

A PROPOSED PROGRAM FOR GUIDANCE
BY THE HOME ROOM TEACHER
PLANNED FOR
THE BROOKFIELD JUNIOR HIGH SCHOOL

A DIGEST
PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE TEACHERS COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

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January 1959

The study from which this thesis emanated developed a proposed guidance program by the home room teacher and considered the principles of guidance which follow. It recommends the application of certain procedures connected with a guidance program that can be administered by the home room teacher in the Brookfield Junior High School.

Taken into consideration in the direction of this thesis is the background of the situation on the local level as determined by the growth and development of Brookfield and recognition of the fact that the majority of home room teachers will be making a transition from the elementary to the junior high school.

The chief purpose underlying the origin and early development of the junior high school was to develop a program of education which would meet effectively the needs, interests, and abilities of early adolescents. It is essential that the program of junior high school education should recognize various aspects of child growth and development. Subject matter skills, information, and understandings are all important if the young adolescent is to mature into a competent and self-assured adult.

Guidance is a part of the total educational experience of the child, and teaching is a basic guidance service. Guidance services, as applied to the junior high school, should be thought of as organized activities designed to give systematic aid to pupils in helping them to solve their problems and in making adjustments to various situations which they must meet. These

activities should assist each pupil in knowing himself as an individual and as a member of society; in making the most of his abilities and in correcting or compensating for weaknesses that interfere with his progress; in learning about occupations so that he may intelligently plan and prepare, in whole or in part for a career; in learning about educational opportunities available to him; and in discovering and developing creative and leisure interests.

These objectives should be achieved through cooperative relationships among the home, school, and community; through use of a system of cumulative records and reports; through interpretation of adequate and specific data concerning the individual pupil; through coordination of the work of the school and community agencies; and through definite provisions for articulating the work of the school with the needs of the individual after he leaves school.

To effect these results the school administration must support and encourage the guidance function with leadership and facilities to provide adequate services. All members of the teaching staff should understand their mutual responsibilities and should desire to cooperate in fulfilling these responsibilities. Although every teacher and administrative officer should be prepared to participate in guidance activities, the services of competent counselors who have specialized training should be available. In conjunction with other available information, measurements and tests of various types, standardized or locally

devised, and personality and interest inventories should be available and should be used as guidance tools with full knowledge of their values and limitations.

Finally, the guidance services should reveal facts about the pupils enrolled and the community served which the entire school staff should study and interpret in the continual evolution of the curriculum. It may be restated here that the proposal is to have the home room teacher work within the framework described.