

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1956

A model guidance program for the new junior high school of Butte Montana

Thomas Stephen Duffy
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Duffy, Thomas Stephen, "A model guidance program for the new junior high school of Butte Montana" (1956). *Graduate Student Theses, Dissertations, & Professional Papers*. 8848.
<https://scholarworks.umt.edu/etd/8848>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

A MODEL GUIDANCE PROGRAM FOR THE NEW JUNIOR HIGH SCHOOL
OF BUTTE, MONTANA

by

THOMAS STEPHEN DUFFY

B. A. MONTANA STATE UNIVERSITY, 1945

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY

1956

Approved by:

James E. Short
Chairman, Board of Examiners

J. Blasto
Dean, Graduate School

Nov 16 1956

Date

UMI Number: EP39649

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.

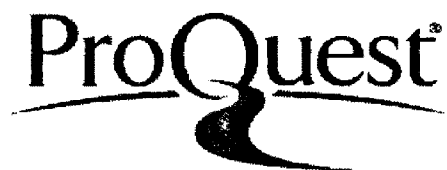


UMI EP39649

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

CHAPTER I

INTRODUCTION AND PHILOSOPHY

The problem. With the building of the new, two and one-half million dollar junior high school in Butte, Montana (to be completed in the fall of 1957), it is imperative that an adequate guidance program be developed to fit this new educational unit.

The immediate problem is one of developing a model of a proposed guidance program as well as clarifying the type of educational philosophy necessary to implement the proposed program. This philosophy of education cannot be minimized as the whole guidance program rises or falls on its being understood and accepted by all educational personnel in the junior high school.

The purpose of this paper is to outline the essential elements of a guidance program and make suggestions for implementation. The model guidance program will be developed with one idea paramount: namely, in guidance the classroom teacher has the key role; any guidance program hinges, right from the start and will succeed or fail, with the teacher's efforts and understanding of his vital role.

The guidance philosophy. Guidance is a whole school program involving the teacher, the administrator, the specialist, and the parent. No longer is each of the above individuals considered as standing alone in a specific part in the school program. Rather, each staff member in the school is a member of a team whose function

is to assist and guide each pupil into selecting the proper program that will satisfy his basic educational and vocational needs.

Guidance is considered to be the process which aids the student in self-appraisal of his interests, abilities and performance. The purpose of this self-appraisal is to enlighten him so that he will be able to select the proper educational program that will eventually give him the greatest satisfaction. Guidance, too, is concerned with helping the individual to solve his personal problems.

In contrast to guidance, instruction concerns itself with providing the skills and knowledge that enable the individual to achieve. The teacher is a guidance person as well as an instructor. He acts as a part of the guidance team and recognizes the individual differences in his pupils in providing instruction that fits the individual. At the same time, he recognizes his pupils' need for guidance. Summarizing, Mathewson says that guidance is a

. . . well organized team process in which definite responsibilities are allocated to all professional personnel at varying levels of competence. No attempt should be made to rely on teachers primarily or on specialists primarily; both teachers and specialists will be engaged concurrently in developmental forms of education in which parents as well as pupils are also participating.¹

The teacher has the key role in the guidance program mainly because he has the pupils in his charge for a greater length of time than any other member of the guidance team. His position is thus the key to bringing the student with a problem to the other members of the staff.

¹Robert Hendry Mathewson, Guidance Policy and Practice (New York: Harper and Brothers, Publishers, 1955), p. 201.

The point of view of this paper is

. . . that the chief purpose of education is to help individuals become increasingly self-directive and capable of creative and purposeful living. The human personality is not fixed at birth by inflexible factors of heredity; rather it grows and develops as the individual lives in interaction with his environment. Heredity does set some limits to this growth, of course, but within these limits the possibilities are varied and rich. Every individual should be helped to study and understand himself as a unique personality, growing, changing, and developing in constant response to the pressures and stimuli of the time and place in which he lives. Knowledge of self can help him become increasingly confident, resourceful, and capable of planning for himself and taking the initiative in adjusting to his environment so as to make his life more satisfactory. Some individuals are handicapped, it is true, by physical and mental deficiencies which restrict their process in maturing into able serene adults; but these cases are exceptions. Modern psychologists hold that the vast majority of people are capable of growing and adjusting, at their own level of adaptability, to the demands and opportunities which surround them.²

McDaniel³ points out that formerly, guidance functions were classified in a number of ways. Guidance was finally divided into service areas of educational guidance, personal guidance, and vocational guidance. This classification was unrealistic in its approach and failed to recognize the complex inter-relationships of human nature. Overlapping of the individual's problem occurs, and he cannot isolate his difficulties into separate areas for counseling. A personality disorder may in itself find expression in all areas simultaneously and consequently cannot be reconciled by a single area counselor. Instead of allowing the educative, vocational, and personal service areas to remain as such in counseling the individual, he conceives a basic

²Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 7.

³Ibid., p. 3.

classification of functional guidance as three inter-related components: the adjustive function, the distributive function, and the adaptive function.

The adjustive function is provided by the counselor who supplies diagnostic and treatment services to those students who have unusual problems, such as failure, persistent unhappiness, or lack of friends and a satisfying social life.

The distributive function is simply assisting the students to distribute their energies wisely into the many educational channels. This simplicity, however, is complicated by the problem of how to assist each person to find the pattern of courses and activities uniquely appropriate to his character and needs. Consequently, this aspect of guidance for the counselor is predicated to discovering the individual student's needs and making these needs known to the student himself and to the teacher who plans the school program.

In providing for the adaptive function, the counselor--being closer than any one else to the needs, problems, abilities and aptitudes of the individual students, as well as the opportunities and social pressures that await them on graduation--contributes to the development of the curriculum. It is his data that must serve as a basis for curriculum thinking and building of courses of study by the curriculum experts.

Approximately one-third of the counselor's time is spent in the adjustive function, one-half in the distributive function, and the remaining in the adaptive function.

The role of the administrator. Under this philosophy, the duty of the administrator is one of planning a curricular and co-curricular program which will meet the needs of as many pupils as possible. He must make sure that qualified personnel are employed in the system to carry out the guidance program, and he sets in motion a school program which will work to achieve the type of curricular needs in his community. Further, he must delegate and designate authority to a qualified person whose duty is the coordination and development of guidance services. The administrator is primarily concerned in the smooth function of the whole school as an institution and individual problems are conditioned by the fact that his responsibility is to the overall operation of the school as a whole.

The role of the teacher. The classroom teacher's role under this philosophy of guidance is derived from the existence of individual differences. To nurture and develop these differences, he must, with each classroom group, have a flexible framework in each subject. Without a flexible approach the teacher finds himself trying to give each student the same amount and type of instruction. This flexibility of instruction enables the teacher to make the adjustments necessary to meet the needs of each of his pupils. The dual role of the teacher is in making

. . . these necessary adjustments in the instructional program and of helping pupils adjust themselves to those of its aspects which societal need renders less flexible. Classroom teaching is regarded as inseparable from guidance; the teacher guides as well as teaches.⁴

⁴National Education Association, Guidance in the Curriculum, 1955 Yearbook of the Association for Supervision and Curriculum Development (Washington, D.C.: National Education Association, 1955), p. 5.

Some schools have made ". . . guidance a separate service supplementary to the instructional program."⁵ These schools have made classroom instruction and guidance separate functions, completely separated and carried on by separate groups of staff people—teachers and guidance workers. In this type of school,

. . . the content of subjects taught is largely set in advance and permits little flexibility. . . . all too frequently . . . in elementary schools in which classroom and guidance are separated, and in which the pupil is expected to do most if not all of the adjusting, the subject content remains relatively inflexible.⁶

Similar results are found at the secondary school level when the separatist philosophy operates. The classroom teacher must try ". . . to see that the predetermined content of his subject is learned by the pupils that come to him."⁷

These schools have taken the responsibility of making instruction fit the pupil away from the teacher and given it to the guidance counselor who tries to fit the student into the proper subject or section of that subject suited to his abilities, interests, and needs. It is readily seen that when the pupil fails, the counselor tries to steer him into a different subject or section of the subject. As often happens, such a subject or section is not available and a possibility can be opened by the addition of a new course or courses to the curriculum. In the separatist schools this is really no solution as the new addition to the curriculum in regard to subject content is likely to be just as inflexible as the old. As the author states:

⁵Ibid., p. 3.

⁶Ibid.

⁷Ibid.

The present hodge-podge proliferation of high school courses is in no small measure the result of this well-intentioned effort to resolve the problem of "fit." Although the addition of new school courses is at times desirable, the needs of youth cannot satisfactorily be met in this manner alone.

.....

When adjusting to individual differences is solely the responsibility of counselors and other guidance specialists and the problem of "fit" is removed from the teacher's hands, the educational experiences offered to boys and girls cannot be well suited to the pattern of purposes, interests, needs and capacities uniquely characteristic of each pupil. It is for this reason that the authors of this yearbook subscribe to the point of view that teachers and guidance specialists must share the functions of guidance.⁸

This separatist philosophy is inserted in this paper only to show that under it individual differences are not met by the teacher.

The function of the specialized guidance personnel and a planned guidance program is essential as the classroom teacher cannot supply all guidance services. Specialized guidance personnel should render services to teachers, work with them and deal directly with referred pupils that the teachers, unaided, are not competent to help. Or as Harold C. Hand says:

To say that all classroom teaching should be inseparable from guidance, which is the position taken by the yearbook committee, is not to say that all guidance should be inseparable from classroom teaching.

Some aspects of guidance must be separated from instruction for the reason that teachers are not especially trained nor do they have the time to deal with them. The committee recognizes that there will probably always be some deviate pupil whose problems require the direct services of specialists of various sorts-- problems with which teachers can deal unaided only at the risk of being accused of operating as "quacks." It also recognizes that a

⁸Ibid.

considerable number of pupils have certain problems such as serious speech and reading disabilities with which only specialized personnel are competent to deal. When it comes to the application of technical techniques, the yearbook committee is confident that the undertaking should be in the hands of a person trained especially in psychology, guidance and therapeutic work. Rarely if ever is a classroom teacher so equipped by his training.⁹

The separation of instruction from guidance continues to exist for many reasons but one of the most predominating reasons is:

. . . the feeling on the part of many teachers that they are at fault if they do not strive to bring all pupils in a given grade group or in a given high school course "up to standard"--that, regardless of what the range of individual differences may be, they are somehow guilty if they do not attempt this impossible task and that they have failed if all or nearly all of their youngsters are not "up to the norm" in respect to subject matter achievement.

.....

Pressures mount, partly because of a misunderstanding and consequent misuse of standardized achievement tests. Too frequently, administrators, teachers, and patrons alike overlook the fact that a norm is simply an average, that only about one-half of the youngsters on whom the test was standardized came up to or exceeded this average, and that any teacher who succeeds in getting half of a cross-section group of pupils up to or above this average is teaching subject matter as capably (*italics not in the original*) as the teachers in whose classes the test in question was standardized. But whether it stems from this misunderstanding or from other sources, the false idea that all youngsters can and should "measure up to standard" gains ground as one progresses up the elementary school ladder--with the result that the teachers increasingly feel restricted to a fairly narrow range within which to make adjustments in their classroom work to fit the individual capacities and needs of their pupils. This feeling on the part of the upper elementary school teacher is, of course, heightened when high school teachers tend to place blame upon the elementary school for pupils who are . . . not up to standard when they enter the secondary school.¹⁰

For the teacher, the guidance philosophy of this paper is also hinged to the words of Camilla M. Low, the chairman of the Committee

⁹Ibid., p. 7.

¹⁰Ibid., p. 9.

for the 1955 Yearbook of the Association for Supervision and Curriculum Development of the National Education Association:

In the first place, the need for guidance derives from the existence of individual differences. If all boys and girls were equally alert and vigorous, equally intelligent, adjustable and interested in school learning, there would be no case for curriculum flexibility and far less need for guidance. The knowledge that each child presents an unique pattern of characteristics and requires unique treatment lies at the heart of our guidance philosophy. With individual differences as our starting point, we view guidance as relating to all those things which adults do consciously to assist an individual child to live as fully and effectively as he is able. . . . Guidance involves both helping the child adjust to a required pattern and adjusting the pattern to fit the child. Since both of these adjustive aspects have the single objective of developing a human being who is capable of self-direction in a democratic society, the child's freedom of choice, commensurate with his maturity, must be protected. Helping each child to help himself and make his own decisions is inherent in such a concept of guidance. . . .

The authors of this yearbook conceive of the school curriculum as comprising all of the opportunities for learning which the school provides for children and young people to meet their varying needs. In a well-planned curriculum for a whole school, or a single class group, there are many times more learning opportunities than a given child should take advantage of. A large element of choice enters in as far as the child's own curriculum is concerned. It is in all these matters of choice that guidance is important. What the teacher does to help the child in scores of choice-making situations determines the teacher's role as a guidance person. The teacher's adequacy in carrying out his guidance function relates in turn, to what he knows about children and the social demands required of them.¹¹

It is pertinent to again relate that the teacher is in the key position for guidance as even in a departmental junior high school he has more personal contact with a given group of boys and girls than does the principal or counselor or any other member of the staff. The classroom teacher must accept each child as he is and set a level of

¹¹Ibid., p. 12.

expectation each child can successfully achieve; therefore, maximum development of each child is achieved when guidance and classroom teaching go hand-in-hand. This requires an adjustment of subject matter content and teaching methods for every group of pupils and each individual in that group.

The role of the counselor. The counselor is concerned with the individual and his responsibility is first to the individual. As indicated previously, his role is primarily an adjustive or a distributive function, but supplemental and equal to this functioning is his concern in helping the individual decide for himself. The counselor must skillfully apply techniques that actually teach the individual that each decision is self-generated and responsibility and any consequence for that decision rest with the individual.

The counselor is concerned with the needs and problems of individuals that occur commonly in the school. His role is one of organization and coordination of the over-all guidance program. At the same time he is a practitioner who appraises and evaluates individual behavior, interprets individual characteristics, counsels individually, gathers and interprets environmental information, and carries on research. Infrequently, the counselor recognizes his limitations in handling individuals whose problems require skilled professional help. Here his role is to refer them to the proper professional personnel

McDaniel summarizes:

The success of the educational program is primarily dependent upon the teacher, who has the most frequent and continuing contact with the pupils. The services of administration and guidance are

facilitative, designed to aid teacher and pupil in working effectively together. Both administrator and guidance worker are concerned with distribution of effort, with adjustment of method and material, with evaluative activities. The administrator works principally with teachers and other staff members, whereas the counselor is concerned primarily with students and their problems and relationship; it is therefore valid to designate him as the student-personnel representative.¹²

What guidance does for the individual through pupil-personnel services. The guidance program is contingent upon the teamwork of all the school personnel. They must recognize their separate yet combined roles in helping the student solve his educational, vocational, and personal problems. None must stand alone but willingly assist each other in implementing the guidance program which operates with the philosophy of personalized individualization.

¹²McDaniel, op. cit., p. 73.

CHAPTER II

THE GUIDANCE PROGRAM

Introduction. Guidance in the public school has as its goal the development of mature, productive, self-reliant, and happy people. The basic precept of guidance is to help the individual achieve the goal by giving him whatever help he needs by providing guidance services. The teachers, administrators, and specialists are the team that carry out these services.

The public school must provide many guidance services in a functional guidance program. This chapter is organized around four main services: (1) counseling, (2) records, (3) appraisals, and (4) group guidance. The discussion of appraisal centers around test methods and non-test methods. Test methods are concerned with intelligence, aptitude, and achievement testing; while non-test methods involve sociometric techniques, rating scales, anecdotal records, questionnaires, and the autobiographical sketch.

Counseling. Counseling as a pupil service in the public school cannot be over-emphasized. Although a relatively new service in the educational field it is designed to help students solve their problems. These problems are usually of a personal, educational, or vocational nature. Counseling deals with these common problems of adjustment, orientation, and development ordinarily occurring in the school. Counseling is necessary to aid the individuals in self-education

wherein they have enough freedom to formulate purposes, to outline plans, and to act in accordance with these purposes and plans. Counseling supplies to the individuals the special professional help needed in understanding themselves and their situations, and in dealing with their problems.

In the over-all guidance program, counseling takes place either in the counselor-counselee situation, where the counselor and individual meet face-to-face in an interview, or the counselor (or other staff member) meets a number of individuals as a group. In the latter counselor-group situation, group guidance techniques are employed to enable the leader to counsel many individuals who may have common problems to solve. Counseling in the guidance program aims to prepare the individual to arrive at an independence of thought and action in solving his difficulties.

Counseling is more than giving advice; advising and counseling are not synonymous. Rather, in the counseling process the individual thinks and through his thinking is able to arrive at a solution to his problem. The counselor's function is to make this thinking possible, to make it very clear to the counselee that any decision made is his and his alone, and that the individual must accept the consequence for any decision he makes.

There is more to counseling than the solving of the immediate problem. Another function is to bring about changes within the counselee that will enable him to decide wisely in the future and give him insight for solving his immediate difficulties. Further, counseling

is concerned with attitudes rather than action. It must bring about a change of attitude in the individual before appropriate action can be taken on the problem. Therefore, counseling is not attacking the problem directly.

Counseling¹ finds that the raw materials for its process are emotional attitudes and not intellectual attitudes. It is the feelings or emotions of individuals that must be changed in the counseling process. Intellectualizing or attaching labels to the feelings does not relieve the emotional pressures within the individual. It is a primary function of counseling to be concerned with these feelings.

Also, counseling is a relationship between the counselor and the counselee and is not purely an affair of the individual who is undergoing counseling. The individual is soon aware that he alone in his thinking cannot bring about change in his life; that difference is brought about by his relationship with the counselor. Learning that the relationship between two people is somewhat different from the sum of the separate contributions they make to it, makes a subtle difference in the counselee which is carried over in his relationship with other people, and enriches his dealings with people who associate with him rather intimately. This relationship principle has given the impetus to the stressing of relationships in counseling process, rather than techniques, and of stressing the general structure of the interview rather than specific rules about what to say and do.

¹Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1953), Ch. 1 and 2.

The first interview is the very heart of the counseling process. Essentially, it is founded upon understanding and acceptance. To understanding and acceptance is added communication. Communication must take place and is bound most intimately to understanding and acceptance. The counselor must actually feel understanding and acceptance for the individual and get this feeling across or the interview will not be successful. It is in this first interview that some kind of relationship must be established and the counselee must get something that will make him willing to come back.

Acceptance is bound up in the interview with the counselor honestly and truly in his feeling accepting the individual for what he really is. There must be no mask of friendliness to hide any feeling of hostility or this feeling will be communicated to the counselee sometime during the interview and he will react adversely without understanding why. Acceptance involves, on the counselor's part, an understanding that individuals differ markedly from one another in all sorts of ways and each individual is a complexity of striving, feeling, and thinking. Acceptance in counseling does not involve approval or disapproval of any aspects of the personality of the client, but rather involves acceptance of the whole personality for what it is.

On the other hand, understanding is simply and clearly being able to grasp the meaning of what the counselee is trying to communicate either through his thoughts or feelings. The counselor must be able to put himself in the counselee's place almost constantly and

automatically and try to see the circumstances as the counselee does. This skill is the hardest for the counselor to learn. Basically, counseling is a perceptual skill which involves a registering and responding to a great many kinds of stimulation presented in the interview. Perceptual skill requires both alertness and sensitivity to a high degree. It is observational skill developed to its peak.

In counseling, the counselor makes use of any and all appraisal materials available about the counselee. The appraisal material is carefully gone over by the counselor, but he is careful not to let any part of this material influence him in making a diagnosis or prognosis. Instead, the material allows him to have an insight into each individual case so that he can comprehend the essential structure of each individual situation and respond in the interview accordingly. This structuring is entirely different from the structuring of the interview before the counselee appears as formerly proposed by the "directive" school. In this structuring the counselor would outline definite steps or procedures to follow and would, on the basis of his diagnosis of the appraisal material, somewhere in the interview venture a prognosis. This type of structuring then involves giving advice which is not counseling as pointed out previously.

Toward the close of the interview, the counselor must pointedly prepare to bring the session to a close. At this point in the process he and the counselee try to think together what needs to be settled before they part company. Thus they both together make the necessary arrangements and clear away any confusion or ambiguity about what comes

next. This phase of the interview involves cooperation, clarity, and warmth as client and counselor decide together on what is next to be done. Subsequent interviews will consequently be much easier than the first interview because of the relationship established.

Records. It is not the purpose of this paper to recommend a system of records for keeping information about each student. Rather, it proposes a recommendation of allowing the Guidance Steering Committee to make its choice when evaluating the available record forms and determining what things shall be recorded. The Guidance Steering Committee will be discussed under the chapter titled Implementation. Perhaps the classic and best book on records and cumulative records is Traxler's Techniques of Guidance² and the Guidance Steering Committee should make use of this book in any evaluation of forms.

Mathewson³ in discussing records and record-keeping is very pointed in his remarks about the administration providing separate branches for record-keeping and tests and measurements, along with attendance and pupil accounting. His reason for separating record-keeping from other pupil-personnel services is because of the amount of clerical detail involved. Guidance personnel usually are made responsible for record-keeping under the theory that it is part of their natural function. This results in a great deal of time being spent in doing clerical records which could be devoted to counseling.

²Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, Publishers, 1945).

³Robert Hendry Mathewson, Guidance Policy and Practice (New York: Harper Brothers, Publishers, 1955), p. 220.

In the guidance program the records should perform the function of providing the teacher and counselor with data and information that will aid pupil self-improvement, interpret pupil characteristics to parents, motivate learning and adjustment, and adapt the curriculum to individual and group needs. Usually school personnel become involved in content and format of records and paper work receives more attention than the pupils. The Guidance Steering Committee may well keep this in mind in studying records and record-keeping. Some of these problems in studying record forms are:

- a. Notes by teachers of observations made by them and special forms for the use of teachers.
- b. Continuity of records through the grades from primary up.
- c. Essential vs. nonessential items and elimination of non-essentials.
- d. Convenience of recording items and of using the records.
- e. Application of the records to various types of pupil personnel problems.
- f. Operational records for the use of counselor in addition to the regular cumulative record.

In reorganizing or refining the system of records, usability and simplicity should be the keynotes. A functional manual to aid in the use and interpretation of records is desirable. It is important that all school personnel understand the record system.

In a number of school where records are most functional the following categories of records are employed (or an approximation of them):

- a. Permanent record carrying essential personal, social, academic, and other information and filed in compact "tray" forms of office equipment, or similar device.
- b. Summary data of facts on individual pupils and interview work sheets in loose-leaf binder form, kept by counselors.
- c. Folders containing test profiles, personal rating forms, progress reports, and other material assembled on the pupil.
- d. Confidential file kept by the administrator or counselor.⁴

⁴Ibid., p. 240.

The role of appraisal. Appraisal procedures allow the counselor or teacher to obtain information that is of great value to the teacher in individualizing instructions and to the counselor in understanding the student.

Appraisal procedures can be categorized into two methods: test methods and non-test methods. Test methods are usually concerned with testing and measurements in the areas of aptitude, interest, personality, and achievement. Non-test methods are thought of as sociograms, anecdotal records, personal data, questionnaires, and rating scales. Each item above will be discussed in general and recommendations will be made. Specific recommendations for the appraisal program will be in the hands of the Guidance Steering Committee.

Test methods. The choice of what is to be measured in the new junior high school must be made in the light of the school's own unique educational problems. Testing should not be inaugurated unless the results are to be utilized. A test should be administered for a specific purpose and not simply because it is a good test. A test must not be given just because the administration decrees, but be made available to the teacher or counselor to use as he needs and understands it. Neither can it be employed to full advantage if the results are filed away with no more effect on the pupils than the experience of having taken a test. A truly functional testing program must be an integral part of the educational program of the junior high school pupil. The faculty must constantly use this program in developing the individual pupil and in shaping the direction the curriculum of the

whole school should take.

In an appraisal of various testing programs the obvious conclusion is that a testing program in its various features will vary from school to school. The purpose of this paper is not to stereotype the testing program as recommended in the various textbooks or to accept the program of another school. This would have the effect of accepting uncritically another's educational objectives. Transplanting a testing program would be inappropriate under any circumstances in the new school. Rather, as this paper has attested, the aim is to develop a guidance program that is definitely pupil-centered. In general, two types of measures are valuable: measures of intelligence or ability to learn, and measures of achievement in specific areas. Achievement indicates skill while intelligence indicates what an individual is capable of doing under favorable conditions when he is trying to do his best. Therefore, combining these two measures will generally tell the ability of the child to learn and the extent he has profited from instruction. Thus ready clues are given to the general nature of the learning program from which the child is likely to derive the greatest benefit.

If the junior high school has facilities for more than a minimum program, or if unforeseen educational problems arise, it will be desirable to measure special aptitudes, interests, or emotional adjustment. Special aptitude measurements point out the individual's learning ability or talent in special fields such as music, language, or mechanical operations. Interest inventories point out the individual's likes and dislikes in various academic or vocational areas.

These interests, it must be noted, are subject to change and do not crystallize until after age seventeen but they have great value in pointing out patterns which are of importance in vocational choice.

In the final analysis, the type and scope of the testing program and its vocational, educational, and administrative aspects will be determined not only by the school budget, available supervising staff, and the time allotted for testing, but also by the philosophy of the guidance program concerning it. Measures of special aptitudes and interest inventories should be administered only in special cases. These measures could be made available to be administered by qualified personnel only to the special cases or groups with special problems, where the results promise to be useful. In tests of emotional adjustment the results are "touchy" and difficult to interpret and probably serve little practical purpose in the school testing program.

The testing program should show the teacher and pupil that the function of measurement today is to keep pace with modern guidance philosophy. This philosophy implies that individual progress is a personal matter and is geared irrevocably to the components of the child's physical and mental capacities. Education, then, is leading the individual skillfully into purposeful development that is guided on the basis of the speed, direction, and extent of the individual's previous growth. Maximum growth and development are predicated on frequent measures of each individual's abilities, readiness levels, and rates of progress.

The testing program is the staging area which provides for

answers to these questions:

What type curriculum should the school offer the child?

What methods of teaching are likely to be most effective?

What special strengths and weaknesses should be taken into consideration in planning the child's educational program?

What progress in growth and development is the child making under the guidance he is receiving?

Is the child receiving the proper insight into the understanding of his own needs, potentialities and achievements?

Is the administrator, supervisor, counselor, or classroom teacher directly and actively engaged in guiding the progress and growth of the individual?

From a perusal of these questions it can be seen that the testing program provides knowledge while the impetus for implementation must come from the school's personnel.

Intelligence testing. The over-all testing program should have two intelligence tests given in the elementary school, one to entering seventh graders, and one to tenth graders entering the high school. An adequate twelve-year intelligence testing program would administer tests at the beginning of grades one, four, seven, and ten. Four intelligence tests over a twelve-year period would assure to the interested personnel that any overrating or underrating would in all likelihood be corrected. In an adequate intelligence testing program, entering seventh graders would be tested by the junior high school, while the leaving ninth graders would be tested as entering sophomores by the high school.

A further recommendation would be the establishing of a local

norm on the intelligence test scores, as well as the achievement test score, and converting these scores to percentile rank. Standard scores would be the ideal recommendation but percentile scores are easier to explain and grasp in a limited in-service training and most teachers have had some contact with them in their teacher education.

Achievement testing. Typically, achievement batteries attempt to sample areas in reading, arithmetic, English usage, social science and science. The Metropolitan Achievement Test, the Progressive Achievement Test, and the Stanford Achievement Test exemplify this type of test. If separate tests for each subject or a combination of tests is desired to obtain a complete coverage of subject matter, the Cooperative Subject Matter Tests would be the choice.

Modern trends in achievement testing strive to measure understanding and broad skill areas instead of memorization of factual subject matter. The application of factual material learned is an important school objective and emphasis is being placed more and more on general educational development. In this type of test, areas sampled are: skill in quantitative thinking, understanding of social concepts, interpretation of material in the physical sciences, and correctness and effectiveness of expression. Examples are the Cooperative General Achievement Tests, and the Iowa Tests of Educational Development.

Achievement testing has as its main objective the measurement of the outcomes of instruction in the school situation. Local norms should be established as most general achievement tests are standardized

on the nation-wide population and will not measure the specific instruction in the junior high school (or any school for that matter). To clearly grasp the function of the general achievement test in the local program, the importance of local norms must be made clear.

Achievement testing ideally should be given annually, but from the point of view of the junior high school, it should be given to entering seventh graders. This allows the child a new start upon entrance and allows each junior high teacher to properly evaluate individual and class weakness for teaching and future unit planning. Near the end of the junior high school, in the event achievement is not an annual feature, another achievement test should be given which should be of great value in planning and determining the high school course of study each individual student should take and, in general, help in planning his future school activities.

No recommendations are made as to the selection of any test as this will be a part of the function of the Guidance Steering Committee. Any selection should be made that is commensurate with the type of teaching that will be going on in the school when it opens and with the type of educational philosophy the administration plans in the future. The hope is that this philosophy embraces personalized individualization as promulgated by this paper.

Aptitude testing. Basically, aptitude testing can make appraisals of a person's skills in specific job fields. On the whole, however, aptitude tests for prediction of success in these fields are not as satisfactory for their purpose as scholastic aptitude tests are for the

purpose for which they are designed (namely, prediction of scholastic success). Aptitude testing can be a part of the junior high school guidance program if time, money, and staff permit . Aptitude testing can prove invaluable in administrative placement of pupils in various courses of study and can help in beginning vocational choice. A detailed list of tests is not made in this paper as it is known that specific aptitude testing will assume the course charted for it by the personnel staffing the supervisory positions. The feeling of the administration at this time is that tests will be available for testing special aptitudes and personality at the discretion of the counselor.

Interests. The discussion of interests is included in this paper to show that interests, as such, have limited use for junior high students. Interests are not crystallized at this early age, yet for the junior high school teacher,

. . . an important consideration . . . is the fact that interests may be developed as well as discovered. As a teacher observes indications of native bents in children, she has excellent opportunities . . . to encourage interest in activities related to these strengths and to foster attitudes of self-confidence and self-respect in children based on achievements in suitable activities. Pride in, and respect for, these achievements on the part of the parents are likely to ensue.⁵

The task that the student faces in interest inventories is knowingly appraising his interests to help him plan a long-range education program in line with the broad interests manifested. This planning indicates to the student a general plan subject to re-appraisal

⁵Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1955), p. 246.

and change as further enlightenment occurs.

At this point it may be noted that there are two types of interest "measures"; tested interests or interests measured by objective tests, and inventoried interests which are subjective self-estimates. Most tests in use today are inventories. Tested interests are based on test items which attempt to measure the amount of information one has accumulated because of an interest. Here an assumption is made that a person interested in a vocation will read all he can about it and hence accumulate facts.

Personality measurements. While this paper does not recommend the use of personality tests or inventories in the guidance program of the junior high school, a brief discussion of them and their use may be helpful. In the opinion of mental hygienists and modern educators, it is more important to have a well adjusted child than it is to have a child showing outstanding achievement. Pertinently, in the school program advocated by this paper, if the evaluation program is centered around measures of intelligence and achievement in school work, teacher energy will be directed to this end.

Personality measurements are of three kinds: tests, rating scales for use by teachers, and recorded observations of pupils by teachers. The published tests are many and diversified in their application. Some are self-administering, and are worded to elicit a yes or no response from the examinee. These tests attempt to show how the student feels about himself and his social adjustment. In the hands of trained personnel they furnish much significant evidence about the

personal and social status of individuals and provide a means for guiding them to better adjustment.

Other personality tests are individual in their administration and must be administered by a trained psychologist as the interpretation of the responses is purely subjective on the part of the examiner. Of these perhaps the best known of the projective techniques is the Rorschach Test. The series of ink blots, when shown one at a time to a child, elicit a verbal response which can be highly significant and revealing, and in the hands of a trained clinician can make a real contribution to proper rehabilitation.

Non-test methods. Perhaps the best contribution the classroom teacher can make in the realm of personality adjustment is to determine isolates in the social climate of his own classroom by the sociometric techniques. These tests may take a number of forms such as a "guess who" test, or Identification Sheet, and an Acceptance Scale. With the administering of any of these, the teacher can easily determine the isolates, getting him better acquainted with the class, and providing a means for early identification of those children who need special attention to bring them into an integral part of the social group of the class. Periodically, he can retest to determine if his planning and application methods have made social persons out of the isolates.

Rating scales, published and unpublished, serve to determine behavior by having the teacher rate each individual on a series of behavior traits--as previously determined by the test maker. The main

function of these rating scales is that their use trains the teacher in analyzing the behavior of individual children. Even here caution must be exercised as studies by clinicians have definitely proved that there is no single relation between symptoms and causes.

Teacher observation of pupil behavior can have real significance if he makes a simple record of what took place. It becomes part of the cumulative record and is known as an anecdotal report. Many of these reports that accumulate over a period of time provide information on the way in which the individual usually meets a situation. The observer should primarily make an objective description of the behavior in the situation and if an opinion or interpretation of that behavior is made, it should be labeled as such. The degree to which anecdotal reports will be used in the junior high school is dependent upon the recommendation of the Guidance Steering Committee and the in-service training of the school staff.

In addition to the personal data obtained about the individual from routine administration forms, there are other sources that gather information of a more personal nature such as specially-designed questionnaires and the autobiography sketch. A specially-designed questionnaire is so constructed that it may elicit significant responses from the individual about different aspects of his personality or it may obtain other meaningful personal information. The autobiography becomes an essential asset in teaching and counseling as it usually tends to be a short character portrait which gives valuable insight into the factors the writer thinks are important in his life.

Utilizing results. The utilization of the results of appraisal methods is the key to an effective guidance program. Results can be utilized for:

1. Facilitating early acquaintanceship between pupil and teacher.
2. Course planning in terms of group needs.
3. Increasing individualization of instruction.
4. Developing new courses to meet student needs.
5. Restructuring student-teacher relationships.
6. Developing clubs and activities which will serve actual student needs.
7. Improving grade placement and promotion.
8. Reporting to parents.
9. Identifying students with special problems.
10. Promoting mental health.
11. Evaluation.
12. Counseling.⁶

For a full discussion of these twelve uses of appraisal methods the reader is referred to McDaniel's Guidance in the Modern School.

Before a complete understanding of test results of the junior high school can be made the counseling staff must make a continual effort to establish local norms in the results obtained in intelligence and achievement testing. The raw scores obtained should be converted into percentile rank as percentile rank is most easily understood by school staff. These norms will be valuable in comparing the student rank with the rank of those who come from a similar local elementary school system. This would, in effect, standardize the test results on the population of the Butte public schools.

In the interpretation of appraisal results, the administration, through the delegation of authority to the counselor, should assure the

⁶Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, Inc., 1956), p. 362.

understanding and interpretation of all appraisal results by inaugurating an in-service training program. (This program will be discussed in Chapter III.)

One of the best utilizations of intelligence and achievement test results is provided for by the teacher in the construction of a class diagnosis chart. The class diagnosis chart can be an important tool of guidance. Perhaps the best way this can be done is by relating the achievement test results to the age and IQ of each pupil. One of the easiest methods is by preparing a class diagnosis sheet as explained by Lee and Lee, the details of which are reproduced here.

Class Diagnosis Sheet. One easy method is to prepare a chart similar to the one (below) which relates achievement test data to age for each pupil. Each pupil can be plotted in the proper square by initials with his IQ in a circle. One side of the chart represents chronological age; the other, educational grade placement. Each side is divided into three divisions, making nine squares in which to distribute the pupils' records. Each square is numbered and underneath the chart is an interpretation of the educational needs of the pupils who are located in each square.

There is one difficulty and that is determining what is above grade, at grade, and below grade. In this system, the achievement tests were given at the end of the second month in school. It was arbitrarily decided to include a span of seven months below to eight months above as being at grade. This distance included a span of three half-grades, the half-grade below, the present half-grade, and the half-grade above. The pupils in the high seventh grade would be considered as being at grade if their scores were equivalent to the low-seventh, the high seventh, and the low-eighth grades. This span is rather wide, but there is all the more reason for studying the pupils who do not score in the "at grade" and "at age" square five.

The next step was to study the pupils who did not fall in square five. In making this study, the pupil's achievement was carefully scrutinized, the pupil's case discussed with his teacher, his IQ considered, and where necessary, the pupil or his parents or both were consulted.

CLASS DIAGNOSIS SHEET

NAME.....SCHOOL.....GRADE.....

To be filled out in triplicate, one for the teacher, principal, and Research department. Make a separate tabulation sheet for each half grade. Directions: Make one tally mark in the proper square for each pupil.

ACHIEVEMENT MEDIAN

		Below Grade	At Grade	Above Grade
A G E	Over Age	106 9%	49 4%	2 .2%
	At Age	382 31%	492 40%	85 7%
	Under Age	22 2%	51 4%	31 3%

Interpretation of the Chart

5's are doing the work that they should for their age. If they are much above average mentally, they should be doing better work.

2's are doing the work of the grade but are over age. If they are average or above mentally, they should be doing better work.

8's are doing the work of the grade but are too young. If such pupils are above average mentally, they are probably well placed.

1's are not doing the work of the grade and are too old for the grade. If they are below average mentally the program should be adjusted to their needs. If average or above they should be studied carefully and stimulated to do better work.

4's are not doing the work of the grade but are at age. If they are below average mentally the program should be adjusted to their needs. If average or above they should be made to bring their work up to grade.

7's are not doing the work of the grade and are too young. They probably have been advanced too rapidly. If they are average or below mentally they are definitely too far advanced. If above average they may be able to do the work.

3's are doing the work of an advanced grade and are too old for the grade in which they are. They should be pushed with a view to advancement where advisable.

6's are doing the work of an advanced grade but are at age. Their work should be enriched wherever possible.

9's are doing the work of an advanced grade and are too young for their present grade. A very definite enrichment program should be followed for these pupils.

Note: It will help if, for your own record, you number each pupil and put his number down in the square. This will identify the pupils in each square.⁷

The availability of the records to the teacher will depend primarily upon the effectiveness of the in-service training program and the recommendations of the counseling staff. Some guidance programs make short interpretations of appraisal results with specific recommendations in the form of an essay on each student which are given to the teacher before the class assembles on opening day. The teacher is relieved of interpreting the records of each individual in his classes and is assured of competent interpretation. Another technique is for the counselor to prepare an analysis and recommendations for each individual as part of the class group to be handed to the teacher. The latter has the advantage of allowing the teacher to see where each

⁷J. Murray Lee and Dorris May Lee, The Child and His Curriculum (second edition; New York: Appleton-Century-Crofts, Inc., 1950), p. 677.

individual is as part of the over-all group and provides him with valuable insight to carry out group procedures in guidance techniques.

The most desirable situation would be to have the cumulative records available to all teachers as this would be indicative of a complete understanding of their limitations as well as their advantages by all teachers. Yet in practice, the uses the teachers have made of appraisal results have not worked out to the best interests of the students when the files were open to all teaching personnel. Primarily, the reason behind the misuse of records by the schools has been found to be lack of understanding. Consequently, the Guidance Steering Committee should exercise great caution in recommendations that will have any bearing upon the accessibility of cumulative records to all the teaching staff.

Group guidance procedures. The function⁸ of group procedures in guidance is two-fold. One function is providing maximal service at minimal cost as the counselor can, in some parts of his counseling duties, work with as many as thirty students instead of seeing them one at a time. And, in many group activities, qualified teachers who have been trained in group guidance techniques, assist in this aspect of the program. The second function is to bring individuals together into situations where the students, as part of a group, are guided in discussions that lead to solving of pertinent non-academic, personal and social problems. Individuals have a feeling of security in self-appraisal

⁸McDaniel, op. cit., Chap. 15.

study and more actively contribute when working with their peer group than when working alone with their counselor. Group activity provides for actual practice and experience in group association which leads the individual into becoming a social being. In any discussion and criticism of a problem that may be a personal problem to an individual, that individual finds himself a degree removed from the problem and is able to gain new perspectives of his own values and impulses.

The objectives of group guidance procedure can be summarized as:

- a. To assist students in the recognition of unique and common problems.
- b. To provide information useful in the solution of problems of adjustment.
- c. To furnish opportunity for group thinking and discussion of various common problems and purposes.
- d. To provide opportunities for experiences that promote self-appraisal and self understanding.
- e. To establish readiness for individual counseling.⁹

The author is quick to point out that, "The questions to be discussed and materials to be used should be carefully chosen. Among the principles by which discussion topics are selected and presented are the following:

- a. The topics and units included in group guidance activities should be based upon problems of real importance to students.
- b. It is important to consider the maturity level of student groups when assigning topic units to various grade levels.
- c. The decisions that students are expected to make in connection with their school experiences must be considered in planning group guidance activities."¹⁰

Group guidance activities may be carried out in various school functions with careful planning and direction on the part of those in

⁹Ibid., p. 397.

¹⁰Ibid., p. 380.

charge. Briefly, assemblies, homerooms, student governments, student management, interest and service clubs serve as outlets for guidance activities. Mainly, as a chief outlet for group procedure, the homeroom is ideally suited in the junior high school. It should be the center of almost all of the junior high school group activities. However, the homeroom takes on new meaning under this concept and time should be allotted for these new functions. Also, homeroom teachers are selected carefully as not all teachers are temperamentally suited for applying the techniques of group guidance procedures. Vocational, educational, and personal activities may be carried out in the homeroom.

Vocational information is disseminated, usually, as homeroom units, starting in the eighth grade and continuing through the ninth grade. This information centers around occupations, and definite techniques are used in preparing occupational folders, bulletin board displays, and talks by persons--if available--who are employed in a particular occupation. These persons, when willing to participate, are given a structured outline from which to prepare their talks and answers to anticipated questions. The library is usually the repository for filing occupational monograms, pictures, charts, etc., and the library staff has the duty of keeping the files and materials up-to-date. Educational information leading to student educational planning is part of homeroom group activity at all grade levels in the junior high school. But serious self-education planning for entrance into high school is undertaken in the ninth grade.

The continuous self-appraisal in individual and group counseling activities in the junior high school leads to self understanding and consequently, under effective guidance, most students are able to chart their own course in line with their interests and abilities.

Another important aspect of group procedures that bears consideration is orientation. Orientation can be handled in the junior high school in several different ways. Consideration here is concerned with orienting incoming seventh-graders to the junior high school and outgoing ninth-graders to the high school. The best procedure for orientation is a matter of staff choice. In the main, two methods are available. One method is to allow sixth-graders in the elementary school to come into the junior high school (or ninth-graders to the high school) in groups. The groups are met by appointed student and staff personnel. The students become acquainted with the physical structure and the school staff and are able to see some of the actual workings of the junior or senior high school, as the case may be.

Another method is to carry on actual orientation units in the sixth-grade social science classes and in the ninth-grade homeroom of the junior high school. With these procedures the content of the unit and the visitation to their new school depends upon the method that will be forthcoming.

The homeroom can become an effective medium for group guidance activities if the program is geared to pupil interest. Any program planned to meet pupil interests should be primarily concerned with

things that they consider interesting and worthwhile. A list of this type of homeroom discussions follows:

1. Orientation.
2. Educational guidance.
3. Vocational guidance.
4. Moral and ethical guidance.
5. Guidance in school citizenship.
6. Guidance in citizenship.
7. Guidance in personal relationships.
8. Health guidance.
9. Guidance in courtesy and manners.
10. Guidance in thrift.
11. Recreational guidance.
12. Guidance in home membership.¹¹

The same source lists twelve values that have been attached to school assemblies. The objectives are:

1. To unify the school.
2. To educate the school in the common or integrating knowledges, ideals, and attitudes.
3. To motivate and supplement classroom work.
4. To widen and deepen pupil interests.
5. To inspire worthy use of leisure.
6. To develop the aesthetic sense of the pupil.
7. To instill commonly desired ideals and virtues.
8. To develop self-expression.
9. To emphasize correct audience habits.
10. To recognize publicly worth-while achievement.
11. To promote an intelligent patriotism.
12. To correlate school and community interests.¹²

This chapter has proposed and discussed four guidance services as a means of implementing the guidance point of view—counseling, records, appraisal, and group guidance. The essential elements of these services have been pointed out, but the specific ways that they shall be utilized is a part of the discussion of Chapter III.

¹¹Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1951), p. 164.

¹²Ibid., p. 161.

CHAPTER III

IMPLEMENTATION

The Guidance Steering Committee. The implementation of the guidance program must be carefully planned and provided for. The administration must spark a Guidance Steering Committee chaired by a qualified guidance counselor during the school year 1956-1957 as well as ten Subject-Field Guidance Committees. The Guidance Steering Committee would be composed of members from the ten subject fields, a junior high school administrator, and counselor-chairman. The subject-field representatives are selected because they form a representative group from among all the teaching personnel. These subject fields are: business education, English, foreign languages, home economics, industrial arts, mathematics, music, health and physical education, and social science. Members of this committee would total twelve in all. Another advantage of the selection of the committee from the subject fields is that each member of the Guidance Steering Committee, after service, may become a resource person on some phases of the guidance program for his subject field.

Also, ten Subject-Field Guidance Committees are suggested during the school year 1956-1957 with each Guidance Steering Committee member from a subject field choosing his respective Subject-Field Guidance Committee. The ten chairmen of the ten different Subject-Field Committees would have the task of reporting, in their respective committees,

to all junior high school teaching personnel about the complete progress of the guidance program as being developed by the Guidance Steering Committee. They in turn would take back the various ideas suggested from their committees to the Guidance Steering Committee. The Guidance Steering Committee must report to the whole faculty and is responsible to them for all recommendations.

The complete functioning of all eleven committees is aimed at making all the junior high teaching personnel an integral part in initiating and carrying out a purposeful guidance program. In addition, these Subject-Field Guidance Committees are necessary as the guidance program will not be effective unless the teacher fully understands it and participates in it as an integral part. The following is a chart of the eleven committees:

**A. The Guidance Steering Committee
12 members**

- 1 Qualified guidance counselor--chairman
- 1 Administrator
- 10 Teachers--representing each subject field
(Chairmen of Subject-Field Committees)

B. Subject-Field Guidance Committees

- 1. Business Education Committee
- 2. English Committee
- 3. Foreign Language Committee
- 4. Home Economics Committee
- 5. Industrial Arts Committee
- 6. Mathematics Committee
- 7. Music Committee
- 8. Health and Physical Education Committee
- 9. Science Committee
- 10. Social Science Committee

The Guidance Steering Committee will be a cooperative planning group whose individual contributions will enrich the guidance program as well as refer information to the subject groups. It may even open the door for individual teacher self-appraisal so that each staff member will realize his potential place in the program and readily assent to participate in the in-service training program.

The over-all objective of the Guidance Steering Committee would be ascertaining specific recommendations for the establishment of an adequate guidance program for the junior high school. These recommendations must embrace the following:

1. A guidance philosophy and its meaning to all the school personnel.
2. Number and type of pupil-personnel services.
3. Definite appraisal measurements and non-measurements.
4. When to administer appraisal material.
5. Records and record-keeping.
6. Utilization of appraisal results.
7. The establishment of local norms.
8. Group procedures.
9. When and how to carry out group procedures.
10. In-service training of school staff.
11. Counseling time per student in individual and group counseling.
12. The role of the teacher in the classroom guidance program.
13. Evaluation of the guidance program.
14. The number of specialized personnel.

Primarily, the Guidance Steering Committee should have as its immediate objective where and how to start the guidance program in the school year 1957-1958, the first year of the junior high school. One suggested approach would be the creation of a new type of homeroom for guidance procedures on the group level. The counselor could begin the testing program as recommended by the Guidance Steering Committee and set up a schedule of individual counseling of those students in most

need. He would also provide for the material, method, and schedule for carrying out the program for teachers' in-service training.

The interpretation and understanding of appraisal results by the teaching staff must be brought about by a teacher training program. This program will be elemental in informing the teacher about the basic concepts of test and measurements, group dynamics, non-test appraisal methods, records, and all other aspects of a complete guidance program.

In the selection of personnel for the implementation of the guidance program, the Guidance Steering Committee may keep in mind either the teacher-counselor plan, the full time counselor plan, or a combination of both of these. They should also weigh the advantages and disadvantages of each as pointed out by McDaniel.¹

In-service training. It is imperative that continuous teacher-training be a part of the guidance program, as it is one of the most vital functions in the actual operation of the program. Without the understanding and cooperation of the teacher, the guidance program would not be as vital and effective as it should be.

The recommendation of this paper is for the Guidance Steering Committee to carry some kind of appraisal among the junior high teachers to ascertain their relative strength and weakness in guidance and measurement. This could involve a questionnaire, a diagnostic test, or a screening of the credits in educational courses. When this is done, the counselor could have a comprehensive idea of the kind and type of

¹Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, Inc., 1956), p. 74.

material to be presented to the teachers and would work out his in-service training program to serve their needs.

A recommendation as to the number and types of personnel needed in a completely staffed guidance-minded school is worth making. The pamphlet "Guidance and Related Personnel" as published by the Bureau of Guidance of the Education Department of the University of New York shows what is included and is most complete in its presentation. The junior high school will enroll approximately twelve hundred pupils in grades seven, eight, and nine. The high school enrollment at that time will approximate one thousand students in grades ten, eleven, and twelve, and the grade schools about eleven hundred fifty pupils in grades one to six. This material from the pamphlet is included to give the administrators of the junior high school and senior high school an insight into the personnel needs of a proper guidance program and a division of their duties.

IN SCHOOL OF 1200 PUPILS IN GRADES 7-12; 1800 IN GRADES 1-6

- I - Director of Pupil Personnel Services - full-time.
- II - Attendance Supervisor.
- III - Attendance Coordinator - full-time.
- IV - Psychologist - full-time.
- V - Guidance Counselors - two full-time, certified.
- VI - Teacher-Counselors - six, each spending at least 1 period a day on guidance duties in grades 7-12.
- VII - Home visitor: - full-time.
- VIII - Secretaries - at least two full-time.¹

¹"Guidance and Related Personnel" (Albany, New York: The University of the State of New York, Division of Pupil Personnel Services, Bureau of Guidance [n.d.]).

The administrator, not being a guidance specialist, should relinquish his authority to the counselor, who has the special skills and information necessary to carry out the building and functioning of the complete guidance program. His task on the Guidance Steering Committee is to make suggestions and keep himself and fellow administrators informed about the committee's progress.

Evaluation of the guidance program. Continuous evaluation of the guidance program is essential in determining its worth. In evaluation, the objectives of the program must be stated so that the accomplishments of the program can be measured against criteria that will be developed. The steps in the evaluation process are as follows:

(a) state the objectives, (b) establish criteria which definitely apply to the objective, (c) collect evidence of results, and (d) weigh the evidence against the criteria. The result of this procedure is a measure of value, of the extent to which the objectives have been achieved. Evaluation is thus a simple process when the pertinent factors and variables can be isolated and controlled. Difficulties arise, however, in evaluating those guidance efforts which involve many subtle aspects of human behavior which cannot be lifted out of context and subjected to measuring techniques.²

(The reader is referred to all of Chapter 15 of Guidance in the Modern School³ for a comprehensive approach to "Evaluation of the Guidance Program.")

Although the best check list for evaluation would be one developed by the counselor and Guidance Steering Committee contingent upon their own guidance program objectives, various check lists are available. Such a check list is found in Bennett's book, Guidance in Groups.⁴ In

²Ibid., p. 404.

³McDaniel, op. cit.

⁴Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, 1955), pp. 315-321.

this check list her main headings are entitled: (1) Administrative aspects of the program, (2) Orientation aspects of the program, (3) Group-guidance aspects of the program, (4) The information service, and (5) Guidance-curriculum relationships.

She also makes a point that is well worth consideration by the administration and Guidance Steering Committee:

No school system should overlook the advantages of cooperative research with graduate schools that train guidance workers. Graduate students and faculty members can plan with a school staff and carry through the practical and sound experimental research that will be of value not only to the particular school system where the research is done but to guidance services generally. Advantages that accrue to the graduate training institution through this cooperative research can be multiplied many fold through the influence of guidance trainees upon other guidance programs.⁵

This chapter has outlined the steps necessary to set up the guidance program of the junior high school: first, the work of the Guidance Steering Committee and the Subject-Field Committees during the year preceding the opening of the new school; next, the development of an in-service training program for teachers; then, the staffing of the guidance department of the school. Criteria for evaluating the results of the program are suggested for the first year and thereafter as evaluation should be a continuous process.

⁵Ibid., p. 321.

CHAPTER IV

CONCLUSION

The guidance program of the new junior high school must be one of evolution and not revolution. To incorporate into a functional program all phases of guidance as suggested by this paper must be a gradual process. No specific recommendations have been made, but general criteria are suggested. The Guidance Steering Committee is the key to teacher cooperation and participation. The counselor is the specialist charged with the actual function of the guidance program. The administration delegates authority to the counselor. Implications for proper and modern guidance principles and techniques are deliberately inserted. Implementation must be teacher and administration-generated.

The guidance philosophy is one of personalized individualization. Objectives must be nurtured, discussed, planned, and evolved around the child and his development. The guidance philosophy gradually should permeate the whole school. Testing should be initiated when the school is ready for occupancy. Measurement over the years must coincide always with the objectives evolved. Group procedures and techniques should be started in the homeroom.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Adams, Fay, Lillian Gray, and Dora Reese. Teaching Children to Read. New York: The Ronald Press Company, 1949. 525 pp.
- Bennett, Margaret E. Guidance in Groups. New York: McGraw Hill Book Company, Inc., 1955. 411 pp.
- Carmichael, Leonard (ed.). Manual of Child Psychology. New York: John Wiley and Sons, Inc., 1946. 1068 pp.
- Crow, Lester D. and Alice Crow. An Introduction to Guidance. New York: American Book Company, 1951. 430 pp.
- Froelich, Clifford P. and Arthur L. Benson. Guidance Testing. Chicago: Science Research Associates, 1948. 104 pp.
- Jersild, Arthur T. Child Psychology. Third edition. New York: Prentice Hall, Inc., 1949. 623 pp.
- Kinsey, Alfred C., Wordell B. Pomeroy, and Clyde E. Martin. Sexual Behavior in the Human Male. Philadelphia: W.B. Saunders Company, 1948. 804 pp.
- Lee, J. Murray and Dorris May Lee. The Child and His Curriculum. Second edition. New York: Appleton-Century-Crofts, Inc., 1950. 710 pp.
- Mathewson, Robert Hendry. Guidance Policy and Practice. Revised edition. New York: Harper and Brothers, Publishers, 1955. 424 pp.
- McDaniel, Henry B. Guidance in the Modern School. New York: The Dryden Press, Inc., 1956. 526 pp.
- National Education Association. Bases for Effective Learning. Thirty-first Yearbook of The National Elementary Principal. Washington, D.C.: National Education Association, 1952. 390 pp.
- _____. Guidance for Today's Children. Thirty-third Yearbook of The National Elementary Principal. Washington, D.C.: National Education Association, 1952. 390 pp.

- National Education Association. Guidance in the Curriculum. 1955 Yearbook of the Association for Supervision and Curriculum Development. Washington, D.C.: National Education Association, 1955. 231 pp.
- _____, and The American Association of School Administrators. Education for All American Youth. Washington, D.C.: Education Policies Commission of the National Education Association of the United States and the American Association of School Administrators, 1944. 421 pp.
- Rogers, Carl R. Counseling and Psychotherapy. New York: Houghton Mifflin Company, 1942. 450 pp.
- Rosanoff, Aaron J. Manual of Psychiatry and Mental Hygiene. Seventh edition. New York: John Wiley and Sons, Inc., 1938. 1091 pp.
- Ross, C.C. Measurement in Today's Schools. Second edition. New York: Prentice Hall, Inc., 1947. 551 pp.
- Super, Donald E. Appraising Vocational Fitness by Means of Psychological Tests. New York: Harper and Brothers, Publishers, 1949. 727 pp.
- Traxler, Arthur E. Techniques of Guidance. New York: Harper and Brothers, Publishers, 1945. 394 pp.
- Tyler, Leona E. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953. 323 pp.
- Williamson, E.G. How to Counsel Students. New York: McGraw Hill Book Company, Inc., 1939. 562 pp.

BULLETINS

- Clark, Willis W. "Vocational Guidance for Junior and Senior High School Pupils," Bulletin No. 15. Los Angeles 28, California: California Test Bureau, 1945.
- "Determining Individual Need and Capacities Through Testing," Bulletin No. 56. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- Durost, Walter M. "What Constitutes a Minimal School Testing Program." Yonkers-on-Hudson, New York: World Book Company, 1947.
- _____. "Tests and the Junior High School Guidance Counselor." Yonkers-on-Hudson, New York: World Book Company, 1947.

- "Expectancy Tables--A Way of Interpreting Test Validity," Bulletin No. 38. New York 18, New York: The Psychological Corporation, 1950.
- "Guidance and Related Personnel." Albany, New York: The University of the State of New York, Division of Pupil Personnel Services, Bureau of Guidance [n.d.] .
- "How Tests Can Improve Your Schools," Bulletin No. 1. Los Angeles 28, California: California Test Bureau, 1945.
- "How to Select Tests," Bulletin No. 2. Los Angeles 28, California: California Test Bureau, 1945.
- "Identifying Reading Difficulties," Bulletin No. 65. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "Misconceptions About Intelligence Testing," Bulletin No. 79. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "Norms Must Be Relevant," Bulletin No. 39. New York 18, New York: The Psychological Corporation, 1950.
- "Reading Problems in the Secondary School," Bulletin No. 63. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- Rulon, Phillip J. "Validity of Educational Tests." Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "Some Basic Considerations in Determining the Significance of Achievement Test Results," Bulletin No. 66. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "Standardized Tests: Their Uses and Abuses," Bulletin No. 58. Yonkers-on-Hudson, New York: World Book Company n.d. .
- "Tests for Instruction and Guidance," Bulletin No. 46. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "The Place of Aptitude Testing in the Public Schools," Bulletin No. 49. Yonkers-on-Hudson, New York: World Book Company [n.d.] .
- "The School Testing Program," Bulletin No. 1415. Albany, New York: The University of the State of New York, Division of Pupil Personnel Services, Bureau of Guidance [n.d.] .
- Tiegs, Ernest W. "Educational Diagnosis," Bulletin No. 18. Los Angeles 28, California: California Test Bureau, 1948.