had Heard About the Junior High School Before I Attended It.

3. What Have I Learned About the School This Week?

4. What Do I Like Best About It?

5. Things As They Are and Things As They Should Be At Woodrow Wilson

SLOGAN: I am the crew and the captain too.

The following poem written by Miss Mary Derby of the English Department should be memorized in connection with this home room program.

"Your halls and my halls
To every girl and boy,
A place of love and learning
As well as peace and joy;
Your walls and my walls
Do much to us unfold,
If only we could grasp it,
And to that knowledge hold;
Your school and my school
Forever love we must,
And in its code and teachings
Have ever faith and trust.

"Your school and my school
And how it looks today
In your eyes and my eyes
And also far away.

We see it loom before us
Straight and tall and strong,
Standing for the right of things
A shelter from the wrong;
To guide your steps and my steps
Through life with purer hearts,
But you must and I must
Forever do our part."

Program Four

HOW TO STUDY WELL

(General Program for all Grade Levels)

Purpose: To improve study.

Effective study is primarily a matter of better reading, listening, thinking, and applying. Perhaps the best way to approach this subject is to turn the pupil's attention in on himself and begin by annalyzing his own activities and habits of study.

A. Personal Study Habit Survey.

1. Working at regular and definite periods.
2. Physical conditions.
   a. sleep
   b. exercise
   c. posture
   d. removal of special physical distractions and handicaps to intensive study.
3. Wasting time and getting started.
4. Proper physical conditions for effective study.

a. light

b. temperature

c. time and length of study

B. Suggested Study Technique.

The expenditure of effort in study will probably accomplish twice as much when the student follows a well-planned procedure. The following activities have been suggested by two writers in this field. (Lyman's The Mind At Work and Whipple's How To Study Effectively).

1. Get clearly in mind your problem; know the specific aims and definite purposes of your study.

2. Organize big ideas and keep them in the foreground of your attention.[1]

3. Study important ideas intensively in order to know the facts which support them.

4. Recall the essentials and repeat them to yourself.

5. And finally, supplement by further reading and judging the general worth of what you have read.

C. Some Study Suggestions.

1. Begin now to do things right; most of the time we lose results from errors carelessly made.

---

[1] When a teacher requires any knowledge of a student, that requirement ought to assume that such knowledge can be divided into suitable units of attack. The student should be trained in an economical way of attacking these units and getting the facts which support them. A bird's eye view of the "big ideas" is therefore important for effective study.

2. Never study when you are grouchy or gloomy; these are bad companions for your study as well as everything else.

3. Learn to be clear and demand clearness; never accept hazy ideas.

4. When you have work to do, do it. Be on schedule.

5. When you start a task, stick to it until it is finished.

6. Cultivate the habit of making decisions about your work. One who cannot make up his mind seldom gets anywhere.

D. What Others Have Thought About the Importance of Study.

(A Study in Quotations).

1. "We laugh at others for being absent-minded. In reality they are not absent-minded at all; they are so present-minded that they are utterly forgetful of their bodies and everything around them. They have learned the art of giving attention mightily."

2. "In the long run the secret of study resides in our ability to bathe our thought, our task, our lessons in the stream of interest."

3. "The more extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do."

4. "If we would be free, we must think ourselves free." The home room teacher may use William James'

quotations on the formation of habit.

5. "Launch yourself with as strong and decided initiative as possible." (That is, when you start a new habit, tell your friends about it so that it will be more difficult to go back on what you have started).

6. "Never suffer an exception to occur till the new habit is securely rooted in your life. Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again."

7. "Keep the faculty of effort alive in you by a little exercise every day." (That is, do something each day that you do not want to do just for the sake of doing it and thus training your nervous system to be prepared. As James puts it, "be heroic in little unnecessary spots.")

E. The University of Chicago High School Study Helps.

1. Form a time and place by studying the lesson in the same subject, in the same place, at the same time each day. Don't study immediately after a hearty meal.

2. Have proper study conditions and equipment, a quiet room not too warm, good light at the left, a straight chair and table, the necessary books, tools, and materials.

3. Study independently. Do your own work and use your own judgment, asking for help only when you

cannot proceed without it, thus developing ability to think for yourself, and the will-power and self-reliance essential to success.

4. Arrange your tasks economically; study those requiring fresh attention first; those in which concentration is easier later.

5. Sit up straight and go to work vigorously, with confidence and determination, without lounging or waste of time. When actually tired, exercise a moment, open a window, change to a different type of work.

6. Be clear on the assignment and the form in which it is to be delivered. In class take notes when the assignment is made; mark things to be carefully learned. When in doubt, consult the teacher.

7. In committing material to memory, learn it as a whole; go over it quickly first, then more carefully and then again and again until you have it. In learning forms, rules, vocabularies, etc., it will help you to repeat them aloud.

8. In studying material to be understood and digested but not memorized, first go over the whole quickly, then carefully section by section; if possible, then review the whole quickly.

9. Use judgment as well as memory; analyze paragraphs, select important points, note how minor ones are related to them; take note of the important points so that you may learn systematically and review easily.

10. Study an advance lesson promptly and review before going to class; recall memorized matter by repeating it, aloud if necessary; think through a series of points to see that you have them in order in your mind.

11. Use all material aid available - index, appendix, notes, vocabulary, maps, illustrations in your textbook, as well as other books and periodicals.

(The home room teacher may wish to modify the Study Helps of this High School in order to fit the junior high school situation, but in the main these Helps state excellently well a profitable procedure for the junior high school).

F. Suggested Topics for Pupil Discussion.

1. Talking first and thinking later.
2. My weak habits in study.
3. New habits that I am making in study.
4. Cramming for examinations vs. real study.
5. Daydreaming in Study.
6. Getting started and fifteen minutes left for study.

SLOGAN: Habit is second nature! Habit is ten times nature!

What did the Duke of Wellington mean when he said that?

Program Five

RILEY DAY

(Suggested Special Day Program)

"Other poets may soar above you - you keep close to the human heart."

A. Talk on James Whitcomb Riley's Life and Work. (Teacher or student).

1. Suggestions:

a. Interesting incidents of his boyhood.

b. His school life.

c. Riley letters to children.

d. A visit to Riley's birthplace.

(A portrait of Riley would add to interest of program).

B. Poems (read or memorized) (members of class).

1. Suitable poems:

a. "The Prayer Perfect"

b. "Little Orphant Annie"

c. "Raggedy Man"

d. "Our Hired Girl"

e. "Granny"

f. "Griggsby's Station"

g. "The Name of Old Glory"

(Interest would be added to the reading of these poems by having the reader dressed to represent the character; also by the use of living pictures.)

C. Songs.

1. A life Lesson.

2. An Old Sweetheart of Mine.

3. A Song.

D. Tributes to Riley and his poetry by:

1. Henry W. Longfellow.
2. Oliver Wendall Holmes.
3. James Russell Lowell.
4. Mark Twain.
5. Rudyard Kipling.
6. Henry Van Dyke.

"No poet has conceived as truly and so kindly of children or has been able to tell us so sweetly what they are."

---- William Dean Howells.

E. A Visit to Riley's Birthplace.

The charm in making a pilgrimage to the beautiful little Indiana city of Greenfield, brousing amid the haunts of the beloved Hoosier poet, James Whitcomb Riley, is the spirit of Riley which greets one on every hand. Here the poet was born and lived until his fame called him forth; it was here that all of his poems which today a nation echoes, were written. The poet's whole life is expressed in the simple things which inspired him, the things at home. Riley wrote of Greenfield in its entirety - the trees, the creek, the swimmin' hole and the play fellows of his youth.

Within the city limits is the winding Brandywine creek with its banks of wild flowers, its shade and cool contentment beautifully immortalized in the verses, "Up and Down Old Brandywine." Following the stream northward from the bridge the "Old Swimmin' Hole," in

its simple beauty and with its diving log, greets the visitor.

Leaving the creek and coming "back to town" along the "Old National Road" which is the "Main Street of Greenfield", the visitor will stop at the old Riley home, carefully preserved by a relative of the poet; see the school house which he attended; also the homes of old friends and the road leading "Out to Old Aunt Mary's." Then, too, as one peeps over a gate into a garden of old fashioned flowers, one's fancy instinctively, recalls the scenes of "The Old Sweetheart of Mine."

Those who live in the little city have preserved these Riley haunts which are daily visited by tourists who pass and repass on the Old National Road. Mr. Riley lived in Greenfield until he was past thirty years of age, when he accepted a position on the staff of the Indianapolis Journal. In the cemetery near the Brandywine his father, mother and brothers are buried, together with many of his boyhood friends. It was his request that he be laid to rest in the family lot, but his wish was not fulfilled, and he was buried in Indianapolis. However, the charm of his birthplace never left him, and although his later years were spent in Indianapolis, due to his work, his heart was here where the verses led him into a world of dreams and endless fancy.

Program Six

LINCOLN'S BIRTHDAY

(Suggested Special Day Program)

"He was one of the few great rulers whose wisdom increased with his power, and whose spirit grew gentler and tenderer as his triumphs were multiplied."

---- James A. Garfield.

"There is in the whole history of this Republic not one man from whom we all - wherever born and whatever our political opinions - can learn more instructive and more inspiring lessons as to what true patriotism is; and there is but one who is fully his peer in this respect."

---- H. E. Von Holst.

A. Roll call - responses from quotations from Lincoln. (Part or all the students).

B. Talks on the life of Lincoln. (To be given by students or teacher).

1. Early Life of Lincoln.
2. Lincoln's Law Career.
3. Lincoln, a friend of children.
4. The Chicago Convention, May 16, 1860.
5. Lincoln's Home.
6. In the days of great debates.

(The story of these debates, not the text, which would not interest children, furnishes an excellent opportunity to present a colorful picture of the life and profits of Indiana and Illinois in the middle of the 19th century).

7. The trip from Springfield to Washington.

8. April 14, 1865.

9. Lincoln's Autobiography.

10. The Gettysburg Address.

11. Lincoln memorials.

C. Stories of Lincoln.

1. How they sang the Star Spangled Banner when Lincoln was inaugurated. ---- Nast.

2. Little Blossom.

(There are a great number of these stories from which other selections may be made).

D. Suitable poems.

1. 'Tis Splendid to Live so Grandly. ---- Margaret E. Sangster

2. Old Flag. ---- Hubbard Parker.

3. The Reveille. ---- Bret Harte.

4. The Cumberland. ---- H. W. Longfellow.

5. Barbara Frietchie. ---- J. G. Whittier.

6. The Old Man and Jim. ---- J. W. Riley.

7. Three Hundred Thousand More. ---- Gibbons.

E. Songs.

1. Tenting on the Old Camp Ground.

2. The Battle Cry of Freedom.

3. Marching Through Georgia.

F. If a program of plays is desired the following by Clara J. Denton, and found in a volume by Jos. C. Sindelar, entitled "Lincoln Day Entertainments" will be found to present steps in Lincoln's life.

1. The Wooden Fire-shovel. (Lincoln's Youth).

2. The prophecy. (Lincoln's schooldays).

3. Captain Lincoln. (The Black-hawk War).

4. With Fife and Drum. (Civil War period).

G. Quotations From Lincoln.

1. "I have one vote, and I shall always cast that against wrong as long as I live."

2. "In every event of life, it is right makes might."

3. "Gold is good in its place; but loving, brave, patriotic men are better than gold."

4. "God must like common people, or he would not have made so many of them."

5. "The reasonable man has long since agreed that intemperance is one of the greatest, if not, the greatest, of all evils among mankind."

6. "The purposes of the Almighty are perfect and must prevail, though we erring mortals may fail accurately to predict them in advance."

7. "No men living are more worthy to be trusted than those who toil up from poverty."

8. "Of all the people, when they rise in mass in behalf of the Union and the liberties of their country, truly may it be said! 'The gates of hell cannot prevail against them.'"

9. "No man is good enough to govern another man without that other man's consent."

10. "Let not him who is homeless pull down the house of another, but let him labor diligently to build one for himself."

11. "You may fool all of the people some of the time, and some of the people all of the time, but you cannot fool all of the people all of the time."

12. "Better give your path to the dog - even killing the dog would not cure the bite."

13. "The way for a young man to rise is to improve himself in every way he can, never suspecting anybody is hindering him."

14. "I say "try," for if we never try, we never succeed."

15. "The pioneer in any movement is not generally the best man to bring that movement to a successful issue."

16. "Have confidence in yourself, a valuable if not indispensable quality."

17. "Let us judge not, that we be not judged."

18. "When you have an elephant on hand, and he wants to run away, better let him run."

19. "It is best not swap horses in the middle of a stream."

20. "This country, with its institutions, belongs to the people who inhabit it."

21. "A nation may be said to consist of its territory, its people, and its laws."

22. "When you cannot remove an obstacle, plough around it."

23. "God bless my mother! All I am or hope to be I owe to her."

24. "I do not think much of a man who is not wiser today than he was yesterday."

25. "Suspicion and jealousy never did help any man in any situation."

Program Seven

THANKSGIVING DAY

(Suggested Special Day Program)

"For the gifts we have had from His hand, Who is the Lord of the Living,

Let there run through the length of the land,

A Thanksgiving! Thanksgiving!"

---- Clinton Schollard.

A. The origin of Thanksgiving. (This can be told by student or teacher).

1. Hebrew Thanksgiving.

While Thanksgiving is today a distinctively American custom, it did not spring Minerva-like from the brain of Governor Bradford in 1621.

On the contrary we trace its origin back through ages and nations to the land of the Canaanites from whom Israel copies customs. In the book of Judges we read of the Canaanites,

"And they went out into the field, and gather-

ed their vineyards, and trode the grapes, and held festival."

The Hebrews developed the Feast of the Tabernacles at harvest time,

"When ye have gathered in the fruit of the land, ye shall keep a fest unto the Lord."

2. Greek.

The Greek fest of Demeter, the goddess of Harvest, was akin to this. The festival was celebrated by married women only.

3. Roman.

The Roman "Cerelia" was held in honor of Ceres, goddess of Harvest. Not only was there feasting, but field games and sports were celebrated. Thus, our Thanksgiving football games are not purely American in conception as a celebration.

4. English.

The English custom of "Harvest Home" is traced to the early Saxons. The English clung to the autumn festival, and so it was really in the blood of the Pilgrims.

5. American.

a. History of the Plymouth colony.

b. Struggles and triumphs.

c. First authentic Thanksgiving in 1621.

d. Spread of custom.

e. Proclamation of George Washington in 1789.

"I do recommend and assign Thursday, the twenty-sixth of November next to be devoted by the people of these States, to the service of that great and glorious being; that we may unite in rending to Him our sincere and humble thanks for His kind care and protection of the people of this country."

B. Suggested topics for class or individual discussion.

1. What I have to be thankful for at Woodrow Wilson.

2. Is modern football crushing the old significance and spirit of Thanksgiving?

C. Thanksgiving poems.

1. When the Frost is on the Pumpkin. ---- Riley.

2. Harvest Hymn. ---- Whittier.

3. Ode to Autumn. ---- Keats.

D. Thanksgiving stories.

1. John Inglefields' Thanksgiving. ---- Hawthorne.

2. First Thanksgiving Day of New England. ---- Jane Austin.

"Come, ye thankful people, come,
Raise the song of Harvest-Home,
All is safely gathered in,
Ere the winter storms begin."

---- Henry Alford.

C. THE CLUB OR RECREATIONAL TRYOUT PROGRAM

The names, objectives, and pupil activities

of a number of instructional, appreciational, and recreational clubs, together with a daily schedule for fitting the club into the week's work, illustrates how wide participation in interesting variety contributes to the enjoyment of associational living in school. Two things should be noted about the club and home room as a means for the advisory program. This type of activity is a collateral activity which emphasizes wise and sympathetic contact with pupil and teacher; it breaks down the more or less rigid formality of classroom procedure and gives the child a chance to know some teacher's personality intimately and well. What all of us learn out of books does not matter much anyway. Indeed, it is perhaps not too much to say that, if children do not catch some inspiration for the nobler things of life from some teacher's personality, they are wasting their time in school.[2] And again, it is no longer any indictment against the school that children enjoy it. One may sum up the main contribution of John Dewey to education in the statement that experience is largely non-cognitive and appreciative and is in itself intrinsically worthwhile. To enjoy and to appreciate life is to dip deeply into it and thus to get the richest meaning from it. The advisory program always assumes that happy people are easily

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[2]Harry C. McKown, School Clubs Their Organization, Administration, Supervision, and Activities, New York, Macmillan Company, 1929, pp. 10-11.

handled, and the club program rests its faith in the value of wholesome and directed recreational experience.

1. INSTRUCTIONAL CLUBS.

a. Junior Chefs.

(I) Objectives:

(A) To learn the fundamentals of cooking.

(B) To appreciate balanced menus for health.

(II) Activities:

(A) Cooking separate dishes.

(B) Preparing and serving meals.

(C) Learning fundamentals of camp cooking.

(D) Keeping a clean kitchen.

b. The Woodrow Wilson Forum.

(I) Objectives:

(A) To learn to appear before the public.

(B) To learn how to think and speak logically.

(C) To understand simple parliamentary practice.

(II) Activities:

(A) Discuss subjects of current interest.

(B) Debating.

(C) Practice parliamentary procedure.

c. Radio.

(I) Objectives:

(A) To learn about radio construction.

(B) To appreciate the radio in modern living.

(II) Activities:

(A) Study radio construction.

(B) To appreciate the radio in modern living.

(II) Activities:

(A) Study radio construction.

(B) Building a radio.

(C) Discussion of radio in emergencies like shipwreck, crimes, aviation, etc.

(D) Learning history and growth of the radio.

d. Travel.

(I) Objectives:

(A) To appreciate and know the travel experience.

(B) To learn how to secure information on travel.

(II) Activities:

(A) Taking imaginary trips.

(B) Preparing for the trip.

(C) Collecting advertising material.

(D) Studying road maps, time tables, etc.

(E) Learning about passports.

(F) Finding places of interest to visit

e. Florence Nightingale.

(I) Objectives:

(A) To learn the fundamentals of home nursing and first aid.

(B) To appreciate nursing as a profession.

(C) To appreciate the history of nursing.

(II) Activities:

(A) Study the life of Florence Nightingale.

(B) Learning how to care for the sick at home.

(C) Learning the essentials of first aid.

(D) Presenting plays and pageants pertaining to the care of the sick.

(E) Making and giving useful articles to hospitals, day nursery, old ladies homes, etc.

f. Cartoon.

(I) Objectives:

(A) To appreciate the cartoon as a means of expression.

(B) To provide an opportunity for self-expression.

(C) To learn how to interpret cartoons.

(D) To discover and direct special ability in this activity.

(II) Activities:

(A) Study famous cartoons and learn something of the men who made them.

(B) Study types of cartoons and caricatures from the following sources; newspaper funny sheets, magazines (the Literary Digest, Judge, and others), books, and paintings.

(C) Make sketches illustrating different facial expressions and poses.

(D) Learn the conventional methods for de-

noting emotions, such as pain, anger, surprise.

(E) Collect and mount at least twenty cartoons setting forth suggestive and epigramatic slogans.

(F) Discuss topics most commonly expressed in this form of art.

(G) Conduct a cartoon contest, as (a) assign a phrase or slogan, (b) have each pupil illustrate it by an original cartoon, (c) exhibit and judge to determine the good ones.

(H) Study the advantages and disadvantages in becoming a successful cartoonist.

g. Reporters.

(I) Objectives:

(A) To publish a school paper.

(B) To study journalism.

(C) To make some acquaintance with daily newspapers and their policies.

(II) Activities:

(A) Study a few of the "commons of journalism."

(B) Reading parts of texts on journalism.

(C) Studying daily newspapers.

(D) Having members of daily newspaper staffs give short talks to the Club.

(E) Study publications of other schools.

(F) Publishing a school paper.

h. Esthetic Dance.

(I) Objectives:

(A) To study the history of the dance from primitive to modern times.

(II) Activities:

(A) Learning the place dancing has held in man's life; for example, in early times the dance was used as an expression of emotion, religious feeling, war, love, hate.

(B) Study the life and works of some great dancing masters like Duncan, Pavlowa, Panley.

(C) Study of pageantry and festival, the technique of production, and the place in history of these forms of expression.

(D) Writing and giving an original pageant.

i. Priscilla Maids.

(I) Objectives:

(A) To appreciate art and beauty in some of the oldest forms of needle work.

(B) To present a situation where through patience and ingenuity one may pursue both a useful and decorative type of work.

(C) To appreciate needlework as an art thriftily followed by our pioneer women and handed down to the present generation.

(II) Activities:

(A) Study the history of quilting, tapestry-making, fancy-stitching, and other forms of needle work.

(B) Make collections of old and new designs

in quilt patterns.

(C) Devise designs for quilt patterns.

(D) Make various kinds of useful articles for the home, or as gifts to friends, to bazaars, and to charity. A choice may be had from the following articles:

(1) Quilts, complete or just the tops in patchwork, applique or embroidered design.

(2) Bed spreads and coverlets.

(3) Tapestries (needle point work).

(4) Lamp mats (braided or woven).

(5) Hemstitching, embroidering, and monograming sheets, towels, pillow cases, table cloths, napkins, luncheon sets.

(6) Fashioning and decorating bedroom requisities, such as coat hangers, shoe trees, shoe holders, handkerchief cases, pin cushions, fancy pillows, etc.

j. Les Amis de la France.

(I) Objectives:

(A) To appreciate French life and language.

(B) To set up a French environment as a chance to practice speaking French.

(C) To appreciate France as a nation.

(II) Activities:

(A) Study French customs and traditions, like French folk dances, fashion shows, "promenades,"

celebration of national holidays, etc.

(B) Sing French songs.

(C) Study French writers and literature.

(D) Present plays in French.

(E) Write letters in French.

(F) Read French newspapers and magazines.

(G) "Getting acquainted" exercises, like conversation, name, home, etc.

(H) Reading and telling French anecdotes.

(I) Matching exercises, like spelling matches, matching words, and idiomatic expressions.

(J) Proverbs. (One begin another finish)

(K) Vocabulary. (Each member respond with a word for each letter of the alphabet),

(L) Study interesting buildings and parks about Paris; historic places in France.

(M) Study current happenings in France.

k. Current Events.

(I) Objectives:

(A) To study history in the making.

(B) To give the student an appreciation of his relation to current happenings.

(C) To increase interest in civic and practical affairs.

(II) Activities:

(A) Reading and discussing:

(1) Men and women before the public.

(2) Capital and labor

(3) Science and invention.

(4) Literature and art.

(5) International events.

(6) Religion and Education.

(7) State and local events.

(B) Making collections of clippings, pictures, and cartoons.

(C) Each pupil may choose a subject which he will follow for one week or so and on which he will report the results of his study.

2. APPRECIATIONAL CLUBS.

a. Marionette Theatre.

(I) Objectives:

(A) To stimulate creative ability.

(B) To make learning more interesting through dramatization of history, literature, etc.

(C) To stimulate good sportsmanship through team work.

(II) Activities:

(A) Make puppets and learn to operate them.

(B) Make costumes, wigs, properties, etc.

(C) Prepare special day and auditorium programs.

b. Woodrow Wilson Little Theatre.

(I) Objectives:

(A) To inculcate in the student a love

and appreciation of the drama.

(B) To develop the dramatic instinct as far as possible in each child.

(C) To provide the child with a worth while hobby that will "carry over."

(II) Activities:

(A) Play production.

(1) Study of stage technique.

(a) Action

(b) Business

(c) Direction

(d) Lighting

(e) Setting and scenery

(f) Make-up

(2) Presentation of plays for club, school, and community.

(a) Co-operation learned through participation.

(3) Reading of worth while plays.

(a) Criticism and discussion of

(4) Writing plays.

(5) Parliamentary drill.

(6) Dramatic expression.

(a) Gesture

(b) Pantamime

(c) Voice work.

c. Spirit of Woodrow Wilson.

(I) Objectives:

(A) To build civic ideals.

(B) To practice good citizenship.

(II) Activities:

(A) To find ideals as they are expressed in patriotic songs, poems, stories.

(B) To read about such men as Lincoln, Lee, Roosevelt, etc. and notice how they followed ideals and practiced good citizenship.

(C) Scrap-book, clippings from newspapers and magazines illustrating good citizenship and holding of ideals.

d. The Red and Gray Warblers. (A Girls' Glee Club).

(I) Objectives:

(A) To give practice and skill in artistic singing of part music.

(B) To discover musical abilities worthy of development.

(C) To give the girls a chance for service to their school and community.

(D) To interest the girls in group singing as an enjoyable way in which to spend leisure time.

(II) Activities:

(A) Musical appreciation programs.

(B) Study of the life stories of eminent composers of the past and present.

(C) Learning of three part glee club music,

usually by rote singing.

(D) A fifty minute musical at least once a year.

e. Charm Club. (For Girls).

(I) Objectives:

(A) To cultivate a charming personality.

(B) To find the right standards and hold them.

(C) To appreciate social responsibilities.

(II) Activities:

(A) Analysis of charm.

(B) Reports and Talks on "Charming People I Have Met."

(C) Play-level work, as

(1) Proper conduct as a guest, a hostess, a dancing partner, etc.

(2) Proper dress for different occasions.

(3) Correct attitude toward boys.

f. Short Story.

(I) Objectives:

(A) To develop and foster in pupils a sincere and personal appreciation of the short story as good literature.

(B) To improve vocabulary.

(C) To increase knowledge and stimulate imagination by interpreting the experiences of others as related in short stories.

(II) Activities:

(A) Read different types of short stories.

(B) Oral reviews of stories.

(C) Write original short stories.

g. Pen and Ink.

(I) Objectives:

(A) Appreciation of pen and ink drawings.

(B) Learning to draw with pen and ink.

(II) Activities:

(A) To draw variety of objects.

(B) Study pen and ink work at art exhibits.

(C) To encourage different types of pen and ink work according to ability of child.

h. Boys Glee Club or A Mixed Chorus.

(I) Objectives:

(A) To learn to appreciate good music.

(B) To learn songs of various types.

(C) To distinguish individual ability.

(II) Activities:

(A) Grouping of similar abilities.

(B) Study of various types of music.

(C) Learn songs in two, three and four parts.

(D) Study and learn a Cantata, Operetta, or composition of similar nature.

3. RECREATIONAL CLUBS.

a. Archery.

(I) Objectives:

(A) To practice good sportsmanship.

(B) To acquire a knowledge of archery.

(C) To develop ability to shoot well, using correct form.

(II) Activities:

(A) Study the history of archery from its beginning.

(B) Play-level work: Target shooting, team and individual contests; distance shooting, keeping individual scores.

(C) Public archery match with target and distance shooting.

b. Emmy Lou (Sewing)

(I) Objectives:

(A) To cultivate a liking for sewing.

(B) To develop skill in the use of the needle.

(II) Activities:

(A) Embroidering of:

(a) Scarfs, luncheon sets, pillow tops.

(B) Hemming:

(b) Tea towels, napkins.

(C) Whipping on lace.

(D) Mending and darning.

c. The Jolly Weaver's

(I) Objectives:

(A) To develop skill in using one's hands.

(B) Pleasure in creating something.

(C) Co-operation.

(II) Activities:

(A) Make wall-pockets and flower baskets for home and school.

(B) Make baskets and etc. and decorate with paints.

(C) Conduct business according to Parliamentary rules.

d. Betsy Ross (Sewing).

(I) Objectives:

(A) To promote healthy, happy democratic girlhood.

(B) Bring home and school together and make the community a better place in which to live.

(C) To interest girls in home-making.

(II) Activities:

(A) Bring to club other projects which we do not have in school, such as making of novelties and art craft work.

(B) To study art in relation to everyday life.

(C) Play-level work as:

(a) Making of artistic and useful articles to be used in the home or for the individual.

(D) To furnish an opportunity through our organization for social life, such as programs, social

gatherings and the development of leadership.

e. Leathercraft.

(I) Objectives:

(A) To make profitable use of our leisure time.

(B) To create an attitude of respect for fine craftsmanship in designing and tooling leather.

(C) To know the different kinds of leathers and the process of securing and handling of hides through all processes to tanning and dying.

(II) Activities:

(A) Study of leather, its source and many uses.

(B) How leather is dyed.

(C) Possible objects made from leather.

(D) Projects:

(1) To design objects and tool.

(2) Design, tool and dye one object.

(3) Design and decorate in any one of the "four methods." (Stamp, Cut, Tool and Stamp, Burn In.)

f. Basketry.

(I) Objectives:

(A) To create a feeling of self-respect through the completion of a well-made and individual article for the home.

(B) To develop co-operation among the

boys by helping one another.

(C) To appreciate beautiful hand-craft.

(II) Activities:

(A) Making bags, baskets, mats, furniture, etc. of raffia, reed, willow.

(B) Experiments with local materials, as pine needles, cat-tails, willow, corn stalks, etc.

g. Needle Craft.

(I) Objectives:

(A) To appreciate good needle work as to: beauty and utility.

(B) To become interested in producing good needlework for household use and for apparel.

(II) Activities:

(A) Read Magazines on the decorative needlework of: the present and the past.

(B) Comparing of pieces of needlework.

(C) Dramatization of stories which emphasize the needlework of the period.

h. Finding Club.

(I) Objectives:

(A) To provide for individual differences and to recognize a need for flexibility.

(B) To develop desirable, economical, and efficient habits in handwork.

(II) Activities:

(A) For the home: Pillows, pictures,

lamp shades, scarfs, luncheon sets, door stops, spreads, etc.

(B) For the girl: aprons, handkerchiefs, bead flowers, purses, etc.

i. Girls' Sewing Club.

(I) Objectives:

(A) To study different forms of fancy work and kinds of sewing involved in each.

(B) To learn to beautify our clothing.

(II) Activities:

(A) Study of completed design for color, arrangement, uses, etc.

(B) Learn to do different kinds of fancy work.

(C) Make articles: for home decoration, for home use, wearing apparel.

j. Household Delight.

(I) Objectives:

(A) To combine artistic appreciation with utility.

(B) To create a desire for refinement in the home.

(II) Activities:

(A) Making of articles by hand for use in kitchen, dining-room, bedroom, living-room, bathroom and porch.

(B) Making of articles for personal wear

that may be made by hand.

k. Bead Club.

(I) Objectives:

(A) To aid the girl in studying designs.

(B) To give her practice in using beads.

(II) Activities:

(A) Make bead flowers.

(B) Make bead necklaces.

(C) Make beaded bags.

l. Seasonal Sports.

(I) Objectives:

(A) Discussion of sports in season as:

(1) Baseball

(2) Basketball

(3) Football

(4) Fishing

(5) Golf

(6) Swimming

(7) Polo

(8) Tennis

m. Official.

(I) Objectives:

(A) To teach the boys how to officiate at games

n. Painted Glass Picture Club.

(I) Objectives:

(A) To give training in club organization.

(B) To promote a friendly, helpful feeling in a group.

(C) To show children an interesting way to use some leisure time.

(D) To show children how to make attractive pictures that can be used at home or given as gifts.

(II) Activities:

(A) Making the pictures.

(1) Choosing desirable pictures to copy or making original ones.

(2) Securing glass and paints.

(3) Mounting or framing it,

D. ADMINISTRATION OF THE ADVISORY SYSTEM

"A school may be run as an autocracy or as a democracy. The type of school that it will be is largely determined by the organization of the administrative staff. The proper functioning of the school depends upon it."[4] The principal is the head of a school and upon his shoulders rests the fate of the school. If he be a dictator or an arbitrary ruler then the school is bound to be an autocracy, however, if he is a kind and sympathetic leader who inspires, encourages, and directs the way, the school will be run as a democracy.

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[4]Proctor and Riccardi, The Junior High School, Its Organization and Administration, Stanford University California, Stanford University Press, (1930), p. 57.

For the principal to try to perform all of the administrative duties of the school is folly and the school is sure to suffer from such an attempt. His main duties are organization, administration, and supervision. He must make a program for his school, he must see that the program is put into effect and that it runs smoothly, and he must be constantly supervising all activities with the aim in mind of improving his school and his teachers. The duties of guidance and administering the details of the school should in a larger school, be delegated by the principal. The number of people to whom the principal delegates authority will largely depend upon the size of the school. The assistants to the principal are given many different titles, however, the ones used in this study are dean of boys and dean of girls. To them were assigned all problem cases, administration of all activities such as, leagues, auditorium programs, student officers, lockers, attendance, clubs, and home rooms. The principal formulated the policies, the deans carried them out; and were directly responsible to the principal for the smooth operation of these policies.

"The task (of guidance) will never be done adequately until it is clearly defined and assigned to a time and place on the schedule."[5] The program of

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[5] The Vocational Guidance Magazine, Vol. 8, (February 1930) p. 220

this school has three distinct characteristics; they are, 1. regularity, 2. provisions for the home room, club and auditorium, 3. a means of designating classes so that it sets the school out both to students and teachers as a Junior High School, not as a seventh, eighth and ninth grade. A sample of the terms used and an explanation of them are as follows: 1J1, 2J3, 3J2, 4J4, 5J5, 6J1,4JE, 5JE, 6JE, etc. The first number means the semester in the school as first semester, second semester, third semester, etc. The "J" stands for junior high school and the last number is the number of the section as section one, two, three, etc. The number in parenthesis is the room number. The class abbreviations are as follows: A-Art, CM-Commerce, E-English, H-Health, L-Latin, F-French, Alg-Algebra, M-Mathematics, GM-General Mathematics, Ms-Music, PA-Practical Arts, S-Science, SS-Social Science, HR-Home Room, 4JE-Elective, fourth semester, 5JE-Elective, fifth semester and 6JE-Elective, sixth semester.

Following is a program, the reader can satisfy himself as to its merits or disadvantages.

Woodrow Wilson Junior High School Class Schedule, Second Semester, 1930-1931

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:25 to 9:15	A1J2 (206) A6JE (211) CM6JE (107) E E5J1 (214) E4J4 (207) E3J2 (204) E4J1 (203) H2J1 H2J2 L6JE (205) F6JE (103) Alg 6JE (213-209) M1J1 (208) Ms2J5 (316) PA2J6 (1-9) S5J3 (112) S1J3 (102) S2J3 (114) SS5J2 (109) SS4J3 (111) SS4J5 (106) SS3J3 (105) SS3J1 (110) HR2J4 (101) HR4J2 (108)	A6JE (211) A2J3 (206) CM6JE (107) E5J1 (214) E4J4 (207) E3J2 (204) E4J1 (203) L6JE (205) F6JE Alg 6JE (213-209) M2J2 (212) M2J4 (210) Ms2J1 (316) PA2J5 (1-9) PA1J3 (2-13) S2J6 (104) S5J3 (112) S4J2 (113) SS5J2 (109) SS4J3 (111) SS4J5 (106) SS3J3 (105) SS3J1 (110) HR1J1 (202) HR1J2 (215)	A1J2 (206) A6JE (211) CM6JE (107) E5J1 (214) E4J4 (207) E3J2 (204) E4J1 (203) H2J1 H2J2 L6JE (205) F6JE (103) Alg 6JE (213-209) M1J1 (208) Ms2J5 (316) PA2J6 (1-9) S5J3 (112) S1J3 (102) S2J3 (114) SS5J2 (109) SS4J3 (111) SS4J5 (106) SS3J1 (110) SS3J3 (105) HR2J4 (101) HR4J2 (108)	A6JE (211) A2J3 (206) CM6JE (107) E5J1 (214) E4J4 (207) E3J2 (204) E4J1 (203) L6JE (205) F6JE (103) Alg 6JE (213-209) M2J2 (212) M2J4 (210) Ms2J1 (316) PA2J5 (1-9) PA1J3 (2-13) S2J6 (104) S5J3 (112) S4J2 (113) SS5J2 (109) SS4J3 (111) SS4J5 (106) SS3J3 (105) SS3J1 (110) HR1J1 (202) HR1J2 (215)	A1J2 (206) A6JE (211) CM6JE E5J1 (214) E4J4 (207) E3J2 (204) E4J1 (203) L6JE (205) F6JE Alg 6JE (213-209) M1J1 (208) M2J2 (212) M2J4 (210) Ms2J1 Ms2J5 S2J6 (104) S5J3 (112) S4J2 (113) S1J3 (102) S2J3 (114) SS5J2 (109) SS4J3 (111) SS4J5 (106) SS3J3 (105) SS3J1 (110)
2 9:20 to 10:10	A1J3 (211) CM5JE (107) E6J3 (214) E1J1 (203) E2J3 (205) E2J6 (202) E3J1 (204) E1J2 (215) GL4J4 (103) Alg 5JE (209) M4J1 (213) M4J2 (212) M4J5 (208) Ms2J2 (316) Ms2J4 (316) PA5JE PA3J3 (1-11) S2J5 (112) S6J1 (114) S6J2 (102) S6J5 (113) S4J3 (104) SS6J4 (106) SS2J1 (110) SS3J2 (108)	A2J4 (211) A3J3 (206) CM5JE (107) E6J3 (214) E1J1 (203) E2J3 (205) E2J6 (202) E3J1 (204) E1J2 (215) H4J1 H4J2 GL4J3 (103) GL4J5 (207) Alg 5JE (209) M4J4 (210) Ms1J3 (316) PA2J2 (2-9) PA5JE S6J1 (114) S6J2 (102) S6J5 (113) SS6J4 (106) SS2J1 (110) SS3J2 (108) HR2J5 (209)	A1J3 (211) CM5JE (107) E6J3 (214) E1J1 (203) E2J3 (205) E2J6 E3J1 (204) E1J2 (215) GL4J4 (103) Alg 5JE (209) M4J1 (213) M4J2 (212) M4J5 (208) Ms2J2 (316) Ms2J4 (316) PA5JE PA3J3 *S2J5 (112) S6J1 (114) S6J2 (102) *S6J5 (113) S4J3 (104) SS6J4 (106) SS2J1 (110) SS3J2 (108)	A2J4 (211) A3J3 (206) CM5JE (107) E6J3 (214) E1J1 (203) E2J3 (205) E2J6 (202) E3J1 (204) E1J2 (215) H4J1 H4J2 GL4J5 (207) GL4J3 (103) Alg 5JE (209) M4J4 (210) Ms1J3 (316) PA5JE PA2J2 (2-9) S6J1 (114) S6J2 (102) S6J5 (113) SS6J4 (106) SS2J1 (110) SS3J2 (108) HR2J5 (209)	A3J3 (206) A1J3 (211) CM5JE E6J3 (214) E1J1 (203) E2J3 (205) E2J6 (202) E3J1 (204) E1J2 (215) Alg 5JE (209) M4J1 (213) M4J2 (212) M4J4 (210) M4J5 (208) Ms2J2 Ms2J4 PA5JE S2J5 (112) S6J1 (114) S6J2 (102) S6J5 (113) S4J3 (104) SS6J4 (106) SS2J1 (110) SS3J2 (108)
3 10:15 to 11:05	A3J1 (211) A3J2 (206) CM6JE (107) E5J2 (214) E5J3 (203) E4J3 (204) E4J5 (215) E1J3 (202) E2J5 (207) L6JE (213) F6JE (103) Alg 6JE (209-210) GM6JE (212) M2J6 (208) PA6JE PA2J1 (2-13) S2J3 (104) S4J1 (113) S1J1 (112) S2J2 (114) SS5J1 (109) SS4J2 (108) SS4J4 (111) SS1J2 (110) SS2J3 (105) SS2J4 (106)	A2J2 (211) A2J6 (206) CM6JE (107) E5J2 (214) E5J3 (203) E4J3 (204) E4J5 (215) E1J3 (202) E2J5 (207) H3J1 H3J2 H3J3 F6JE (103) L6JE (213) Alg 6JE (209-210) GM6JE (212) PA6JE PA1J1 (2-13) S2J1 (102) SS5J1 (109) SS4J2 (108) SS4J4 (111) SS1J2 (110) SS2J3 (105) SS2J4 (106) HR4J1 (114)	A3J2 (206) A3J1 (211) CM6JE (107) E5J2 (214) E5J3 (203) E4J3 (204) E4J5 (215) E1J3 (202) E2J5 (207) L6JE (213) F6JE (103) Alg 6JE (209-210) GM6JE (212) M2J6 (208) PA6JE PA2J1 (2-13) S3J3 (104) S4J1 (113) S1J1 (112) S2J2 (114) SS5J1 (109) SS4J2 (108) SS4J4 (111) SS1J2 (110) SS2J3 (105) SS2J4 (106)	A2J2 (211) A2J6 (206) CM6JE (107) E5J2 (214) *E5J3 (203) E4J3 (204) E4J5 (215) *E1J3 (202) E2J5 (207) H3J1 H3J2 H3J3 L6JE (213) F6JE (103) Alg 6JE (209-210) GM6JE (212) PA6JE PA1J1 (2-13) S2J1 (102) SS5J1 (109) SS4J2 (108) SS4J4 (111) SS1J2 (110) SS2J3 (105) SS2J4 (106) HR4J1 (114)	A3J1 (211) A3J2 (206) CM6JE E5J2 (214) E5J3 (203) E4J3 (204) E4J5 (215) E1J3 (202) E2J5 (207) L6JE (213) F6JE Alg 6JE (209-210) GM6JE (212) M2J6 (208) PA6JE S3J3 (104) S4J1 (113) S1J1 (112) S2J1 (102) S2J2 (114) SS5J1 (109) SS4J2 (108) SS4J4 (111) SS1J2 (110) SS2J3 (105) SS2J4 (106)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
4 11:10 to 12:00	H6J1 H6J2 H6J3 H6J4 H6J5 HR5J1 (109) HR5J2 (111) HR5J3 (110) Other sections take Club	A2J1 (211) A2J5 (206) H5J1 H5J2 H5J3 GL4J1 (207) GL4J2 (103) Ms1J1 (316) Ms1J2 (316) PA2J4 (2-13) HR1J3 (213) HR2J2 (215) HR2J3 (203) HR3J1 (104) HR4J3 (212) HR4J4 (209) HR4J5 (210) HR3J3 (112) HR2J6 (102) HR6J1 (205) HR6J2 (101) HR6J3 (108) HR6J4 (109) HR6J5 (208) HR3J2 (105)	Auditorium	A2J1 (211) A2J5 (206) H5J1 H5J2 H5J3 GL4J1 (207) GL4J2 (103) Ms1J1 (316) Ms1J2 (316) PA2J4 (2-13) HR1J3 (213) HR2J2 (215) HR2J3 (203) HR3J1 (104) HR4J3 (212) HR4J4 (209) HR4J5 (210) HR3J3 (112) HR2J6 (102) HR6J1 (205) HR6J2 (101) HR6J3 (108) HR6J4 (109) HR6J5 (208) HR3J2 (105)	H6J1 H6J2 H6J3 H6J4 H6J5 HR5J1 (109) HR5J2 (111) HR5J3 (110) Other sections take Club
5 1:25 to 2:15	E6J1 (215) E6J5 (214) E4J2 (203) E2J1 (207) E2J4 (205) E3J3 (204) H2J5 H2J6 L5JE (213) F5JE (103) Alg 5JE (210) M4J3(209) M3J2 (212) Ms2J3 (316) PA3J1 (2-13) S1J2 (112) S6J4 (113) S4J4 (104) S4J5 (114) SS6J2 (109) SS4J1 (111) SS1J1 (105) SS2J2 (110) SS6J3 (108) SS1J3 (106)	E6J1 (215) E6J5 (214) E4J2 (203) E2J1 (207) E2J4 (205) E3J3 (204) H4J3 H4J4 H4J5 L5JE (213) F5JE (103) Alg 5JE M2J5 (208) Ms2J6 (316) PA2J3 (1-13) PA3J2 (2-11) S1J2 (112) S3J1 (102) S6J4 (113) SS6J2 (109) SS4J1 (111) SS1J1 (105) SS2J2 (110) SS6J3 (108) SS1J3 (106)	E6J1 (215) E6J5 (214) E4J2 (203) E2J1 (207) E2J4 (205) E3J3 (204) H2J5 H2J6 L5JE (213) F5JE (103) Alg 5JE (210) M4J3 (209) M3J2 (212) Ms 2J3 PA1J2 (1-9) PA3J1 (2-13) S6J4 (113) S4J4 (104) S4J5 (114) SS6J2 (109) SS4J1 (111) SS1J1 (105) SS2J2 (110) SS6J3 (108) SS1J3 (106)	E6J1 (215) E6J5 (214) E4J2 (203) E2J1 (207) E2J4 (205) E3J3 (204) H4J3 H4J4 H4J5 L5JE (213) F5JE (103) Alg 5JE (210) M2J5 (208) Ms2J6 (316) PA2J3 (1-13) PA3J2 (2-11) S1J2 (112) S3J1 (102) S6J4 (113) SS6J2 (109) SS4J1 (111) SS1J1 (105) SS2J2 (110) SS6J3 (108) SS1J3 (106)	E6J1 (215) E6J5 (214) E4J2 (203) E2J1 (207) E2J4 (205) E3J3 (204) L5JE (213) F5JE (103) Alg 5JE (210) M4J3 (209) M3J2 (212) Ms2J3 (316) Ms2J6 (316) PA1J2 (1-9) S3J1 (102) S6J4 (113) S4J4 (104) S4J5 (114) SS6J2 (109) SS4J1 (111) SS1J1 (105) SS2J2 (110) SS6J3 (108) SS1J3 (106)
6 2:20 to 3:10	A1J1 (211) A4JE (206) CM4JE (107) E6J2 (205) E6J4 (215) E2J2 (204) M1J2 (213) M1J3 (208) M2J1 (105) M2J3 (212) M3J1 (210) Ms3J2 (316) Ms3J3 (316) PA4JE S6J3 (114) S5J1 (104) S5J2 (112) S2J4 (113) SS6J1 (109) SS6J5 (108) SS5J3 (110) SS2J5 (111) SS2J6 (106)	A1J1 (211) A4JE (206) CM4JE E6J2 (205) E6J4 (215) E2J2 (204) H2J3 H2J4 M1J2 (213) M1J3 (208) M3J3 (209) Ms3J1 (316) PA4JE S6J3 (114) S3J2 (102) S5J1 (104) S5J2 (112) SS6J1 (109) SS6J5 (108) SS5J3 (110) SS2J5 (111) SS2J6 (106) HR2J1 (207)	A4JE (206) CM4JE E6J2 (205) E6J4 (215) E2J2 (204) H1J1 H1J2 H1J3 M2J1 (105) M3J1 (210) M2J3 (212) Ms3J2 (316) Ms3J3 (316) PA4JE S6J3 (114) S5J1 (104) S5J2 (112) S2J4 (113) SS6J1 (109) SS6J5 (108) SS5J3 (110) SS2J5 (111) SS2J6 (106)	A1J1 (211) A4JE (206) CM4JE E6J2 (205) E6J4 (215) E2J2 (204) H2J3 H2J4 M1J2 (213) M1J3 (208) M3J3 (209) Ms3J1 (316) PA4JE S6J3 (114) S3J2 (102) S5J1 (104) S5J2 (112) SS6J1 (109) SS6J5 (108) SS5J3 (110) SS2J5 (111) SS2J6 (106) HR2J1 (207)	A4JE (206) CM4JE E6J2 (205) E6J4 (215) E2J2 (204) H1J1 H1J2 H1J3 M2J1 (105) M2J3 (212) M3J1 (210) M3J3 (209) Ms3J1 (316) PA4JE S6J3 (114) S3J2 (102) S5J1 (104) S5J2 (112) S2J4 (113) SS6J1 (109) SS6J5 (108) SS5J3 (110) SS2J5 (111) SS2J6 (106)

In conclusion there is one caution, namely, that an advisory program of adjustments, home rooms, and clubs as described in this chapter will meet at first with much criticism from teachers and patrons who have not been converted to the value of such a program. However, the following facts go to prove that it is working and is working well:

1. There is a better spirit among the students in regard to conduct in and around the building. Though the students are not developing the tattle-tale spirit they are demanding this attitude of right living and right doing from those who are inclined to do otherwise.

2. Children who have been continual failures and have developed inferiority complexes are discovering that they can do some things as well as many others can do them. They have taken a new lease on life and are living and enjoying their school experiences, and who knows but that they will become good citizens of tomorrow instead of miserable failures.

3. Superior students who have developed the habit of wasting their talent and time have found some things in which they were interested and have been given ample opportunity to develop these interests. Through the wise and sympathetic direction of these interests they have been lead to see the value of the school curriculum and thus have attained greater success in other lines of school work.

4. Teachers who were at first skeptical of such a program are now ardent workers and boosters for it.

5. Parents have become interested in the school through the added interest of their children, and are ever waiting a call for their services.

6. Students show a willingness to help and are always asking to be assigned to special duties.

7. Students from this school going into the senior high schools are gaining more than their share of marks of distinction.

8. The percentage of students who drop out of school is very small.

9. The number of truants show a decline.

10. A recent study shows that the Woodrow Wilson Junior High School had but one case before the probation court in eighteen months.

CHAPTER V

THE SCHOOL SET-UP

In this chapter the school set-up may be briefly indicated by the diagram of (1) types of advice, (2) aims of the types, and (3) the school set-up.

AN ADVISORY PROGRAM

Types of Advice	Aims of the Types	School Set-Up
(1) Vocational	To help the individual to choose to plan his preparation for, to enter upon, and to make progress in an occupation. (U.S. Bureau of Education Bulletin, No. 19, 1918, p. 9)	Study of our world of work. Cf. course of study in guidance at South Bend. Exploratory activities in the industrial arts, home economics, and commercial subjects. Use of prognostic data like that from Stenquist Mechanical Aptitude Test.
(2) Educational (The American Council of Education has prepared an excellent card for educational guidance. Cf. the Personal Data Card, Berkley, California)	To help the student get information concerning the possibility and the desirability of further schooling. To give definite knowledge of the offerings of the senior high school and the purpose of each of its courses. To give opportunity for various try-outs as a basis for intelligent future election of courses. To guide, with the help of the home and school data, the educational progress of the child.	Cumulative data record showing the following things; C.A., M.A., IQ, Arithmetic Age, Reading Rate, Reading Comprehension, Height and Weight Age, Social Age, Special Abilities, Grade Repetitions, Terms Retarded, Terms Accelerated. Case history showing any unusual experiences, educational plans, personality measurements, and other significant social and home adjustments. Participation in the exploratory experience. Contacts with the home through conference, reports on work, and parent-teachers meetings. Visiting days, "open house," and messenger letters sent to home. Home room programs on courses of study for junior and senior high schools.

(3) Cultural	To understand the necessity for choosing a leisure time activity. To practice wise use of leisure time.	Free reading of good books and magazines. Girls rest room under supervision of a dean. Organized play program during lunch hour. Club program including: Literary, Dramatic, Radio, Cartoon, Reporters, Weaving and Sewing, Basketry, Nature Travel, Glee Clubs, Leathercraft, Art Clubs, Personal Culture, Sports, Archery, etc.
(4) Social	To give the student a point of view for choosing an avocation. To participate in many recreational try-out activities. To form pleasant and agreeable contacts. To practice making adjustments in the perplexities of organized life in school. To learn to form right judgments and to follow them in right action (A Program of Guidance for Secondary Schools, National Association of Secondary Schools, Ninth Year-book, p.4 To learn the social danger of untrained and selfish leadership.	Home Room programs on student experiences in conduct and citizenship. (Cf. Fishback and Kirkpatrick: Conduct Problems for Junior High School Grades). Student Council with competent and sympathetic teacher-director. The student police and the marshall. Discussion in the home room of appropriate current literature, for example, articles on manners, responsibility, leadership, etc. (Cf. "The Art of Making Friends" by Edgar A. Guest in American Magazine, November 1928, pp. 141-3 for a good sample). Parliamentary procedure in club and home room. Use of class party in the home for practice in social form.

From the preceding discussion of an advisory program, it is clear that, after all, the problem of directing and advising is a general rather than a specific function of the school. It is not something that can be assigned to any particular agency, nor can it be tucked away in the office of an Adjustment Director. As a function shared by all and so administered, the advisory program presents to the principal the difficult task of co-ordinating all the activities of the school so that they will effectively operate in a unified and consistent way upon the particular interests and abilities of each child. And effective operation presumes the absence of confusion from a multiplicity of counsellors, a fact which often presents the lone justification of the home room plan for the junior high school.

There is probably no one way or type of advisory organization that will suit the needs of all schools. As the personnel of school faculties differ, these activities differ also. In spite of the discouragement which comes from this variation in advisory practice, the plan of organization, described in the foregoing pages, offers some hope that genuine progress can be made if the principal administers the program through the office of advisory deans and the home room counsellor. In an organization of this type the diverse forms of advice receive the recognition which they deserve.

Consciously attempting to meet the needs of

students, an advisory program takes up for consideration the health, leisure-time, social, educational, moral, and vocational direction of children. That these things are not apart from life or are something not to be learned separately from life is worth emphasizing. Where policies are announced from the principal's office and the officers of the organization are mere puppets moving at the principal's behest, little can be expected from a program whose entire responsibility and effectiveness rests in the co-operative undertaking of every life in the school.[1]

Over and above the activities outlined in this study for the advisory program it is necessary, therefore, to mention that the social sciences offer splendid opportunity for civic and moral advice; that English and athletics recognize, along with art and music, the esthetic and recreational needs of individuals; and that the auditorium, the student officer and student council adapt themselves admirably to the function of social direction, leadership, and followership.[2]

And finally now, to renounce further words and return to a prejudice written in the introduction of this study, it is perhaps not too much to say that the best advisory system proceeds on the assumption that good cit-

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[1] Social Guidance in the Cleveland High Schools, Cleveland Ohio: Cleveland Teachers' Federation, (1924).

[2] Henry Fairfield Osborn, Creative Education, New York, C. Scribner's Sons (1927) p. 7. Cf. Harry S. Ganders, "Prestige, Loyalty, Popularity, and Other Accompaniments of Leadership," Educational Review, Vol. 74, November (1927) pp. 205-8.

izenship, like good football, is a result of scrimmage instead of scouting; that to participate in the perplexities of life in school situations instead of listening to moral maxims about them is one road to the good life; and that to maintain opportunities for all to participate in many problems and many perplexities, make their own mistakes, and learn from making them is the essence of an advisory program. Ends for, not ends of, action is the reach beyond the grasp.

APPENDIX

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