

These responsibilities are discussed and agreed upon in the legislative assembly, the student council, the student court, and the advisory group. The advisory group then initiates legislation and continues the discussion formally begun in the legislative assembly. Recommendations are made to the student council, the student court, and the social committee.

Responsibility is also assumed in a wider sense. Children do volunteer work in hospitals and charitable institutions on Saturdays and during the summer. Each group contributes through school campaigns to welfare funds and carries on projects of assistance to local groups. For the past two years each grade has adopted a European orphan, which requires contributing a fixed sum of money each month, writing letters, and

sending clothes and school supplies.

### Better Teaching Results

It is important to note again that a program of guidance is effective to the degree that all members of the school staff are interested in the individual and his problems. But general concern, while a necessary condition, is not alone sufficient for a good guidance program. A well-organized staff of advisers is necessary to carry out the detailed duties of such work. These advisers should be chosen from the best teachers of the faculty, and relieved of enough teaching responsibility to carry on the work effectively. If such a program is followed, not only will the work of advising pupils have promise of success, but the teachers who engage in such work will become better teachers.

## *A Guidance Program without Specialists*

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ESTELLE BONNER

This article, based on the experience of the teachers in the public schools of Salina, Kansas, is written by Estelle Bonner, a teacher in Phillips School.

LONG BEFORE Roger Babson designated Kansas as a part of the Magic Circle of the United States, the schools of Salina had begun the work of guiding their pupils toward sane, honest, practical, happy living. Not only have the Salina schools wished to make their

children conscious of their industrial and agricultural legacy, but they also have planned very consistently to give their pupils the desire to use their own talents and abilities in proving that clean, helpful, orderly living is truly happy living.

The teachers of Salina place much emphasis upon a clear understanding of the interests, abilities, and character needs of the individual child. In the school system, organized on the 6-3-3 plan, with nine elementary schools enrolling 3000 children, and three high schools with 2000 pupils, every attempt is made to recognize the unique worth in each individual. Thus, it is hoped that no child will find himself wearing any type of stigma.

No matter where the pupils may be working—in the kindergartens which are a part of every elementary school; in the two special rooms for retarded children, one on the elementary and the other on the junior high level; in the regular classrooms throughout the city—the philosophy is the same. It is to encourage and help every child to develop into a socially desirable person through participation in group work and play. Because the children of today are to carry on the democratic traditions of this country; it is felt important that they be given the knowledge, appreciation, and skills which will challenge them when decisions are to be made, work to be done, and happiness to be achieved for all.

#### **Organization Came Naturally**

Although the schools of Salina had for a long time been doing all that was possible to reach those goals, the time came for organization of efforts and for concentrated program activities. So it was that the guidance program became extremely important to the staff of teachers.

The program is a demonstration of what can be done without the help of a paid staff specialist. In the elementary

schools the staff consists of well-trained classroom teachers who cooperate in all plans for school betterment. There are special teachers in art and music, a school nurse, some assisting half-day principals, and a director of elementary education. The superintendent of schools has shown great interest in the program and has given much help.

#### **Teachers Set Some Goals**

To approach the plan of a guidance program there were some meetings of the entire staff. Free discussion was sought and the opinions of the teachers were welcomed. After several of these meetings, it was discovered that all teachers had similar ideas as to what the goals of such a program should be. From the staff a city-wide committee was appointed to help knit the plan and to be a distributing agency for information obtained.

Three goals were outlined as possessing major importance in a beginning program. These were:

- to help the individual make wise choices and adjustments
- to provide each child with the most promising opportunities for growth toward social adequacy
- to study and help those who face or develop special difficulties and handicaps.

After arriving at the major goals in guidance, the next step was to outline means for reaching those goals. Only by knowing all about a child that it is possible to know can any teacher hope to guide that child satisfactorily. And only by recognizing the needs of the school it serves can any guidance program become effective.

### **Records Play an Important Part**

There is a cumulative record for every child, beginning with his first contact with the Salina schools and continuing through to a satisfactory post-school adjustment. In case of transfer to another school, the record follows the child. This cumulative record gives the child's verified birth-date, vital statistics relating to all members of the family, family background, home environment, marital status of both parents, the child's complete health record, his scholastic record, group and individual testing results and dates, special aptitudes and interests, and some anecdotal observations of teachers as to personal and social development.

Some of the information compiled on the cumulative record is obtained from a printed sheet sent to the home. Much of it is received in visits to the home. These visits are most important facets in a program working toward parent-child-teacher mutual understanding and respect.

### **Teacher-Parent Contacts Are Emphasized**

Last spring the teachers of the first grades asked to teach only half days during the first week of school in the fall so they could use the afternoons for group conferences with parents. The plan was so successful that it is being repeated next fall. The parents were so delighted with the conferences that they asked that many such experiences be shared. In addition, it was found that the plan of introducing the small sixes gradually to the whole-day schedule was gratifying.

These group conferences are not confined to the first grades. Work parties,

presenting a full quarter-day's work, are frequently given. These are followed by interviews with parents as desired. The parent-teacher interview is also used instead of report cards to parents in some grades. Parents, in many instances, prefer the interview and ask for it when they see the need. They, as well as teachers, see it as one of the best means of understanding the child's needs and of arriving at the means of meeting difficulties and of challenging improvement and growth.

### **The Role of Testing**

Another consideration in the program, and one which is of great importance, is the testing program. In planning and using a cumulative record system, it is evident that the interrelation of the test scores and the cumulative record is the concern of all the staff. All results of the test are recorded immediately on the cumulative record, and form an integral part of it. The testing program includes:

#### **Intelligence Tests:**

1. Kuhlman-Anderson group test to all pupils in grades 2-6
2. Stanford-Binet individual test to pupils whose group test results may be doubtful or low

#### **Achievement Tests:**

1. Metropolitan Reading Readiness test to all pupils entering first grade, early in the fall
2. Gates Silent Reading test to all pupils in grades 3-6
3. Spelling test to accompany the Day-by-Day speller in grades 3-6
4. Kansas Arithmetic test in grades 3-6
5. Vision and Hearing tests, given by school nurse upon request by teachers.

### The High School Carries On

The measurement of the guidance program in the high schools this year includes the Gates Basic Reading test for the seventh grade, the Kuder Interest Inventory for the ninth grade, the Henmon-Nelson Ability test for tenth and twelfth grades, and the Washburn Personality Inventory for the eleventh grade. A voluntary measurement in ten different fields is offered to all seniors. Approximately forty percent of the seniors elected to participate in the program this year.

Aside from the testing program in the high schools, personal guidance is available to all students. Each high school has a dean of girls and a building principal. Each instructor is also personally responsible for not more than thirty students. This homeroom group is advised in the selection of courses, participation in activities, the student point system, home relations, and personal adjustment.

### In-Service Education for Laymen and Educators

The guidance plan is succeeding and meeting the approval of the citizens. Parent-teacher associations have formed special study groups; extension courses in education and in children's literature are being carried on in cooperation with the library and the local colleges; parents' nights are planned; a speakers' bureau, consisting of school staff members, has been asked for by civic clubs.

An in-service training for teachers has been valuable. The Board of Education, the Salina Teachers Association, the Association for Childhood Education, the American Association of University Women, the Parent-Teacher Council, and the YWCA have cooperated in bringing four specialists in the field of guidance to Salina this year. Thus, by sharing the responsibilities and the help, Salina has been able to carry forward its guidance program to a creditable start.

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### Conference on Educational Leadership Problems

New York University's School of Education and the Association for Supervision and Curriculum Development will jointly sponsor a conference on *Problems of Educational Leadership* on July 21-23. It will deal with the practical problems of educational leadership in these times. The program will include outstanding speakers, work groups on administrative, supervisory, and curriculum problems, a teaching aids exhibit and demonstration, social events, and one day at the United Nations Headquarters at Lake Success.

This three-day conference will emphasize improvements in educational leadership for these times with special emphasis on curriculum development, supervision, and administration.

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