

A STUDY OF GUIDANCE FOR A SMALL KANSAS HIGH SCHOOL

by

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INTRODUCTION

The service of guidance is a constant challenge to the high school teachers because of the assistance needed by youth in making adjustments in their lives and because of the many opportunities for staff members to be of greater service to pupils. While not all schools are staffed with competent teachers, many could start with their present status and develop their own counselors and guidance director.

Such appeared to be the case with Prairie View, Kansas, High School. It is a typical small rural high school and is comparable to many other schools in Kansas with fewer than 125 students enrolled. In view of this opportunity, it seemed desirable to prepare a guidance program suitable for such a high school and endeavor to put it into effect.

REVIEW OF LITERATURE

While the origin of guidance in this country is not definitely known, Parsons as early as 1909 had developed an institute for aiding persons in deciding upon a suitable vocation. The founding of the first vocational guidance bureau was in Munich in 1902. Such activities in Europe centered about the labor exchange, while in the United States the guidance activities shifted to the school. Early movements were devoted to problems of finding employment suited to the interests and abilities of the individuals.

The guidance movement is relatively new, being about a quarter of a century old. An indication of how rapidly the field of guidance has developed can be gained from the work of Cowley (1932) who assembled a bibliography of 2,183 references. The guidance program began to find its way into institutions of higher learning. By 1940, approximately 600 courses were known to be listed in the catalogues of colleges and universities, some institutions offering from 12 to 28 courses in this field according to the United States Office of Education (1940).

Parsons (1909) advocated that vocational guidance should provide for a scientific analysis of the individual as a basis for vocational choice. Guidance is in a state of transition because guidance workers are groping for that practice which is sound and worthwhile. There has been a newer approach to modern guidance, the clinical method, since 1931. There has been an increase in

Interest and scientific research in the guidance field in the past 10 years.

From this brief review of literature, it would appear that guidance courses are considerably better established in institutions of higher learning than they are in the secondary schools. It is to study and develop a program of guidance in Prairie View High School, that the present study is undertaken.

METHODS

Definition of Guidance

In this study, guidance is defined as a continuous process requiring a definite technique of helping the individual discover and use his natural endowments, with environmental adjustments, so that he may earn his living, and live to the best advantage to himself and society. Guidance by the school is directed toward the junior and senior high school level, because of the rapid biological and physiological changes of youth at this time.

As an aid in determining effective practices, Turrell's and Weitzel's (1941) 14 fundamental principles underlying guidance are here given:

1. Guidance is a life-long process.
2. The guidance service should be extended to all, not simply to the obviously maladjusted.
3. Guidance workers should form the habit of studying beforehand the permanent record sheet whenever a student's grades, credits, eligibility for sports, college entrance pattern, or a host of related items are being discussed.
4. Special training is needed to do guidance work most effectively.
5. Guidance seeks to assist the individual to become progressively more able to guide himself.
6. All aspects of guidance must be provided for.

7. Any aspect of guidance may serve as an avenue of approach, or means of developing rapport.
8. Each student should have some one individual in the school who is responsible for his guidance.
9. A code of ethics should be rigorously observed by the guidance worker.
10. Guidance activities are of two kinds: group and individual.
11. When two or more individuals are engaged in guidance someone should "head-up" the work.
12. Guidance workers shall be assigned to students on some definite basis.
13. Acquaintance with all available guidance agencies or services is essential to the counselor.
14. Lines of promotion should be from teacher to guidance worker to the higher and highest administrative positions.

Preliminary Program

A preliminary guidance program was established in Prairie View High School in September 1941. This program was considered under six major divisions as follows: curriculum guidance; personnel records; group guidance; counseling; handbook on guidance for teachers; and evaluation of guidance practices. By means of a guidance questionnaire (appendix) data were secured for the purpose of revising and improving the present program. The above plans were to be modified during the year as data from the questionnaires were secured. The questionnaires were given to 136 former graduates of the high school. These were graduates over a 20 year period.

Three plans were used in securing replies to the questionnaires. Members of the vocations class were given questionnaires to take home to their brothers and sisters who were graduates of the high school. A personal interview was conducted by the instructor of the vocations class with the graduates in the town and local community. In the third method, questionnaires were

mailed to graduates who could not be contacted by members of the class or by the instructor. The information from the questionnaires was held in strict confidence so far as individual cases were concerned, only the results of the grouped data being used. A second questionnaire was mailed to those graduates who failed to return the first.

Seventy-one completed questionnaires were returned and these data were used for tabulation. From the data and experience in directing the preliminary program, recommendations were to be made for a more effective guidance program.

CURRICULUM GUIDANCE

Orientation

Since guidance is defined as the continuous process of helping the individual discover and use his natural endowments with environmental adjustments, so that he may earn his living, and live to the best advantage to himself and society, the adjustment and orientation of the eighth grade graduate must be given some consideration. Guidance, which is considered in quite broad terms, applies to the child from the time he enters school until he has completed his formal education and has chosen an occupation.

Some of the graduates of the rural schools around Prairie View were not attending any high school. This was thought to be the school's guidance problem. The names of all eighth grade graduates were secured from the County Superintendent's office and were given a special invitation to graduate with the city

school graduates. They had been in the practice of going to the county seat for their own graduation exercises. These graduates were invited to Prairie View for two years preceding 1941. This participation in the school's activity made the child feel at least that this was his school and that the other students would welcome him as a freshman.

During the summer following the eighth grade graduation, each prospective freshman and his parents were visited by the superintendent. The pupil's likely adjustment problems were discussed with the parents; such as the cost of clothes and books, transportation, tuition, living quarters, and activities the child wished to enter. When the child enrolled in high school, he was not completely oriented. After he had completed his first year of high school work, he seemed to have become adjusted.

To the above phases of orientation, it is recommended that one day be set aside, at which time the rural graduates be invited to visit the high school for an entire day. Each visitor should be assigned to a member of the freshman class, who would act as a big brother or sister. Some entertainment should be arranged for the visitors, such as a ball game or competitive sport for the boys and a picnic for the girls. Also a talk by the superintendent or freshman sponsor would give the prospective student an idea of what would be expected of him in high school. If the freshman classes are visited, the eighth grade boy or girl would have some idea concerning the work expected of him.

Class in Vocations

A year's course in vocations was offered as an elective for freshman. Most schools have offered the course in vocations for this level. Mordy (1939, p. 4) found:

There seems to be little doubt, at least in the minds of those who taught a course in vocations, that it belongs in the junior high school. In Kansas it was found through the use of the questionnaire, that out of twenty-two schools, thirteen offered it in the ninth grade alone.

Two seniors, one sophomore and one junior were also admitted to the class since the class was small and few electives could be offered to upperclassmen. The text used was "Planning Your Future" by Meyers, Little and Robinson. Other books on orientation and vocations were purchased for further reading in the course. The first project for group activity was locating the addresses of graduates and distributing the questionnaires to the graduates.

The first semester was spent as an orientation course to develop proper school citizenship habits. Other units covered were safety, the home, the school environment, and the need for a vocations course.

The work in the second semester covered the 10 major occupational groups of the census bureau. No attempt was made to suggest an occupation for a student, but only to stimulate his thinking about a vocation and his junior and senior work. To get the student vocationally minded was the objective.

Half day trips were taken by the class to the following businesses: wholesale grocery; oil refinery; and J. C. Penny store. Each student was held responsible for asking definite questions of

the managers of the business places visited. After the trips, at least three days were spent summarizing the advantages, disadvantages, qualifications, chances for promotion, and general desirability of that type of work. Other trips of a similar nature were planned but cancelled because of traveling conditions to nearby towns.

Another unit of work completed during the year was for each student to choose a vocation, and interview an adult engaged in that vocation. These interviews were planned in advance and an appointment made with the person to be interviewed. After the interview, an oral report was given in class by the student. A majority of the students still desired to enter their chosen field even after the interview. This project was valuable not only for the information received, but also for the training in speech which the student gained by giving an oral report in class.

The data from Table 1 would seem to justify the vocations class and its continuance in the program. The question asked in the questionnaire was: In which of the following ways could your school have helped you more? Forty-five per cent of the replies answered "more specific training for the job". Thirty-two and three tenths per cent answered "give you an understanding of occupational requirements and occupational information". Fourteen per cent stated that the school could have helped them more by "teaching you how to apply for a job". Seven per cent stated that the school "could have made contacts with job finding agencies". The vocations class was offered in the guidance work to solve these problems of the students now in school.

Table 1. How the school could have helped more.

	Percentage of replies
More specific training for the job	45.0
Teach home economics	43.6
Give you an understanding of occupational requirements and occupational information	32.3
Planning for further education	32.3
Help in selecting proper courses while in school	30.9
Teach you how to apply for a job	14.0
Other help	12.6
Teach manual arts	11.2
Making contacts with job finding agencies	7.0
Wise study of high pressure salesmanship	4.2

Only 51.7 per cent of the former graduates had made definite plans for their future line of work at graduation time. This fact indicated that former seniors had done little planning while in high school. Many people have said they just happened to fall into a vocation and now wished they had known some of the things they now know about their vocation. The vocations class attempted to make the future seniors better informed about the most important decision of an individual's life, choosing his vocation.

Who then had helped them in the plans that were made for their work? Table 2 gives the replies to the question, "Who or what helped you most in reaching a decision on your future line of work?" To this question, 23.4 per cent of the replies stated that their parents had helped most; 12.5 per cent that friends had; 12.5 per cent that courses offered had; and 9.3 per cent that their employer had helped most. Very low percentages of replies, ranging from 6.2 to 1.5 per cent, stated that relatives, school principal, teachers, reading, own desires and interests, work experience, ambition, and their own decision had helped them most.

The results in Table 2 seemed to indicate that the parents had influenced students in choosing vocations more than the guidance factors in the school. No adult study group, or P.T.A. had ever been in operation in the community. It seemed doubtful if the students themselves had had sufficient information and experience to have chosen their life work wisely.

Table 2. Help in choosing a vocation.

Source of help	Percentage of replies
Parents	23.4
Friends	12.5
Courses offered	12.5
Employer	9.3
Reading	6.2
Own desires and interests	4.7
Relatives	3.1
A good wife and mother	3.1
Work experience since leaving school	3.1
School principal	1.5
Teacher	1.5
Satisfaction derived from present work	1.5
Ambition	1.5
Own decision	1.5

The group activity and experience gained from trips taken were worthwhile for the pupils, as they were always eager to plan new projects. It was not possible to provide work experience during the preliminary guidance program. However, if the distance is not too great to various businesses, it is recommended as soon as possible in the program.

Latin in the Curriculum

The traditional curriculum was approached from the point of view of the personnel worker and not of the school administrator.

However, in the present study the administrator was the guidance director and the responsibility of directing the work was assumed by him. In this connection Strang (1940, p. 91) stated:

If this plan of developing a curriculum based on students' needs is followed, there will be subtractions as well as additions to the present curriculum. When guidance, curriculum, and instruction are integrated, pupils will never be made overconscious of direct guidance.

The courses offered in the curriculum at Prairie View High School were as listed:

Freshman year

English I
General Science *(Algebra)
World History
Latin I
Vocations

Sophomore year

English II
General Science *(Algebra)
Geometry
World History *(Citizenship)

Junior year

English III
American History
Typing I
Constitution and General
Business

Senior year

American History
Biology *(Physics)
Typing II
Constitution and General
Business

This curriculum was considered by the faculty and administrator to be well balanced with the exception of two changes. Was Latin justified? Would not home economics or homemaking for girls be better in its place? Subject matter was designed to fit the needs of the child, so the attitude of past graduates was used to justify its value in school. Data concerning Latin in high school were tabulated in Table 3. Of the 71 graduates replying to the questionnaire, 80.3 per cent had studied Latin while in high school.

* Subjects to be alternated yearly

This was to be expected as the traditional advice in choosing courses was to take Latin. However, only 45.3 per cent of those who had studied Latin, stated that it was of no great practical use and 54.7 per cent stated that it was of great practical use.

Table 3. Latin in high school

		Percentage of replies
<hr/>		
Did you study Latin in high school?		
	Yes	80.3
	No	19.7
Has Latin been of any great practical use to you?		
	Yes	54.7
	No	45.3
<hr/>		

It was found (Table 4) that 19.7 per cent of the graduates had undertaken general farming as an occupation. This was due, no doubt, to the fact that Prairie View High School is located in a strictly farming community. Clerical work was entered by 15.4 per cent of the graduates and professions by 21.1 per cent of them. Latin was most likely helpful to this latter group. This left 88.9 per cent engaged in farming, clerical, trade, and other non-professional occupations. These findings would seem to indicate that subjects other than Latin would be of greater direct value in preparing them for their vocations in farming, clerical, trade, and non-professional fields.

Table 4. Distribution of occupations.

Occupations of graduates	Number
Farming	14
Clerical	11
Teaching	10
Trade	8
Manufacturing	4
Nursing	4
Housekeeping	4
Public service	3
Student	3
Transportation	2
Laborer	2
Entertainer	2
Cosmetology	1
Forestry and fishing	0
Extraction of minerals	0

As to advanced training, thirty-three graduates, or 46.4 per cent, had received no training above the high school level (Table 5). This indicated that these 33 went directly from high school into occupations. Fifty-seven and eight tenths per cent of the graduates were engaged in occupations requiring manual skills.

Table 5. Training above high school level.

School	Number
None	33
Teachers' college	16
Liberal arts or science	10
Business college	7
Nurses' training school	4
Graduate study	3
Cosmetology school	1
Other schools	1
Pre-law	0
Pre-medical	0
Dentistry	0

Home Economics in the Curriculum

The second change in the present curriculum suggested by the findings, was an introduction of some training for girls: home economics or homemaking for girls. The tabulation of replies to the question, "How could the school have helped you more?", were listed (Table 1). Forty-three and six tenths per cent of the graduates reported that the school should teach home economics. The following statements were given as reasons explaining their replies:

I think every high school should teach domestic science and domestic art.

Most students become homemakers, farmers, etc. Very little or nothing is done to prepare them for their life work. Why not include a course in family living?

Students interested in home economics are definitely retarded upon entering college. If not home economics, a course in the family or home living would be very helpful to them.

I think manual arts and home economics would make our school better.

By including in the curriculum courses in vocational work.

I think home economics should be taught every year because it is a course which every girl can use in her life. It is an interesting course and I think it should be taught in every high school.

I think that Prairie View High School should have a home economics class. Many pupils from other schools have benefitted much by it.

By teaching home economics.

I like my present job of being mother and home maker, but wish I had had some sort of training for it. How I wish I had studied domestic science and child care.

I think a home economics class would be a great value to the students. I didn't have the opportunity to take it.

I miss very greatly, and also regret, that P.V.H.S. did not teach sewing when I was in school. You see I have a baby to sew for.

I don't believe there is a girl who could not use home economics to a great advantage sometime in her life.

I think that cooking should be taught in the schools.

Most girls eventually marry and establish a home. Then it seems that if 46.4 per cent go directly from high school into a vocation or their homes, they should have home training in the high school. The substitution, then, of home economics for Latin has some evidence from the experience of former graduates of being a change which would improve the curriculum. Hamrin and Erickson (1939, p. 145) stated:

If guidance is to be developmental and preventive as well as curative, it is obvious that the guidance program should have a vital influence on the continuous reorganization of the curriculum.

By curriculum guidance, the curriculum can be built upon the needs of pupils rather than the courses the faculty desire or are qualified to teach.

PERSONNEL RECORDS

It was desired by the guidance director to secure as much information concerning the pupil as was needed by the teachers to use in interviewing individual students. This was impossible with the old records, because no centralized plan had been used in collecting their data. The elementary grade records were recorded in one set of books and the high school records in another. No family records of the child were kept except the names of his parents. Health records, extracurricular data, and anecdotal records had never been filed. Thus if the counselor wished to make any analysis of the pupil before the interview, it was necessary to spend much time in searching various files to find any information concerning the pupil. This was time wasted by the busy teacher. It has been said that counseling without informa-

tion is quackery. Jacobson and Reavis (1941, p. 160) state in regard to personnel records:

Without adequate and up-to-date records which contain all pertinent information, adequate guidance is at best a haphazard, if not impossible, task.

Many commercial personnel records were examined. There was no one record that would exactly fit all schools. The form chosen was P.P.R., which was recommended by the Kansas State Board of Education. This form, page 17, was a manila folder type nine and one half inches by 11 3/4 inches, suitable for filing in a steel filing cabinet. It was considered to possess better wearing qualities than regular paper folders. This was essential since it must be used in each grade, from the first grade until the pupil graduates from high school. The folder is suitable to file loose leaf forms such as notes regarding interviews, anecdotal records, and other reports to be placed within the cumulative record. The folders were furnished by the Phillips County Board of Commissioners and were of no cost to the individual school.

The county employed a W.P.A. clerk to work in the school under the direction of the superintendent and record all available data on these forms. The clerk was not college trained and not so efficient as desired. However, as this was a means of employing available community resources, it was thought to be a feasible plan. The clerk recorded elementary records, test data, extracurricular data, health records, and high school grades of every pupil in school, on a duplicate paper folder, identical with the manila folder. Assistance in recording this information was given by all faculty members as well as by the superintendent.

Name _____
Last First Middle

Name _____
Last First Middle

Sex _____ Race _____ Date of Birth _____ Place of Birth _____ Source (1) _____

Address _____ Address _____ Address _____
Address _____ Address _____ Address _____
Address _____ Address _____ Address _____

NAME OF PARENT OR GUARDIAN	Nationality	Marital Status	Birth Place	Education	Occupation	Firm	Occupation	Firm
Father								
Stepfather								
Guardian								
Mother								
Stepmother								

Number of Brothers _____ Older _____ Younger _____ Number of Sisters _____ Older _____ Younger _____ Remarks: _____

Other Individuals Living with Family _____

Date Graduated _____ Date Graduated _____ Date Leaving School if not Graduated _____
From Eighth Grade _____ From High School _____ Cause of Leaving School _____

Credit Accepted From _____

SEMESTER RATING ELEMENTARY GRADES (1-6 or 1-8)

District Number	County	State	School Year	Name of Teacher	Grade	Semester	Days Attended	Days Absent	Times Tardy	Reading	Spelling	English	Writing	Arithmetic	Art	Music	Social Studies						Health	Agriculture		
																	Geog-raphy	State History	U. S. History	Civics						
						1																				
						2																				
						1																				
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						2																				

(1) Birth Certificate, Passport, Baptismal Certificate, Physicians Certificate, Etc.

JUNIOR HIGH SCHOOL RECORD (Gr. 7-9 or 7-8)

School Year 19____-19____ Credit Accepted From_____

[illegible]

SEVENTH

EIGHTH

NINTH

APPROVED FORM
RECOMMENDED BY THE KANSAS STATE BOARD OF EDUCATION.
Form P. P. R.—THE HALL LITHOGRAPHING CO., TOPEKA.

HIGH SCHOOL RECORD (Gr. 9-12 or 10-12)

School Year 19____-19____ Credit Accepted From_____

[illegible]

HITNIN

FINAL

THE FIFTEENTH

TWELFTH

HEALTH RECORD

CODE: O-Satisfactory; X-To be Watched; XX-Needs Medical Attention; XXX-Needs Immediate Attention. (Circle X, XX and XXX when condition is corrected.)

[illegible]

DISEASE HISTORY

DISEASE	DATE	DATE	DISEASE	DATE	DATE
Measles			Diphtheria		
Mumps			Pneumonia		
Whooping Cough			Convulsions		
Chicken Pox					
Small Pox					
Scarlet Fever					
Typhoid					

List Other Physical Defects.

IMMUNIZATION RECORD

IMMUNIZATION	DATE	DATE	IMMUNIZATION	DATE	DATE
Small Pox			Typhoid		
Diphtheria					
Diphtheria-Schick-Neg.					
Diphtheria-Schick-Pos.					
Scarlet Fever-Dick-Neg.					
Scarlet Fever-Dick-Pos.					
Scarlet Fever					

When this was completed, it was rechecked for accuracy from all the files used. Later in the school year, these data were recorded in ink on the permanent manila folder. Data for pupils having completed their elementary work in the rural schools were secured from either the rural districts or the County Superintendent's office.

After these personnel records were brought up-to-date, in the uniform plan, the teachers were to add data for pupils each year as the pupil progressed through school. The grade record, anecdotal records, and any behavior impression that was helpful in counseling were added to the file.

Information regarding the family history and background was secured by sending home with the pupils a mimeographed form. Parents in all cases were willing to give this information. Many pupils did not have their birth certificate recorded. When the parents became conscious of this fact, many took immediate measures to secure birth certificates for their children.

The educational record gave the attendance record, subjects studied in each grade, final grade in each subject, and the name of the teacher for the school year. A uniform grade code was used for both the elementary and high school. This grade code was placed on the personnel record and the year at which time it was introduced.

The Army Alpha Group intelligence test and the Otis Self-administering Tests of Mental Ability were given all high school students. The I.Q. was not given to the student but was to be used by the counselors and the guidance director only. The Detroit Intelligence Tests were given to the elementary pupils.

Approximately two per cent of the school population received I.Q.'s of 70 or lower. With a heavy teaching assignment, no special class could be organized for these students. However, individual differences were recognized and special duties in school were assigned these students to replace expected class work. An attempt was made to give as much help as possible. One high school girl was definitely a moron, but planned to drop out of high school when she became a junior. Those students whose I.Q. was over 100 were encouraged to go to college if they had shown any inclination toward college work. No standardized educational achievement tests were given during the first year of guidance work, but are to be recommended as soon as they can be given. The Emporia tests were given both semesters to all the students in school. The results of these scores were not recorded on the personnel records but were used to analyze the pupil's rate of progress.

Extracurricular activities such as participation in athletics, student council membership, and class or club officers, were noted and placed on the record at the end of the year. Staff members discussed the participation in extracurricular activities with students in their personal interview.

A record of disease history and immunization was secured by a questionnaire sent home to the parents. In cooperation with the Kansas State Board of Health, the tuberculin test was given in 1940 and 1941. Permission from the parents was secured before giving this test to any child. Diphtheria and smallpox immunization were given in 1940 under the supervision of the County Health Office. Permission from the parents was secured if they wished

their child to be immunized. The county health nurse made an examination of all students once each year. Reports regarding eyes, ears, tonsils, and teeth were mailed to each parent. In cases requiring immediate attention, an interview with the parent was made by the superintendent. As soon as the parent reported back to the school that the correction had been made, a notation of this fact was placed on the child's health record.

Personnel records were filed in the superintendent's office and were available at all times for use by the staff members. The major use was for guidance and counseling. Other uses of the personnel record were to secure data for reports to parents, curriculum revision, application blanks for student employment, transcripts for college, and the school census reports.

GROUP GUIDANCE

Both group guidance and individual counseling originated in the home room. The home room period was arranged in the daily schedule as shown (Table 6). The length of the home room period was 20 minutes each day. The period was from 10:20 to 10:40 in the morning session. Administrative details, such as checking the roll and announcements, were not a part of the home room period. These were taken care of at the beginning of the morning and afternoon sessions. As there were only three teachers in the high school, the schedule was arranged to give each teacher some free time each week for counseling. It was not planned to make the period an "extra" for the teachers as there was thought to be a limit to human time and energy.

Table 6. Home room schedule.

	Teacher A	Teacher B	Teacher C
Monday	Individual Counseling	Individual Counseling	Study Hall
Tuesday	Individual Counseling	Study Hall	Individual Counseling
Wednesday	Study Hall	Individual Counseling	Individual Counseling
Thursday	Home Room (Students assigned to class sponsors)	Home Room	Home Room
Friday	Class meetings	Class meetings	Class meetings Student Council

No specific or formal course of study was used in the home room activities. The home room teachers were left to their own initiative in evolving desirable outcomes from group activities. The students were assigned their home rooms on a class basis. This, of course, was temporary as the freshman class adviser was assigned to the group for only one year.

Before the home room was placed in the schedule, class meetings, club meetings, and student council meetings were held in a haphazard fashion. No time in the school day was set aside for these activities. Some were held before school started, at noon, or after school. The results were hurried meetings, incomplete meetings, or an attempt to hold meetings without all of the members being present. The home room then provided for:

1. A natural social setting for group activities.
2. Time in the school day to provide for students' needs not taken care of by the teaching curriculum.
3. Sufficient time for group guidance and individual counseling.
4. Time for club advisers to give attention to individual students to an extent not possible in the classroom.

5. A period in which to develop correct uses of leisure time.
6. Achievements in group leadership resulting from group activities.
7. An opportunity for the teacher to be in the background and carefully observe reactions of students in a natural social setting.

COUNSELING

The teachers had had no special preparation for the guidance service. In September, a guidance handbook (page 28), prepared by the guidance director, was distributed to each member of the faculty, including the grade teachers. This handbook was studied in the first faculty meeting. Faculty meetings were held once each month. Guidance was the main subject for faculty discussion. Approximately one half of the time in each meeting was given over to guidance or a clinical study of individual pupils. The other half of the meeting was taken up with administrative duties.

Interviews were scheduled usually one day in advance, by either the pupil or the counselor. This gave time for the counselor to plan the interview, by securing information from the personnel records or the guidance director. The fact, that no counseling can take place until confidential and mutual relationships are established between the pupil and the counselor, was emphasized in the faculty discussions regarding guidance. In all cases the counselor was assigned a private room to which he and the pupil could go for the interview. As shown (Table 6), each teacher was allotted two 20 minute periods each week for individual counseling.

During the early part of the year, counseling problems relating to orientation, extracurricular activities, and personal problems took up the major portion of the counseling time. Later, help in making educational plans was emphasized. Lovejoy (1941, p. 107) regarded educational guidance as follows:

High school boys and girls need advice as well as information in selecting their colleges. They look, and should, to their principals and teachers for this educational guidance. Are they getting it there? In most cases emphatically no.

The question was asked in the questionnaire, "Who or what has helped you most in making your educational plans?". The answers were tabulated (Table 7). Parents had helped most, or 50 per cent of the graduates had received the most help from their parents, while the school principal had helped most in only 9.8 per cent of the cases, and the teacher in 8.4 per cent of the cases studied.

Table 7. Educational plans.

Source of help	Percentage of replies
Parents	50.0
Courses that you studied	19.7
Friends	15.5
School principal	9.8
Other help	9.0
A teacher	8.4
Something you have read	5.6
Relatives	4.2
Employer	1.4
Self	1.4

Help in interesting students in hobbies was given in the home rooms as group activities and individually in private interviews. Findings from former graduates indicated a likely need for guidance in regard to hobbies for the pupils now in school.

Twenty-one graduates had no hobby; 40 had hobbies and 10 gave no answer. The American Youth Commission (1942, p. 154) cited in the report of 1942:

Of all the ages of life, youth is the time when energy, idealism, and interest in other people can be captured most readily for constructive purposes. It is accordingly the period when the greatest effort should be invested in facilitating the best use of leisure time.

It was desired to find out just how former students spent their leisure time (Table 8). The graduates were asked in the questionnaire, "Check the way you spend your leisure time." The majority of the graduates checked more than one way of spending their leisure time.

Table 8. Leisure time.

Activities	Number of replies
Reading	61
Listening to the radio	57
Sewing	35
Movies	29
Motoring	23
Walking	19
Gardening	14
Others	14
Hunting	11
Fishing	10
Tennis	9
Crocheting	7
Knitting	6
Golf	1

Baseball, basketball, bowling, ping-pong, dancing, farm work, studying, playing musical instruments, club work, writing letters, and experimenting in the hospital laboratory were the ways the 14 graduates gave as spending their leisure time. The five

highest activities, reading, listening to the radio, sewing, movies, and motoring, were considered as passive methods of using leisure time. This would seem to point out a need for guidance in more creative uses of leisure time.

Collins (1941), gave nine suggestions for teachers as counselors, which might be incorporated in the proposed program.

1. If possible, in interviews, establish a pleasant feeling immediately.
2. Help the student to feel at ease, and let him do all the talking so that he may explain his problem to the best of his ability. If you must talk, do it only in a supplementary way.
3. Secure enough information to counsel the student effectively.
4. Decide if you are the person qualified to counsel.
5. Interpret the information and data, and try to find the cause of the problem.
6. Find out if the student had thought his problem through and has a plan for its solution.
7. Help him to organize his plan and put it into effect immediately.
8. Make sure that the student does not lose sight of the relationship between the problem and the solution.
9. Follow up to see if the plan needs changing to arrive at a better solution.

Wise counseling of students was considered as the most important phase of the guidance program. The handbook, used in the preliminary program, was revised and its use is to be recommended in the proposed program in answer to the question of teachers', "What are my duties in a guidance program?"

HANDBOOK ON GUIDANCE FOR TEACHERS

The purpose of this handbook is to provide teachers with some information which is necessary for them to participate in a guidance program. Their participation is to be in an organized plan of guidance procedure. Education and guidance are aspects

of the same thing. The teacher, then, is given the responsibility of guiding the educational experiences of boys and girls.

The United States Office of Education (1940) defines guidance as:

The process of acquainting the individual with various ways in which he may discover and use his natural endowment in addition to special training from any source, so that he may live, and make a living, to the best advantage to himself and to society.

The Maryland State School Survey Commission (1941) lists the following aims of a guidance program:

1. To make guidance continuous for the entire life of each pupil until he is adjusted in a vocation.
2. To reduce the change from the elementary to the high school to a job or to college, to as little loss of motion as possible.
3. To help pupils discover their abilities, interests and probabilities.
4. To help each pupil secure and interpret for personal use adequate information concerning educational and vocational opportunities.
5. To help each pupil secure work experience while in school.
6. To cooperate with community agencies in student training for a job.
7. To provide help for the student in adjusting himself to a job, college, or a training school

Pupils need educational guidance, or guidance to assist them in making wise choices within the curriculum. They need help in orientation, or adjusting themselves when they enter high school from the elementary school. Some pupils, because of their abilities, capacities, and interests need to be advised against going to college. There is a danger in over education as well as under education. Pupils should stay in school only until they have received training that will best enable them to fit into that level of life, which is determined for them by their talents and

abilities. Others should receive help in selecting a college which best fits their needs.

Home conditions are rapidly changing, therefore pupils need guidance in citizenship, ethical character, and personal adjustment. In the early home, much industrial training was received by boys and girls from their parents. Modern homes, power machines, and equipment have shifted training responsibilities to the school. Home conditions are more critical when both the father and mother are employed and spend little time with their children.

Profound changes in labor and industry are creating urgent needs for guidance in the proper use of leisure time, both for youth and old age. Shorter working hours give youth much leisure time which must not be wasted. It is in this stage of their lives that proper skills and habits should be formed. Youth should also be taught hobbies and the proper use of leisure time which should carry over into old age, because of the increase in the length of the average span of life. Short hours of work each day do not exhaust the physical or mental powers of an individual. The problem of correct uses of leisure time is a vital responsibility of the school.

Perhaps the greatest need of adolescent youth is health guidance. Good health is vital to good classroom work. The teacher should give attention to cases of malnutrition, skin disorders, visual difficulties, impaired hearing, peculiar posture, speech defects, and emotional development.

The pupil needs to be protected from being "taken in" by various systems of "gold brick" psychology, such as astrology, fake spiritualism, phrenology, physiognomy, fortune tellers, palmistry, quack counselors, and unreliable trade schools.

Surveys of occupational choices of young people show that 35 per cent want professional training, whereas 3.8 per cent actually get jobs in the professions.¹ Others cite that 29 per cent to 42 per cent of all youth aim at professions, while but 6.7 per cent of the entire population is so employed.²

Another need for vocational guidance is shown by job dissatisfaction and labor turn-over. One authority estimates that as high as 75 per cent of the workers are dissatisfied with their present jobs.³ Basic to job-satisfaction is finding work in a field in which one is interested, capable, and likely to succeed. Many people in early life accidentally fall into a vocation rather than intelligently choosing one. Opportunities for vocational self-discovery and training for specific occupations are often lacking.

The program of guidance involves the following definite areas:

1. Home room activities
2. Cumulative records
3. Individual counseling
4. Occupational information

1. Markham, W. T., Supervisor State Board for Vocational Education. Unit II. Guidance, p. 2, 1941.
2. Ibid. p. 2
3. Ibid. p. 3

5. Work experience
6. Placement of graduates
7. Follow-up

The home room sponsor is the one individual in the school who is directly responsible for the growth and development of pupils. This person should not have more than 20 or 25 pupils in the room. The sponsor should find his work made easier by integrating pupils' activities and directing them from the home room. It is in the home room that pupils find sympathy, understanding, and a friend in their teacher. A democratic and friendly atmosphere must be created. The home room must not be a formal study hall and neither must it be a place to play or have fun. Pupils, to meet crises in their lives, can tie themselves to their teacher. Pupils, in their informal activities, are really themselves and thus provide the best possible opportunity for the teacher to study and understand them for individual counseling. The home room activities must not be teacher dominated, and neither must home room teachers be dominated by guidance directors. As the guidance director guides his home room teachers, the teachers guide their home room pupils. Perfection must not be expected in home room activities because the pupils are only learning to live in the democracy of the school community. The following topics are suggestions for home room teachers and pupils upon which to build their year's activities:

1. Purpose of the home room
2. Explanation of the school regulations
3. Election of home room or class officers

4. Home room committees
5. Parliamentary procedure
6. Fire prevention
7. Sportsmanship
8. Armistice day
9. Discussion of mental and physical health
10. Discussion of hobbies
11. Etiquette
12. Patriotism
13. Christmas program
14. Personal appearance
15. Use of leisure time
16. Thrift
17. Propaganda
18. Easter program
19. Orientation day
20. Conservation in war time
21. Pre-enrollment
22. Plans for summer vacation

The guidance director should place lists of suggestive material, which can be adapted to the grade level of their home room group in the hands of each home room teacher. The home room sponsor, with his pupils, can then arrange the year's program to fit the needs of his group.

Excursions by home room groups to points of interest outside the school room is to be suggested for additional worthwhile experiences.

The home room teacher is responsible for keeping the established personnel records up-to-date for each member of her home room. These records should be neatly, accurately, and uniformly kept as requested by the guidance director. Records should be accessible at all times to the person or persons who are to use them. Academic, health, home background, and test records should be recorded on the manila folder. Other information such as anecdotal records, samples of academic accomplishments, and confidential data should be filed, in loose leaf form, within the folder itself.

The home room sponsor, having established mutual confidences by means of home room activities, should study the cumulative records of pupils who seek advice concerning their problems.

The counselor should first look at the home environment of the child. In what work are the parents engaged? How many brothers and sisters does the child have? Is the pupil the first or last child in the family? What is the marital status of the parents? How much education have they had? What is their approximate yearly income?

Next the home room sponsor should study the child's academic and test records. In what subjects has the pupil's work been satisfactory or unsatisfactory? What is his I.Q.? Is the pupil's mental age above or below his grade in school? What does the achievement tests show? What are his hobbies and in what extracurricular activities has he participated? What part time and vacation work has the pupil done?

Also, the pupil's health record, disease history, and immunization record should be examined. Would eye, ear, or any physical defect be responsible for retarding the pupil's work in school? Can any defects be corrected? Do the parents know of the defects and have reports been sent home and returned? Only after the above comprehensive study has been made of the personnel record, can the counselor safely advise the pupil in regard to his problems. The key step in guidance is individual counseling. The counselor should not be influenced by the emotional feelings of the parent, the bias of his own profession or trade, by the employed worker, or the snap-judgment of the executive.

As the child's interests develop, the teacher counselor should provide occupational information which will make him vocationally minded. This information should be integrated with his various school experiences. Sources of occupational information are surveys, books, bulletins, magazines, newspapers, pictures, and government reports. The home room teacher should assist the librarian or guidance worker in collecting and filing material for occupational information in order that she may direct pupils to the information they seek.

Pupils, preferably in the ninth grade, should be given work experience in a vocation of interest to them, provided they are in a vocations class and have the consent of their parents. Work experience in several vocations would give them still better ideas of what employers expect of them. This work should be without pay and during school hours. Teacher counselors should cooperate with the guidance director in arranging a school schedule

to permit the pupils to secure this experience during school hours. Work experience should be provided only under the direction of the vocational class teacher and supervised by the guidance director.

Graduates, being products of the school, must be satisfactorily placed in employment. The school's responsibility does not end with graduation. Placement is a connecting link between the school and employment. Counselors should study the various fields of work, especially new fields that are now opening, opportunities for work that are increasing, and those opportunities that are decreasing. The director of guidance is directly responsible for placement.

Counselors should maintain contacts with graduates and non-graduates for a few years to render further aid and service. In the light of school-leaver's experiences and achievements, the guidance director should more intelligently revise and improve the present guidance program.

Adequate and effective programs of guidance assure returns in social and material dividends that are gratifyingly high. It is suggested that teachers read and make a comprehensive study of the generally accepted practices in order to inform themselves concerning the program.

EVALUATION OF GUIDANCE PRACTICES OF TEACHERS

It appears to be impossible to evaluate a guidance program except in outcomes of desirable behavior changes and adjustments in the lives of pupils. However, the proposed guidance program

may be evaluated in this study by two methods: first in terms of the 14 fundamental principles as listed by Turrell and Weitzel on page three. The proposed program measured up to all except principles six, seven, 13, and 14.

The second method of evaluation, was by means of a check up with teachers within the system as to the area in which they themselves did their best, second best, and poorest guidance work. In the proposed program, the check sheets were to be given at least twice each year, and in this manner, guidance practices were to be studied by the individual teachers. Teachers' evaluations were given (Table 9) and as a comparison, 28 teachers of other schools, were asked to check their best, second best, and poorest guidance work (Table 10). It is indicated (Table 9) that the teachers as a group did their best work in educational guidance and their poorest work in vocational guidance and ethical character guidance. As a comparison, it is indicated (Table 10) that the teachers from other schools as a group did their best work in educational guidance and ethical character guidance and their poorest work in leisure time guidance and vocational guidance.

Table 9. Areas and degree of guidance work by teachers in Prairie View High School.

	best	2nd best	3rd best	4th best	5th best	6th best	Poor- est
Leisure time guidance	2		1		1	2	
Citizenship (home, school, town) guidance		1	1	2	2		
Educational guidance	2	3	1				
Ethical character guidance				2	1		3
Personal adjustment guidance (counseling)		1			2	3	
Recreational and health guidance	1	1	2	2			
Vocational guidance	1		1			1	3

Table 10. Areas and degree of guidance work by teachers in other schools.

	best	2nd best	3rd best	4th best	5th best	6th best	Poor- est
Leisure time guidance	1	4	1	2	4	7	9
Citizenship (home, school, town) guidance	6	4	5	7	4		3
Educational guidance	6	8	5	3	3	3	
Ethical character guidance	3	4	7	6	4	2	2
Personal adjustment guidance (counseling)	4	2	5	3	4	7	2
Recreational and health guidance	4	3	3	3	3	7	6
Vocational guidance	4	3	2	4	6	2	6

SUMMARY AND CONCLUSIONS

The study was based upon significant facts secured from former graduates as to the value of their high school training and the experience gained in directing a preliminary guidance program during the year. Personnel records were established for all students from grade one to grade 12. A vocations class was offered as an elective for ninth year students. Home room activities were organized as a point from which group guidance and individual counseling could be undertaken. Time in the home room was utilized in counseling and the teachers were designated as counselors to be developed within the school. A handbook for the teachers was prepared.

Certain conclusions were drawn from facts resulting from the study. These conclusions are as follows:

1. The guidance movement is receiving much attention, but as yet few small schools have an organized guidance program.
2. There is a need for added emphasis on guidance in the small high school as well as in the large high school.
3. In the small school, counselors must be developed from staff members.
4. Curriculum revision is a part of the guidance work.
5. A definite time must be scheduled during the legal school day when teachers may direct group guidance and counsel individual students.
6. All pertinent information concerning the individual child

must be recorded in cumulative records and made available to counselors at all times.

7. From the literature studied, authorities seem to agree that the home room has a necessary function in guidance work.
8. Former graduates of the high school are in accord with the guidance work because of their ready response to the questionnaires mailed them.
9. A guidance service, however carefully administered, will not meet the requirements of all schools, but must be adjusted to meet varying conditions.

RECOMMENDATIONS

In view of the study made, the following recommendations in regard to guidance for Prairie View High School seem to be justified:

1. There should be established, in the program, work experience for those pupils in the vocations class.
2. In regard to curriculum revision, homemaking or home economics should be offered to the girls in the school.
3. A standardized testing program should be administered to all pupils in school.
4. One day, preferably in early May, should be designated as orientation day for those completing elementary work in rural schools.

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APPENDIX

Form 1

Prairie View, Kansas

August 15, 1941

Dear _____:

The primary purpose of this questionnaire is to determine how we might better serve the pupils now in school. In an effort to ascertain how effectively our school curriculum is meeting the needs of the pupils, whether our graduates are making use of the courses taken, and what suggestions for the improving of our curriculum you would make after having had a chance to put it in actual use, we are sending out this questionnaire to all graduates of the past 20 years. We wish, if possible, to help pupils secure better adjustment to their lives and their future occupations.

The information that we get from these questionnaires will be held in strict confidence so far as individual cases are concerned, only the results of the grouped data being used, so you need feel no hesitancy about answering all the questions frankly.

Will you assist us by answering the following questions in full and returning them to me at once so that the results may be tabulated and suggestions put to work as soon as possible?

Thanking you, I am,

Sincerely yours,

H. D. Richardson, Supt.

Form 2

QUESTIONNAIRE

SURVEY OF PRAIRIE VIEW HIGH SCHOOL GRADUATES

Date _____.

1. Name _____.
(Last name) (First name) (Initial)2. Maiden name _____.
(Last name) (First name) (Initial)3. Address _____.
(City) (State) (Street)

4. If you are attending or have attended school, check the type, give the name of the school and the time attended.

☐ Liberal arts or sciences _____.
☐ Pre law _____.
☐ Pre medical _____.
☐ Dentistry _____.
☐ Teachers College _____.
☐ Business College _____.
☐ Nurses' training school _____.
☐ Cosmetology school _____.
☐ Graduate study _____.
☐ Other school _____.

5. Did you earn part of your expenses through any of the above schools? _____ If so, what part? _____.

6. If you have done any systematic studying other than the above, check the type and give the name of the school in which you have studied.

☐ Post graduate course in high school _____.
☐ Correspondence course _____.
☐ Did you complete the course? _____.
☐ Apprentice training _____.
☐ Evening school _____.
☐ Evening school for adults _____. If so, what did you study? _____.

If you have not attended such a school, would you do so if the opportunity were afforded? _____ What would you study? _____

7. Give your work experience since leaving school.

Name of firm or employer	Address of employer	Months worked	Type of work	Part time	Full time
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:

8. Have you any definite plans for further education?

Yes.

No. Explain. _____.

9. Who or what has helped you most in making your educational plans?

Parents.

Relatives.

Friends.

School principal.

A teacher.

Employer.

Courses that you studied.

Something that you read.

Other. Explain. _____.

What additional help should the school have given you in making these plans? _____

10. Have you made definite plans for your future line of work?

Yes. No.

11. Who or what helped you most in reaching your decision?

Parents.

Relatives.

Friends.

School principal.

Employer.

Courses that you studied.

Something that you read.

Other. Explain. _____.

12. Check the way you spend your leisure time.

Reading.

Sewing.

Knitting.

Crocheting.

Listening to radio.

At the movies.

Gardening.

Fishing.

Hunting.

Walking.

Golf.

Tennis.

Others. Explain. _____.

13. Do you have a hobby? ____ Yes. ____ No.
What is it? _____.

14. What extra-curricular activities have been most helpful to you since you have graduated? _____.

15. Did you study Latin in high school? ____ Yes. ____ No.
Has Latin been of any great practical use to you? _____.
If so, what value? _____.

16. What subjects have been of greatest value to you? Least value?

In employment		Other than employment	
Greatest value:	Least value:	Greatest value:	Least value:
:	:	:	:
:	:	:	:
:	:	:	:
:	:	:	:
:	:	:	:
:	:	:	:

Why do you think so? _____

17. In which of the following ways could your school have helped you more?

- ____ More specific training for a job.
- ____ Teach you how to apply for a job.
- ____ Making contacts with job-finding agencies.
- ____ Give you an understanding of occupational requirements and occupational information.
- ____ Planning for further education.
- ____ Help in selecting proper courses while in school.
- ____ Wise study of high pressure salesmanship or unscrupulous advertising.
- ____ Teach manual arts.
- ____ Teach home economics.
- ____ Other help. Explain. _____.

18. Write any suggestions which you think would help your school to be more helpful to boys and girls now in school. _____

_____.

19. If you are unemployed, give reasons.

- | | |
|---|--|
| <input type="checkbox"/> Attending school. | <input type="checkbox"/> Lack of experience. |
| <input type="checkbox"/> No available jobs. | <input type="checkbox"/> Occupied with home duties. |
| <input type="checkbox"/> Lack of training. | <input type="checkbox"/> Other reasons. Explain. _____ |

NOTE: If you have not held any job since leaving school, omit the following questions.

20. To what extent did your school training help you to succeed in your present job?

- ☐ In a general way.
☐ Provided some training.
☐ Gave direct training.
☐ None at all.
☐ Reason for your answer. _____

21. How did you get your present position?

- | | |
|---|--|
| <input type="checkbox"/> Your own effort. | <input type="checkbox"/> Public employment service. |
| <input type="checkbox"/> Advertisement. | <input type="checkbox"/> Commercial employment agency. |
| <input type="checkbox"/> Parents. | <input type="checkbox"/> Others. Explain. _____ |
| <input type="checkbox"/> Other relatives. | |

22. Does your present job offer opportunities for advancement?

- | | | |
|-------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Yes. | <input type="checkbox"/> Excellent. | <input type="checkbox"/> Poor. |
| <input type="checkbox"/> No. | <input type="checkbox"/> Fair. | |

23. Do you like your present job? ☐ Yes. ☐ No.

Why or why not? _____