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A GUIDANCE PROGRAM FOR
TUSCOLA COMMUNITY HIGH SCHOOL

by

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A paper presented to the faculty of Eastern Illinois University, Charleston, Illinois in Education 431, in partial fulfillment of the requirements for the Degree Master of Science in Education.

Plan B

May 5, 1959

Table of Contents

	<u>Pages</u>
PREFACE	i-ii
I. INTRODUCTION	1- 3
II. COUNSELOR WORKING WITH PUPILS SHOULD:	4-12
Collect information about each of his counselees	4- 5
Organize and teach group guidance to pupils	6- 3
Conduct personal interviews	8-12
Follow up after interview to help with new problems and readjust old ones	12
III. THE FUNCTION OF THE COUNSELOR WORKING WITH COLLEAGUES, PARENTS, AND COMMUNITY.	13
Formulate an in-service training program	14-15
Initiate teacher counselling	15
Help administrator and teachers adjust curriculum	15
Utilize services of specialists in counselling work	15
Inform parents of the guidance program	15-13
Solicit community aid	13-19
Counselor in doing some placement work should:	
Assist in helping students gain work experiences	20-21
Help students and graduates secure positions	21-23
Professionalizing the guidance program	23
IV. CONCLUSION	24-26
BIBLIOGRAPHY	27

Preface

This paper is concerned with the organization of a guidance program to meet the basic interests and needs of the students of Tuscola High School. The purpose of any guidance program is described by Wilson and Chapman:

There are no misfit children. There are misfit courses of study, misfit textbooks, and misfit teachers. The child is what education is for. One might as well say that a man does not fit his clothes as to say a child does not fit school. On high authority we have it that the law is made for man, not man for the law. It is one of the tragedies of human institutions that they tend to become formal and mechanical, that they tend to gather about them people who have vested interest in their perpetuity in unchanging form, and minds are closed to the values of alternative procedures. Productive energies are diverted from the evaluation of new ideas to the prolongation of ideas which were once new but which have ceased to be vital!¹

Principals and teachers look upon guidance as a relatively new function. This is not true. They have been performing this function for years if they have been doing satisfactory work as teachers and administrators. Many boys and girls offer the average teacher problems which he is not competent to analyze or treat. Teachers will frequently require special assistance with guidance problems, and pupils who need case study will profit from the counsel of highly trained guidance workers.

¹Wilson Little and A. L. Chapman, Developmental Guidance in Secondary School, New York: McGraw Hill, 1953, p. 263.

The purpose of this organized guidance program is to provide a basis for planning, leadership, and cooperation which will be directed toward an improved guidance program in our school.

CHAPTER I

INTRODUCTION

It is not enough to say that we need and would like to start a guidance program; more people have to be interested. We must have the cooperation of the board, superintendent, principal, classroom teachers, students, and townspeople.

The main problem in beginning a guidance program in the school will be to sell the values of such a program. The principal and superintendent are capable men and are aware of the need for some organized program. However, the board, the townspeople, and the students will have to be sold on the values of such a program.

We will assume that the board is willing to introduce such a program. Now that the program is in effect we will have to keep these items in mind: take things easy at first so that everyone can get used to the idea; anticipate and attempt to avoid discouragement due to set-backs; and finally, we are not going to perform miracles overnight. We must keep in mind that the primary purpose of the program is to meet the basic interests and needs of the students. Everyone, including students and townspeople, should be informed continually as to what is going on.

With these ideas in mind the writer is presenting the following for consideration as a possible guidance program for Tuscola Community High School:

A Guidance Program For Tuscola High School

- I. The counselor working with pupils should:
 - A. Collect information about each of his counselees
 1. Health records
 2. Cumulative records
 3. Tests
 4. Autobiographies
 - B. Organize and teach group guidance
 1. Explain course of study
 2. Suggest topics for group meetings
 3. Point out common problems that may be encountered
 4. Outline extra curricular activities
 - C. Conduct personal interviews
 1. Kinds of interviews
 - a. Fact finding
 - b. Adjustment
 - c. Educational guidance
 - d. Vocational guidance
 2. How to interview
 - a. A proper setting is important
 - b. Mutual understanding should be gained
 - c. The problem should be clarified
 - d. A course of action should be mutually agreed upon
 3. Hazards of interviewing
 - a. Fail to gain understanding
 - b. Counselor may dominate the interview
 - c. Counselor may evoke confidence he cannot handle
 - d. The interview may be problem solving or centered
 - D. Follow up after interviews to help with new problems and readjustment to old problems
- II. The counselor working with colleagues should:
 - A. Help to create proper faculty attitude
 1. Importance of cooperation

2. Anticipated difficulties
 3. Suggestions for overcoming difficulties
- B. Formulate an in-service training program
 - C. Initiate teacher counselling
 - D. Help administrator and teachers readjust curriculum
 1. Furnish information important in revising curriculum
 2. Help analyze situation, then aid in planning change
 - E. Utilize services of specialists in counselling work
- III. The counselor working with parents and the community should:
- A. Inform parents of the guidance program
 - B. Solicit community aid
- IV. The counselor in doing some placement work should:
- A. Assist in helping students gain work experience
 - B. Help students and graduates secure positions

Each of the sections above will be considered in greater detail in succeeding chapters.

CHAPTER II

THE COUNSELOR SHOULD WORK WITH PUPILS

Collect information about each of his counselees

The guidance program should serve individual students by helping them to learn more about themselves. To do this the program must make use of numerous procedures. In order to assist the student to gain a knowledge of himself, the counselor must acquire an understanding of the student. A knowledge of a student's strengths and weaknesses does not often result from chance happenings or activities incidental to usual school routine. Definite provisions must be made for the study of each student. In our school, health records, which can furnish some very useful information, are part of the pupil's cumulative record and are available to teachers at all times. This record, which has been filled in by the family physician, denotes any physical disabilities or defects as well as all the contagious diseases, operations, serious illnesses, and vaccinations the student has had.

Since our school system already has in operation the combination type of cumulative record, this should be used extensively. In loose leaf form, it contains personal data information on home and community, scholarship, test scores, school attendance, health awards, outstanding achievements, and any pertinent miscellaneous information.

Since this record is available, the counselor should use it as a means of helping him know pupils as individuals. He might examine the records of pupils not working up to class level and find the reason for their not doing so, or of pupils of unusual ability to help find extra work for them. These are only two examples of many ways the record can be of value.

Since standardized tests are rather complex devices, a counselor should develop the ability to use them wisely if he is to avoid misinterpretation of their results. They can best be used to supplement other information and should not be adjudged complete in themselves.

Many factors often cause test results to be inaccurate. The counselor should list these or instruct those administering the tests in such a way that there will be uniformity in grading.

Following are the important questions that should be considered in the selection of any test:

1. What validity does this test have?
2. How reliable is this test?
3. Does this test have suitable norms?
4. Is this test practical for us to use?²

Once test results are wisely selected, administered, and recorded, they may be used to indicate discrepancies between capacity and achievement, to reveal strengths and weaknesses of the individual and the group; and some may be used to help a student select his

²Merle M. Ohlsen, Guidance an Introduction, New York: Harcourt Brace Company, 1955, pp. 130-133.

elective subjects. They may also help to point out exceptional pupils that receive no challenge from their school work.

Another means of securing information about each student is the autobiography written as a theme in English class. The English teacher should keep in mind its dual purpose and should furnish an appropriate outline in order for the autobiography to be of greatest use for guidance purposes. The outline should stress students' opinions, likes, dislikes, hobbies, successes, failures, and like information.

All information thus gained about the student cannot be used in guidance work. Some will be inaccurate, but some may be of such nature that it is indispensable in future guidance work.

If the above mentioned methods do not furnish all the information the counselor needs to know in specific cases, he should consult classroom teachers or other individuals in close contact with the student. Good counselling cannot be achieved without a wealth of information.

Organize and Teach Group Guidance

Some guidance work can effectively be accomplished in groups. Our counselor should organize these groups and either taken an active part in teaching them or secure qualified personnel to do so.

As Warters states:

One of the primary purposes of group discussions for guidance is to get a variety of opinions from which

reasonable judgments can be reached by those present. The teacher should not do all or most of the talking. He should answer as well as ask the questions. He should not preach on the conventional or the accepted manner of things, because it is desirable to get the students to develop the ability to see the points of view of others and to express their own willingly. Constructive thinking can only take place when there is an open-minded attitude and a desire to take part in activities and discussions by the various pupils.³

The student should know the courses that will be taught the next semester, the nature, requirements, and values of these courses, and how the courses relate to his present educational and vocational aims. The student should know the requirements to enter colleges and trade schools, and the special programs, such as distributive occupations and distributive education, should be explained.

Most group discussions for guidance purposes are divided into two classes. One tends to give information to students in terms of their group and individual needs. The other is for the purpose of influencing opinion on controversial questions.

Some topics taken up by the former could be information about the school, college requirements, responsibilities of a good citizen, and proper conduct and dress at social affairs. Topics for the latter could deal with such matters as honesty, the amount of homework that is reasonable, care of school property, and teacher-student relationship.

Some of the common problems which the group meeting could take up are customs and traditions of the school, the use of the library,

³Jane Warters, High-School Personnel Work Today, New York: McGraw-Hill, 1946, pp. 130-131.

proper preparation for examinations, health problems, safety, courtesy and etiquette, scholarship, and the evaluation of one's interests and abilities.

Since extra-curricular activities are generally conceded to possess important educational values, the counselor with the aid of coaches and other teachers concerned should try to arouse the interest of those students who have not participated. He should inform them about the activities that are available and encourage them to take part. It might be well for him to take notice of the reverse of this also and counsel students who over-participate to the extent they neglect class work or impair their health through overstrain. A part of this work just described might have to be taken up individually, but a large portion can be accomplished in a group.

Conduct Personal Interviews

In guidance work with pupils, personal interviews are probably of the greatest importance. All counselling is to assist the student to help himself. Steering the thinking of students toward the solution of personal difficulties as they arise can be considered a worthy function of individual counselling, as pointed out by Strang in the following suggestions.

1. To give the student information on matters important to his success.
2. To get information about the student which will be of help in solving his problems.

3. To establish a feeling of mutual understanding between student and teacher.
4. To help the student work out a plan for solving his difficulties.
5. To help the student know himself better--his interests, abilities, aptitudes, and opportunities.
6. To encourage and develop special abilities and commendable attitudes.
7. To inspire successful endeavor toward attainment.
3. To assist the student in planning for his educational and vocational choices.⁴

Our counselor might keep in mind the following kinds of interviews in planning his program:

1. An interview which attempts to discover facts about the student in a friendly, non-technical chat concerning those interests and abilities which cannot be obtained from records. This might be a good procedure for the first interview.

2. An adjustment interview which may arise from scholastic or study habit difficulties, poor social situations, or disciplinary problems.

3. An interview that deals with educational guidance in which the counselor would try to discover whether or not the student was taking full advantage of his opportunities and following a program adapted to his needs.

⁴Ruth Strang, Educational Guidance: It's Principles and Practice, New York: MacMillan Company, 1948, pp. 113-173.

4. A vocational guidance interview which should assist in intelligent choice of future opportunities and making plans for a career.

The foregoing list of interviews is far from exhaustive, but it may aid the counselor's preparation. No interview should be limited to just one of these categories.

The setting for the interview is important for successful achievement. A quiet, restful place, free from interruptions, is very desirable because it will help create an atmosphere conducive to a friendly, unhurried interchange of thought.

The mutual understanding which is set up between counselor and student at the beginning is very important. The counselor, by his manner, must convey the idea that he is interested in the student's development and happiness. If he is sympathetic in attitude, he will allay any fear and mistrust the student may have. By giving his full attention and by avoiding a pre-occupied manner, he gives the student the impression that the conference is the most important thing he could be doing at the time. A pleasant tone of voice and a smile can make a favorable impression. Students are quick to detect a pose, and the interview will lose its effect because of one.

During the discussion of the student's problem, the counselor should attempt to get the student's point of view. He must try to put himself in the student's situation. Therefore, the counselor

cannot do all of the talking. He should not ask direct questions until the student is ready to volunteer the information. The entire interview must be on the student's level, and words or illustrations without meaning to the pupil should not be used.

As the interview progresses, the main problem should be described and clarified so it is understood by both after which there can be an exchange of ideas relative to a solution with alternate possibilities.

The student must think of the outcome of these solutions in terms of action. By this the writer means that some new habit is to be formed, or attitude to be developed, or some person to be contacted. When counselor and student reach a decision on the course of action, the interview may end; however, if there is confusion on the part of the student as to the possible solutions, more conferences should be scheduled.

The counselor may keep from making some mistakes if he realizes some of the hazards or pitfalls of interviewing.

It is easy to fail to get understanding and cooperation from the student because of the first few minutes when he is unsure, nervous, defiant, cocky, shy, and confused. The above does not mean one student possesses all such feelings, but they are reasons why the student will not feel at ease or be in a receptive mood at the beginning of the interview.

Counselors sometime make the mistake of sizing up the situation, seizing a solution, then forcing it on the student without going over the problem and letting the student help draw his own conclusions or solve his own difficulties. Even if the counselor were right in his deductions, few students would gain anything from such an interview, and many would suffer harmful effects.

In an interview counselors sometimes go too far and evoke confidences they cannot handle. The student will then wish he had never revealed them. One can go too far and too quickly by prying into others' lives, so that they may be put on their guard, and an atmosphere created which will prevent a successful outcome.

The interview may only be problem-solving or problem-centered, rather than being centered around the person in the setting of his home, school, and community. When this is true, the interview may temporarily solve a problem that has confronted the student, but the next week or the next month a similiar problem might confront him which he can neither avoid nor solve.

Follow Up After Interviews to Help with New Problems and Readjust Old Problems

The counselor should not feel that he has done a good job in one or two interviews that the student needs no more help. Often times a contact should be made to see first-hand how a pupil has progressed since the interview. Some might have become discouraged and failed to accomplish their objective, or some might have new difficulties with which they need aid. The counselor then might take up the former interview and proceed all over again.

CHAPTER III

THE FUNCTIONS OF THE COUNSELOR
WORKING WITH COLLEAGUES, PARENTS, AND COMMUNITYThe Counselor Should Work With Colleagues

The counselor must be willing to work in close harmony with the entire school staff if the best results of a program are to be achieved.

Ohlsen⁵ has pointed out, as the writer has summarized it, that it is vitally important for the faculty to have the proper attitude toward the program. The counselor's skill in winning the confidence and support of the teaching staff is really a test of his ability to get along with people. Since our counselor will come from our faculty and an organized program of guidance is present for the first time, it may be difficult to win the confidence of some. The older members may possibly view the program as "new-fangled" and unnecessary. There is the possibility some will have a feeling of jealousy, and others will possibly not regard the counselor as competent since he has only a unit or two of graduate work in the field. These difficulties may be overcome, possibly in various ways.

The counselor should not tell or give direct orders to teachers but consult with them. When a teacher has a problem, he should give prompt and sincere attention to it and should solicit her aid when

⁵Ohlsen, op. cit., pp. 65-63.

working on a particular case with which she is concerned. He should give teachers the feeling that their work is a vital part of the whole program. He should recognize that the teacher is really the key person in the pupil's development.

If these suggestions are followed, or if the counselor indicates in some way that he is really sincere in trying to create the proper attitude, cooperation should be forthcoming.

Formulate An In-Service Training Program

In most high schools the head of the personnel program is the principal, for in him is centralized all administrative responsibility. When the principal is not trained in personnel work, he often delegates responsibility for leadership in this area to some staff member who does have the training and necessary qualifications. Even though the principal may delegate this responsibility for coordinating personnel work, he is still the key-man of personnel work within the school. If the program is to function efficiently and effectively, the principal must be willing to advance its objectives, provide favorable conditions to the work, and promote for the specialist the needed faculty support and cooperation.

As Erickson has stated, the counselor in the school will be the one to set in motion an in-service training program, but he must stimulate interest before this can successfully be accomplished.⁶ One thing he may do to accomplish this is furnish reading material for the teachers or give them the information where it can be found. He

⁶Clifford E. Erickson, Organization and Administration of Guidance Services, New York: McGraw-Hill, 1947, pp. 212-215.

should try to get some interested in case studies or in special problems. Group meetings in which the school program is discussed might be directed along lines that will explain how to observe individuals in order to submit information for the cumulative records. The counselor could delegate something like vocational guidance to a teacher to motivate study in that field. It must be remembered that if the faculty as a whole has not been fully informed of the program, or if they are lukewarm to the idea, they will do little to train themselves or better their understanding of what they might do to make guidance more successful.

Initiate Teacher Counselling

Teacher counselling could be divided into two types. The first type is one in which a certain number of students of the high school are assigned to a teacher, or a class sponsor made responsible for that class. The other type, and the one the counselor should be concerned with in our school, is the teacher, every teacher, in the class room.⁷ The many devices or methods used to observe, plan, and carry out this type of counselling will not be discussed here. The topic was taken up because some of our teachers seem to be so subject centered they have no time for anything but subject matter during the time they have the students. Possibly this point could have been covered in the discussion of creating proper faculty attitudes, but the counselor in our school should convince the faculty that they can and should do more guidance work.

⁷E. G. Williamson and M. E. Hahn, Introduction to High School Counselling, New York: McGraw-Hill, 1940, pp. 134-213.

Help Administrator and Teachers Readjust Curriculum

The counselor and the guidance program should provide a vast amount of data and information needed to help plan and readjust the curriculum. The improvement of the curriculum must be based on information about the interests, abilities, and needs of the students. The counselor can aid the administrator and teachers in analyzing the situations the pupils will face after they leave school. He can give information about home conditions and community life. These are the factors which should guide changes in the curriculum. After the information and data have been submitted to the curriculum group and the various factors considered, the counselor should make suggestions on what he thinks would be beneficial to the pupils.

Utilize Services of Specialists in Counselling Work

The counselor in our school will have to rely mainly on professional men because the system has only a few specialists. The family physician, speech correctionist, and dentist should be contacted and cooperated with at all times. This could also be a kind of in-service training for the counselor because from them he could learn to recognize symptoms and the course he should follow in handling future cases.

Inform Parents of the Guidance Program

Since guidance of boys and girls is a cooperative undertaking and not just a task for the school alone, the counselor will have to take the initiative in getting aid from parents and the community.

The counselor will need some home background data on the students, but parents are often reluctant to have the school meddling in their private affairs. Therefore, the counselor will have to do some public relations work. The parents should be well informed of the program, what it is attempting to do, how it operates, and the desirable outcomes that can be expected.

The home is the most important and the most difficult unit with which the school needs to coordinate. Traditionally, there has been a separation of the jurisdiction and the work of these two agencies, but in the child's life there is no separation of the influence of the two institutions. He brings the home influences with him to school and takes the school back home. Since they are joined in influencing the child, they should join in their efforts to make their influence a constructive force in the child's life.

Understanding parents and teachers are the people best able to supply the three basic needs of the student--understanding, affection, and security. Working together they can supply the experiences needed to help him develop personal and social adequacy.

Because the school often delays making contacts with the home until the child is in trouble, parents and teachers are frequently handicapped at their first meetings by defensive attitudes. The attitudes of understanding and appreciation will replace antagonism and distrust when interpreting home and school and school and home if these visits are made a regular part of personnel work. To

improve home-school relationships personnel workers should supply constructive measures for giving information, such as: bulletins, interviews, and conferences, also visits to school, home visits, parent-teacher-association activities, cooperative projects, and the use of liaison officers.

Students and parents may be more cooperative after they have participated in a conference with teachers, principal, and counselors in which all opinions are respected, information is offered, suggestions are requested, and efforts are directed toward finding sources of help rather than attaching blame. Such experiences help to bring understanding and appreciation of the factors behind problems and of motives behind behavior. Through these conferences students acquire insight into others problems as well as their own and develop an appreciation of the effects of worry and emotional strain in the lives of their parents and teachers. Teachers should also realize that problems originate in their classroom as well as the home, and some of these may diminish or disappear with changed teacher attitudes and classroom methods.

Solicit Community Aid

Community agencies' and organizations' aid to a guidance program should not be overlooked by the counselor. These community resources often do not realize how they can be of aid to the schools, so the counselors should determine and inform them as to what they can do. To assure better results, a committee composed of members

from the various service clubs and organizations of the community might be selected to plan ways they can assist the school guidance program. Unless the school people take the initiative, some organizations or a dominating person within them, may undertake projects which would be a detriment rather than an aid.

Adequate programs in social, health, recreational, and vocational guidance will contribute to the solution of many of the community as well as many youth problems. Schools, recreation departments, Scouts, C. Y. O., community centers, P. T. A., juvenile courts, legal associations, churches, and many other groups are interested in the social, emotional, and other adjustment problems of young people. Schools, fraternal orders, agricultural societies, employment agencies, Rotary, American Business Club, Kiwanis, and other service clubs could aid in vocational and non-vocational needs of the youth. Schools, universities, scholarship associations, professional societies, service clubs, and other groups could aid in carrying out the educational needs of the youth. In addition, state and national youth commissions with departments scattered throughout the nation act as an aid in helping to provide for the needs of youth.

All these groups, along with many individual citizens, share the schools' interest in and concern for the welfare of youth. No one group can meet youths' needs. It is the common task of all.

Assist in Helping Students Gain Work Experience

An important phase of the guidance program is to help students gain work experience. The counselor in our school will be able to attempt this on a fairly large scale since our community offers fairly good opportunities. The Diversified Occupations and Diversified Education programs the State is offering are available in our school. These programs have the following characteristics: (1) school study and work experiences are related, (2) the work experience provides opportunities for both social and vocational experiences (the three most important items here are a flexible time schedule, school credit, and financial reward), (3) the work experience program can be supplemented by an adequate program of guidance, placement, and follow-up in order that the students may have meaningful experiences that serve personal growth and social development, (4) the supervisor is a ~~school~~-worker who knows the requirements of the job, is able to analyze the difficulties, and can recognize success.

Other resources of work experiences are: Petro Chemical, water company, Citizens Gas, swimming pool, summer recreation, Dekalb Hybrid, and many other small business concerns that need part time and summer time help.

Other resources for work experience beside private industry and business concerns are: editor of school paper and yearbook, librarian of band or school, manager of athletic teams, and stage and play directors. This type of work should be done without pay. The types

of jobs students could do for pay are: janitorial assistance, recreation department, laboratories, assisting in selling and taking tickets at athletic events, and working in school cafeteria.

Help Students and Graduates Secure Positions

Our school does not now offer assistance in helping graduates secure positions. This is left up to the employment agencies and to the students' own initiative. The counselor would like to take a hand in this and carry out a follow-up research to be used as an aid in counselling future students.

Upon leaving school many students need assistance in being placed in an occupation or educational institution. Some students who plan to continue their education may desire both types of assistance.

Vocational placement can be a duplicating process. If your community offers this type of assistance there, would be very little need for the school to carry out a similar program. If this is true, then the school and community should integrate these agencies so that the student may receive the benefit of both vocational and educational planning. Other sources of assistance may be offered by such groups as: U. S. Employment Service, Rotarians, Kiwanians, and American Business Club.

In educational placement most schools limit themselves by giving students only information about colleges. In addition to college other information such as trade and proprietary schools should be made available to the students.

In the follow-up program the placing of a student in the right school or job does not insure his adjustment and success. Helping a student in follow-up requires that a study of his progress be made and that he be given any special adjustment service that he may require. This type of service is seldom provided. The primary purpose of such follow-up study is provided usually for research purposes. When this service includes not only assistance of employment for the graduate but also a check on the activities of graduates and of school leavers, the high school (by using this information to assist in planning its future education and training program) may then remove such problems as: assistance in seeking opportunities for advancement, changing jobs or schools, making adjustments to new conditions, removing causes of dissatisfaction, and inadequate preparation and unemployment.

These are least provided for of all guidance services, and unless they are included in the program, no claim can be made to performing the task of guidance thoroughly. Too commonly, awareness finds expression in lip service only. Awareness must mean more than a vague perception that something is needed.

Guidance work does not and cannot supply the answer to all of education's problems; but, when provided for adequately, it can and does solve some of our most pressing problems.

The schools in which guidance work is functioning most effectively are the schools whose administrators have assumed the responsibility for providing the features of a good guidance program consisting of: (1) qualified and specially trained teachers; (2) sufficient time

alloted to the program; (3) a plan of organization that fixes responsibility and coordination of all personnel.

Professionalizing the Guidance Program

In order that guidance work may make its full contribution, a professionalization of the field is necessary. The Superintendent of Public Instruction's Office is working toward this goal at the present time. Following are the requirements and qualifications established for individuals who have time assigned for counselling duties: the individual must hold a certificate qualifying him to work in a teaching or supervisory capacity in elementary or secondary schools and should have eighteen semester hours in the field of guidance, at least twelve hours of which are at the graduate level. These hours must include work in the following areas: (1) principles and techniques of guidance; (2) appraisal techniques; (3) growth and development of the individual; (4) principles and practices of counselling; (5) occupational, educational, and personal and social information; (6) organization of guidance service; and (7) mental hygiene or personality dynamics. A counselor should have had a minimum of one year of successful experience as a teacher. It is desirable for him to have had some wage-earning work experience outside the classroom.

With the Superintendent of Public Instruction's Office working toward such a goal, perhaps in the near future we will be giving more than lip service to guidance.

CHAPTER IV

CONCLUSION

This paper is dealing with a wide field and many things were mentioned without details. This was prepared, however, keeping in mind the fact that our school has no organized guidance program. The writer is trying to set down something to serve as a guide or measuring stick in establishing a guidance program.

Guidance work does not and cannot supply the answers to all of education's problems, but when provided for adequately, it can and does solve some of our most pressing problems. Our theory should become the practical use of guidance and not just a means of deceiving ourselves into believing that we are doing the necessary work in guidance. Too often there is a wide gap between theory and practice.

The principal conclusion concerning the discrepancy between theory and practice is really too obvious to deserve comment. Yet, it is accepted too complacently in education to be permitted to pass without comment. Educators have lived so long with their special vice-wide gaps between theory and practice...that they now supply strong evidences of the soundness of Pope's observation regarding man's attitude toward vice: "Familiar with her face, we first endure, then pity, then embrace."³

Although we have become familiar with the theory and embraced it, we must not become content. Once we establish firmly the program with our students and colleagues, our next area of concentration should be the parents and the community.

In establishing the program with students, the area of concentration will first center around the cumulative record which contains

³Swarters, op. cit., p. 230.

personal data on home, scholarship, test scores, attendance, awards, and other pertinent miscellaneous information. Other departments such as English and Social Studies could aid us by the use of autobiographies.

If directed properly in group guidance, a student may feel that the protection of the group may focus some problem of his own. Many times in this type of discussion his problem will be solved.

In the personal interviews many complex problems will arise and in many instances a particular teacher on the staff may be of great assistance in its solution because of the respect and trust a student will have for that teacher. In working with colleagues like this, a counselor should help develop a proper attitude, formulate in-service training program, and initiate teacher counselling. The counsellor must be willing to work in close harmony with the entire school staff if the best results of a program are to be achieved. When a student has a problem, the counselor should solicit the aid of the teacher involved, urging him to give it prompt and sincere attention. Make the teacher feel her work is vital to the whole program.

Since there is an increasing awareness on the part of non-school people concerning the importance of guidance work as a part of secondary education, our next phase of concentration will be parents, community, and placement work.

The counsellor working with parents will have opened the way for these discussions if he has done a good job with the students. They will inform the parents of the guidance program being carried on in school. Visits with parents should start before the student is in trouble at school. If we wait until trouble occurs, the parents may develop an antagonistic attitude and refuse their cooperation which is so vital to the program. There has been a traditional separation of jurisdiction of the home and school, but in the child's life there is no separation. The influences he learns at home and at school are carried back and forth with him. Since they are joining influences, they should become a constructive force in the child's life.

Community agencies can be an aid to a guidance program and should not be overlooked. They can be a helpful aid in providing necessary leisure time activities for the students. They can provide summer jobs, part time work, and, in some instances, permanent employment to some of the students. They can and do assist in helping some deserving youth in carrying out his educational needs. These groups as well as individuals should share the schools' interest and concern for the welfare of our youth.

Perhaps in the near future, with the professionalization of the guidance field and with better understanding and cooperation among the home, community, and school in recognizing the need for a good guidance program, we will be giving more than lip service to guidance.

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