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A PROPOSED  
OPTIMUM GUIDANCE PROGRAM

by  
Donald W. Henderson  
1960

Masters of Science in Education

A PROPOSED  
OPTIMUM GUIDANCE PROGRAM

A Term Paper  
Submitted to  
Dr. Donald Moler  
Eastern Illinois University  
In Education 592

In Partial Fulfillment of the  
Degree  
Masters of Science in Education

by  
Donald W. Henderson

1960

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## CHAPTER I

### The Purposes and Needs of an Optimum Guidance Program

The problem defined.--One of the most pertinent questions in the field of education today involves what guidance services should provide for high school students. There seems to be a lack of knowledge as to just how much value the various guidance services can provide. It is extremely difficult to measure the results of any type of guidance services.

Description of the study.--This paper will deal with those guidance services found to be most acceptable by specialists in the field. With this in mind an attempt will be made to emphasize the best guidance services that can be attained, and the way in which this can be done.

The process of developing an optimum guidance program involves several necessary factors for consideration. These basic needs will be approached from the view that an optimum program should involve what should be done, and not what is usually done.

Several authorities in this field have pointed out that a guidance program should be developed around the particular needs and goals of the school. Too often this formula has not been followed. As a result some schools have fallen short in providing the best possible guidance services.

The optimum guidance program does not necessarily limit continued development of the program. By learning better methods of providing guidance services, schools should carefully evaluate what can logically be done to improve the program. Furthermore, the optimum guidance program should not be so precisely organized that it does not permit flexibility.

Purpose of the study.--This study may serve as a guide to school personnel who are seeking knowledge for the purpose of organizing or improving a guidance program. The data involve the ideas and opinions of several outstanding guidance specialists. The information will deal with the best procedure in determining the guidance services that should be included in an optimum guidance program for secondary students.

## Chapter II

### RESPONSIBILITY FOR THE PROGRAM

The organization of guidance services include the responsibility of providing the services most favorable to meet student needs. This may be initiated by the entire faculty with the desire to provide students with the best possible help of which they are capable. Ordinarily, this beginning process is stimulated by the school administration.

The factors involved in organizing the best type of program may be determined by observing what practices have been effective in other schools. Although this procedure will not necessarily give all of the answers, the school should be willing to plan and build the program around its own particular situation with optimum services as the goal. This may be partly accomplished by studying the needs of individual pupils, and by faculty conferences which allow teachers to make comments and suggestions.

The leadership and support of the school administrator is essential to the success of the guidance services. Furthermore, this leadership cannot be entirely delegated to a subordinate. While much of the responsibility for coordination and efficient operation of guidance activities may be assigned to staff members, the administrator must assume the responsibility for providing facilities, allowing time for counseling, encouraging teachers to contribute data, improving staff knowledge and techniques through in-service training, and soliciting the support of parents and of community agencies. A school's guidance program is more than policy making and organizational designing. To be effective the program



must be an integral part of the educative process reflected in teacher attitude, philosophy, appreciation and understanding.<sup>1</sup>

Organizing the program.--In organizing the program we must answer these questions; what should be done and what can be done? We can find out what should be done by observing the school problems. Then we should tackle those which require immediate attention first. In doing this we must set up objectives which are attainable. An effective program is one which does not carry too much of an initial load, that is, it does not undertake all of the problems at the beginning, but starts gradually.

Unifying the program.--The eventual outcome will be to gather all the guidance materials, techniques and services into a unified program.

A guidance program may be a great success in one school but become mediocre when transplanted to another school situation. The success of a guidance program depends upon many factors, including faculty personnel, student needs, physical facilities, community acceptance, and the like. It would seem reasonable, therefore, to consider these factors when organizing a guidance program for a given school or school system. A guidance program, to be effective, should be tailored to fit the local situation. Good ideas should be secured from many sources but they should be incorporated in the local organization only after careful analysis of their suitability.<sup>2</sup>

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1. Dean C. Andrew and Roy DeVerl Willey, Administration and Organization of the Guidance Program (New York: Harper and Brothers, 1958), p. 83.

2. Emery Stoops and Gunnar Wahlquist, Principles and Practices in Guidance (New York: McGraw-Hill Book Company, Inc., 1958), p. 227.

Fine equipment, adequate budget, unlimited funds for books, pamphlets and printing of forms, full-time specialists--all these are as naught unless a guidance program starts with the goodwill and cooperation of the whole school staff.<sup>3</sup>

Those trained in the field of guidance may be classified as specialists. It is the direct responsibility of these specialists to shoulder the load of directing guidance. This director may be identified by several different titles, but the most acceptable is that of counselor.

Counselor qualifications.--Even though there are now established certification requirements, it is impossible to legislate attitudes and personal characteristics into teachers and others who wish to be recognized as qualified counselors. Several organizations and individuals have completed studies and made recommendations. One was prepared by a committee in cooperation with the U. S. Office of Education. This particular committee emphasized the following personal qualifications:

- A. scholastic aptitude sufficient for post-graduate work,
- B. interest in working with people,
- C. ability to work with people of varied backgrounds, and
- D. personality factors indicating personal and social maturity, including sensitivity to others, tact, poise, a sense of humor, a freedom from withdrawing tendencies, the ability to profit from mistakes, and the ability to take criticism. (Pleasing) personal appearance . . . good health, pleasing voice, magnetism, and freedom from annoying mannerisms.<sup>4</sup>

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3. Susan E. Shennan, "Organizing, Planning and Initiating a Guidance Program," American Guidance Program Monographs, Number 2 (Boston: Research Publishing Company, Inc, 1955), p. 24.

4. Donald G. Mortensen and Allen Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1959), p. 409.

Undoubtedly a few years teaching experience is one way for a guidance worker to gain adequately the desirable background. The personal qualifications of a guidance worker should include his scholastic ability, his interest in people, and his own personality traits. Personal appearance, good health, a pleasing voice, and good manners are added qualities that counselors should possess and continue to develop.

The counselor must possess and develop skills in observing and understanding human behavior. This may include several phases of guidance such as emotional, social, vocational, or education problems. The counselor should receive the preparatory training in the areas of psychology, education, sociology, economics, and statistics in order to interpret the basic understanding of guidance services.

Community relationships.--In administering guidance services it is obvious that the support of the entire community is desirable. Without doubt some people will feel that additional money spent for guidance services is not justified.

This is usually indicative of a lack of knowledge with regard to the functions of guidance services. In order to establish the good will of the community, steps must be taken to acquaint them with the program. This may be done through the students, interested parents, teachers, civic organizations, newspapers, and the radio and television. As a result the community should feel that they are a part of the program. In this way they are less likely to criticize. As a whole the community is in back of their young people, therefore, public relations should become a continuous process. The school can work

with the community to improve the services offered to their young people.

The role of the teacher.--Strengthening guidance services is of great importance. The teachers should be just as interested in the students as they are in the subject matter they teach. Although every teacher need not become a specialist in guidance services, his familiarity with what services are available is greatly important. The knowledge of guidance services should be provided through an in-service training program. In this approach the teacher may learn what can be done to help students and the important influence they have with each student. Although teachers may be too busy to participate in any given responsibility of the program, they may be able to include guidance information in their courses.

Teachers often do much more guidance work in their classes than they commonly realize. This was pointed out by a well-known authority on the subject of guidance services.

Within the broader meaning of guidance, teachers are guidance workers. Many times in their own work they have duties which overlap with those of the counselor and with those of the administrator. This does not make the counselors or administrators in the full sense of those terms. Teachers make their own contributions in the classroom to the guidance program. They are part of the same team joining administrators and pupil personnel specialists in the task of assisting individuals to become increasingly mature and productive members of society. Mortensen and Schmuller suggest the following definitive nature of teacher participation in the guidance services:

1. They cooperate with the school's administrator and counselor in carrying out those policies which are considered essential to the proper development of guidance services.
2. They provide a psychological climate conducive to the fullest development of each pupil, thereby placing pupils at appropriate developmental tasks.
3. They integrate occupational and educational information into their respective subjects.

4. They study pupils in order to learn and record pertinent facts about interests, aptitudes, behavior patterns, goals, values, and socio-economic status of the family. These understandings become the basis for providing appropriate learning experiences for each pupil.
5. They refer pupils with adjustment and planning problems to the counselor.

To the above a sixth function should be added: They should provide continuous practice and experience in solving typical life problems, and in making choices and decisions based upon collected evidence. In other words, they should teach the pupils to learn how to think through problems on their own initiative.<sup>5</sup>

In order to advance the guidance program the support of the administration and teaching staff is needed. With the school they need at least one specialist to direct the program and the cooperation of administration and faculty. A specialist should be able to provide the optimum guidance services for all students. In order to stimulate cooperation, the specialist should take the initiative in directing the program. Too much administrative interference should be avoided.

Counselor responsibilities.--Continuous efforts to improve the services should also be kept in mind. The guidance specialist, whether serving full or part time, is responsible for making the guidance program sufficiently flexible and adaptable to meet most of the problems of the local situation. The following includes definite responsibilities to be assumed by the specialists:

1. Counseling individuals
  - a. Helping individuals to understand their own personal assets, liabilities, and opportunities.
  - b. Aiding individuals to develop worthwhile personal objectives and to make and carry out plans for their achievement.

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5. Ibid., pp. 51-52.

- c. Helping individuals to work out solutions for their personal, social, educational, and vocational problems.
2. Assisting teachers
    - a. Helping teachers to secure information about individuals which will be of assistance in planning and conducting class work.
    - b. Assisting teachers in the use of tests and appraisal techniques.
    - c. Assisting teachers who are responsible for group guidance activities in planning and conducting such activities.
    - d. Assisting teachers to secure and interpret guidance materials suitable for use in various class situations.
    - e. Working with teachers in the solution of problems involving individual pupils.
  3. Contributing toward the general program of the school
    - a. Providing leadership in the planning and conducting of certain activities.
    - b. Participating actively in the school's curriculum development.
    - c. Bringing to the attention of the school staff effective mental hygiene techniques and procedures.
    - d. Participating in and contributing to the school's in-service training program for guidance.
  4. Assisting the school in working closely with the community
    - a. Acting as a liaison agent between the school and the community in making available to students and teachers all community services and resources.
    - b. Consulting with parents concerning the problems of individual children and youth.
    - c. Interpreting the school's program, particularly the guidance program, to community groups and individual citizens.
  5. Performing necessary administrative duties.<sup>6</sup>

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6. Ibid., pp. 52-52.

In providing guidance services a look toward the future is desirable in promoting the best type of program. Guidance workers should be concerned about providing more than just minimum services. They should attempt to utilize the best tests, tools, and techniques available. Futhermore, guidance workers should be constantly striving to improve themselves, particularly in their knowledge of guidance services.

## CHAPTER III

### PROVIDING TESTING SERVICES

Tests are fundamental to the success of optimum guidance services. It is through the use of tests that facts about students are obtained. Although this method is only one of several sources of information, it is the most accurate and time-saving. The use of tests may be regarded as a tool in providing optimum guidance services.

Functions of tests.--Testing in its relationship to guidance has a dual function:

1. The analysis of the individual to determine his abilities and limitations; and
2. The prediction of his probable capacity for learning and training in a specific field with consideration of his probable success upon completion of training.<sup>7</sup>

Use of tests.--With the above functions in mind attention should be directed toward proper use of tests given. Too often tests are given with little effort to actually make use of them. Prior to administering tests, clear-cut objectives should be established to determine the type of information desired. When problems may be peculiar to an entire group of students, a group test should be given. In the event a student has a particular problem, an individual test should be used. A testing program should be used for:

#### A. Classroom functions

1. Grouping pupils for instruction within a class.
2. Guiding the planning of activities for specific individual pupils

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7. Robert E. Carey, "Testing for Guidance Services," American Guidance Program Monographs, Number 10 (Boston: Research Publishing Company, Inc., 1953), p. 6.



3. Identifying pupils who need special diagnostic study and remedial instruction.
4. Evaluating discrepancies between potentiality and achievement.
5. Assigning course grades.

B. Guidance functions

1. Reporting progress to parents.
2. Building realistic self-pictures.
3. Helping the pupil with immediate choices.
4. Helping the pupil set educational and vocational goals.
5. Improving understanding of problem cases.

C. Administering Administrative functions

1. Forming and assigning to classroom groups.
2. Placing students transferred from other schools.
3. Helping determine eligibility for special groups.
4. Helping determine which pupils are to be promoted.
5. Evaluating curricula, curricular emphases, and curricular experiments.
6. Evaluating teachers.
7. Evaluating the school as a unit.
8. Improving public relations.
9. Providing information for outside agencies.<sup>8</sup>

To provide effective counseling services it is necessary that the counselor acquaint himself with the individual. This should include the individual's characteristics and potentialities. Consequently, a counselor must be able to determine what type or types of tests can best serve to identify the problem. Results of tests should be studied and used to help in guiding students as they progress in school. One part of the testing program is to provide information about all students such as: general scholastic ability, level of achievement, special aptitudes, and specific interests. In addition, tests should be provided to help individual students solve specific problems.

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8. Mortensen, Op. Cit., pp. 201-02.

Types of tests.--Although guidance specialists have drawn no conclusions on what can be considered an adequate testing program, one specialist has included the following tests as having an important place:

1. Scholastic aptitude tests.
2. Special aptitude tests.
3. Achievement tests.
4. The interest inventory.
5. Personality inventories.
6. Student problems inventory.<sup>9</sup>

One simple question may be asked about testing, that is, what is a test? One authority, Erickson,<sup>10</sup> states that a test is an objective, organized, and statistically refined, instrument or method to measure some specific skill, behavior, or set of characteristics, under standardized conditions.

With this in mind tests can be valuable in collecting the information desired. The proper interpretation of tests given is of great importance. Most tests are constructed for the purpose of group prediction. As a result it is unwise to rely upon them too heavily for individual prediction. Trained guidance workers should receive specialized training in test administration and interpretation.

Considering tests by themselves little is to be gained in meaning or value. It is by supplementing tests with other information that optimum services can be realized. A test is not designed to make a decision. Proper attention should then be given to the individual's home environment, his ability, his study habits, his motivations, and other pertinent data.

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9. Edgar L. Harden, How To Organize Your Guidance Program (Chicago: Science Research Associates, Inc., 1950), pp. 20-22.

10. Clifford E. Erickson, A Basic Text For Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 48.

Test selection.--Several factors involved in the wise selection of tests include the following:

When it comes to test, what questions should be asked? Content. Do test items related to the curriculum remain consistent with educational objectives, and are they appropriate for pupils? Comparability of Forms. Do interchangeable forms exist at each level, with a single set of accessories, instructions and norms? Norms. Are the norms based on nation-wide standardization to the population selected and controlled in terms of educational characteristics, age, grade, intelligence, and geographic location? Integration. Can tests be fitted with companion instruments into comprehensive evaluation programs? Interpretation. Can test results be easily expressed in meaningful, useful forms, with pupil profiles, diagnostic analyses, etc.? Administration. Do tests have clear illustrations and type with simple, complete illustrations for administration and scoring?<sup>11</sup>

Information to pupils.--One highly controversial question is the timely question of informing students as to how they did on the tests. Students should know their test results and in this way they may be better able to gain insight as to their ability and potential ability. To provide optimum guidance service some definite approach must be initiated to determine test interpretation. A good approach to decide how much and what information to give the pupil includes the following:

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11. Mortensen, Op. Cit., p. 185.

1. only the counselor should supply student with test results;
2. information should be precise;
3. information should be given only if the pupils can interpret it;
4. pupils should be ready for test results;
5. pupils should be willing to use tests results; and
6. the pupil should be able to take action on the information which tests give him.<sup>12</sup>

Scheduling the tests.--A pertinent question in providing guidance services is that of--how much testing should be done? Various authorities have indicated the types of tests to be given, however, few of them have actually stated the exact test to give, or the grade level. Rather than stumble in the process of establishing a planned testing program, it is advisable to determine what can be done to provide an optimum testing program. It is obvious that all types of tests could not be given at the beginning of the school year. Steps should be taken to see that some type of systematic schedule is carried out each year. Only in this way can the use of tests be significant in providing optimum guidance services.

A schedule such as the one following may serve as a guide for this purpose:

#### RECOMMENDED TESTING PROGRAM

Intelligence Tests:	Grade 9--Terman McNemar TMA Grade 11--Otis Self-Administering TMA
Reading Tests:	Grade 9 and 11--SRA Reading Record Grade 10 and 12--Gates Reading Survey
Problem Check Lists:	Grades 9 and 11--SRA Youth Inventory or Bell Adjustment Inventory Grades 10 and 12--Mooney Problem Check List
Interest Tests:	Grade 9--Interest Index Grades 10 and 12--Kuder Preference Record Grades 11--Cleeton Interest Inventory
Achievement Tests:	Grade 11--Cooperative test of Contemporary Affairs Grade 12--Cooperative English Tests.

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12. Carey, Op. Cit., p. 6.

Where current tests exist, each teacher should be encouraged to administer an achievement test in each class annually or at least every two years as a check on course content and to motivate students.<sup>13</sup>

It is to be pointed out here that there are many other tests and test programs and that this is only one recommended program. The testing program should be set up by the individual school to meet their own needs and this recommended program might be used if no other program is available.

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13. George E. Wilkinson, "Maximum Testing Program Required," (Macomb, 1955), p. 4. (Mineographed)

## CHAPTER IV

### PROVIDING INDIVIDUAL COUNSELING SERVICES

Types of problems.--There are numerous kinds of problems that concern high school students. These problems usually involve one or more of the following types: educational, vocational, social, and emotional. As a result these problems are quite often regarded as personal problems. Some may involve a high degree of confidence whereas others may be common with several students. Consequently, some types of problems may be partially helped in providing group guidance services. These would include educational, vocational and social problems which will be dealt with in the following chapter.

In some cases a personal problem may affect one or the other of the above mentioned types of problems. In this case one problem would be interrelated to another. This results in the fact that both individual and group services need to be provided to effectively help students and to provide services for an optimum guidance program.

In this chapter an effort will be made to establish the need for individual counseling services. This will include the best procedure to be followed as well as the dynamic aspects involved in the whole guidance program.

Classifying personal problems.--Among research workers an attempt to classify personal problems has been made. From studies by Humphreys and Traxler,<sup>14</sup> the following personal problems have been classified as most common:

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<sup>14</sup>. J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), pp. 347-48.

1. Problems related to physical health and constitutional development.
2. Problems related to social relationships (nature and extent of participation in social, civic, and recreational activities; likes and dislikes for other people; degree of harmony in social relationships; personal satisfaction obtained).
3. Problems related to emotional behavior (general emotional tones and actions in various situations; freedom from mental fears; mental and emotional self-sufficiency; feeling of self-confidence and self-reliance).
4. Problems related to home and family relationships (attitudes toward parents, brothers, sisters, or other relatives living in the home).
5. Problems related to sex, dating, courtship, and marriage.
6. Problems related to finances.
7. Problems related to ideals, morals, and religion.

Use of cumulative records.--Knowing and understanding the individual is of primary importance in providing counseling services. To develop and maintain an optimum guidance program, a system must be devised to gather accurate and reliable information. Since most schools maintain some type of a record system, it would be wise to determine if it is providing sufficient information for counseling services. To establish a relatively quick method of knowing students, records can be valuable and time-saving. Quite often this record folder is known as a cumulative record. The uses of cumulative records may serve several purposes, but for guidance services the following should be kept in mind:

The cumulative record brings together and collates all the information which the school has about each individual pupil. It is the strategic organizational device in the whole guidance program.

Equally important, the cumulative record is the main technique for the education of the faculty in the point

of view and the procedures of guidance. It should be accessible to the entire faculty of the school. If a principal or a counselor has information about a pupil that is too confidential to be made available to the entire staff, that information should be recorded in a separate place or not written down at all.<sup>15</sup>

Information about the student.--The next step would include the evaluation of data in the cumulative record to determine what can be done to help the individual. Any of the data that would help to understand the behavior of the individual would be helpful as well as other general information. Therefore, it is necessary to analyze and appraise data in an accurate and logical manner. All types of information are neither valid or reliable, nor do they provide enough information to form conclusions. Definite conclusions must be postponed until further information is gained about the individual.

Obviously the question of utilizing student informational data involves--what you need to know. Ideally, a complete and comprehensive record about the student would contain the following:

1. Home and social background.
2. The school history and record of classwork.
3. Growth and success in different fields of study.
4. Academic aptitudes.
5. Health.
6. Educational and vocational interests.
7. Special aptitudes.
8. Personality.
9. Plans for the future.
10. Personal problems.<sup>16</sup>

Analysis of the individual is a dual process. It involves collecting facts and interpreting or understanding them. A concern for the reasons

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15. Arthur E. Traxler, "How to Use Cumulative Records," The Manual for the SRA Cumulative Record for Junior and Senior High Schools (Chicago: Science Research Associates, Inc., 1947), p. 12.

16. Harden, Op. Cit., pp. 17-18.



for an individual's behavior is one of the basic requirements for individual counseling. By helping the individual to understand himself better, he may be in a better position to solve future problems. This also helps teachers, counselors, and others to be of greater assistance in meeting the individual needs of students.

Obtaining further information about the student may be gained through various tests as discussed in the previous chapter. Non-testing techniques for studying individual students must be considered too. Tests do not give all the information desired, therefore, supplementary techniques should be initiated and utilized. Counselors can best judge students on the basis of a combination of objective and subjective evidence. Assuming a counselor possesses both training and experience, it is safe to assume that he is capable of evaluating the data necessary for individual counseling.

Purpose of individual.--The most effective device in helping students with problems is the interviewing process. To begin with, a counselor should study what information he has already gained about the student. This may be followed by an individual interview with the student. The first step in the interview is the process of establishing rapport which will permit mutual understanding between the individual and the counselor.

By using the non-directive method the counselor can bring to light facts about the personality of the individual which may be bothering him. If properly conducted, the interview can be most valuable. A technique in learning what is needed to know is understanding student problems. As a result the process of helping the individual student

has begun. Several ways of getting information about the individual student includes the following:

1. Anecdotal Records.
2. Autobiography.
3. Diary.
4. Rating Scales.
5. Questionnaires.
6. Informational Interview.
7. Sociometric Techniques.<sup>17</sup>

The purpose of individual counseling services must be kept in mind. It is the aim of the counselor to do as much as possible in helping individuals solve their problems. Usually the counselor is able to assist the student directly, but in some cases referral to another person is necessary. The establishing of rapport permits the counselor to make suggestions that could not be made by a stranger. Many times a counselor can provide assistance to the student. He may provide information about occupations, vocational aptitudes, remedial reading, speech therapy, and other types of information. The counselor must realize his own limits and his own capabilities for providing individual services. Consequently, he should be familiar with other sources of information for which referral can be made.

The objective in providing individual counseling is to help students achieve optimum success and satisfaction. As a result the counselor serves to help the individual choose goals and solve problems that he is potentially capable of doing. By promotion of the best counseling services an optimum guidance program is partly attained.

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17. Andrew and Willey, Op. Cit., pp. 153-57.

## CHAPTER V

### PROVIDING GROUP GUIDANCE SERVICES

Services and activities.--Group activities are the most effective means of providing the incidental services necessary for the successful operation of a guidance program. If the instructional staff does not provide these services, it should be assumed by the guidance program. One of these basic services is that of orientation. By various techniques much can be done to acquaint the new student with his school. The purpose is to help each student understand and feel at home in the new school situation. This may apply to students new in the community or to those who have transferred from the elementary school to the high school. A program of this type helps students meet adjustment before minor problems can become major ones.

Group guidance services usually include activities which are somewhat common to all students. This may range from discussing study habits to social etiquette. These group guidance services may be provided for by the instructional staff under the direction of the guidance counselor or director. One commonly acceptable procedure is that of providing homeroom assignments. In this way students become acquainted well enough with one teacher who can select and determine which ones of his group can profit from individual counseling. The homeroom teacher would then coordinate with the guidance counselor and set up an appointment along with giving information about the student.

Of all possible terms, that of 'group guidance' is by far the best. 'Group guidance' has the greatest specificity of meaning, and it is most widely accepted by workers and writers in the field. Moreover, it is most widely preferred to the term 'group work' because the latter refers to work other than that dealing with guidance matters.<sup>18</sup>

It should also be noted here that group guidance must be distinguished from group therapy. Group therapy is that phase which deals with the emotions of the individuals under treatment and is an entirely different field from that of group guidance.

Some general principles governing group guidance, as applied to the instructive group-approach, were developed by the National Association of Guidance Supervisors and Counselor Trainers at their 1957 workshop which was held in Detroit. Following is a summary of their conclusions:

1. Group-guidance procedures are only a part of the whole guidance program.
2. An effective group procedure is based on felt needs of students.
3. Group guidance utilized the fact that peers influence one another.
4. Group-guidance procedures should be characterized by a permissive atmosphere, as far as possible.
5. Group-guidance procedures should follow carefully validated research data on child growth and development.
6. Group-guidance procedures share the responsibility for providing common elements of environment for the group.
7. Group-guidance procedures require careful preparation on the part of any individuals assigned responsibility for them.
8. Counseling and inter-personal influence are mutually important to the group-guidance program.<sup>18</sup>

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18. Humphreys and Traxler, Op. Cit., p. 185.

19. Mortensen, Op. Cit., pp. 296-97.

The question may arise as to the importance given to group guidance. One authority gives several examples for the significant values resulting from this type of program, they are:

1. Group guidance is efficient.
2. Group guidance multiplies contacts with students.
3. Group guidance offers students the opportunity to discuss common problems.
4. Group guidance helps improve students' attitudes.
5. Group guidance aids the normal students.<sup>20</sup>

Homeroom.--One approach to group guidance is through the use of homeroom teachers and counselors. The homeroom teacher can be a very helpful individual in the optimum guidance program. A teacher-counselor can help the individual directly or can refer the individual to someone who can be of help. In terms of favorable outcomes the following should be kept in mind:

The aim of counseling is self-realization for a social purpose. This involves helping the individual to understand what he can do and what he should do, to strengthen his best qualities, to handle his difficulties rationally, to find suitable channels for emotions, and to move toward his more acceptable self.<sup>21</sup>

The use of tests may be very helpful in providing group guidance services. This information has been mentioned previously, however, emphasis should be placed upon the fact that much of the group testing can be done within the homeroom group. For example, use of a questionnaire may be helpful in identifying students problems. One that is acceptable is the "Mooney Problem Check" which classifies the various types of problems. The use of this questionnaire when administered to an entire

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20. Humphreys and Traxler, Op. Cit., pp. 187-88.

21. Ruth Strang, Counseling Technics In College and Secondary School (New York: Harper and Brothers, 1949), p. 15.

group may be followed later by an individual interview or perhaps in a group situation if the problem is common to the group.

Occupational and educational.--It is fundamental to the optimum guidance program that provisions be made for providing occupational and educational information. This may be stimulated by activities centering around the homeroom situation. These activities should include films that are concerned with occupations, pamphlets, handbooks, field trips, and class discussions. It is worth-while to consider the need for a course in occupations. The various specialists in guidance have generally indicated that the ninth grade is the proper time and place for such a course. This would be followed by helpful assistance for each student to investigate and make definite plans for an occupation by the time of graduation. Therefore, attention should be given on an individual basis as well as on a group basis.

There has been increased acceptance for the inclusion of occupation courses in secondary schools. Some of the concepts involved in planning for this type of service includes the following:

Courses in occupations should be taught by certified counselors, who should appraise and counsel the students they teach. Self-appraisal should be combined with the study of occupations. Provision should be made for drop-outs as well as graduates. Employment opportunities in the local community should receive considerable attention. Teaching methods should include follow-ups of contacts with workers in various occupations. Course content should include the problems of finding a job, and essential information about labor legislation.<sup>22</sup>

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22. Nancy D. Stevens and Robert Hoppock, "High School Courses in Occupations," The Personnel and Guidance Journal, XXXIV, (December, 1955), p. 212.

Supplying youth with adequate educational and occupational information should be one of the basic functions of the optimum guidance program. It is generally agreed among guidance workers that all students can profit from educational and vocational information. With this in mind, the utmost effort can be made to help the so called normal students as well as those with specific problems.

Social adjustments problems.--It is necessary that attention be given to help students with their social problems. This may be included in group guidance service since many high school students may have the same or similar problems. Types of problems in the area of social adjustment about which youth are most concerned are these:

1. How best to get along with boy or girl friends.
2. How to feel socially accepted.
3. How best to entertain.
4. How best to choose friends.
5. How best to get information and make decisions about love and marriage.
6. How to secure facilities for recreation.
7. How to dress.
8. How to acquire social ease.
9. How often to have dates; when to get home.
10. How best to meet people.<sup>23</sup>

The discussion method is one approach to helping students meet these types of social adjustments. Other methods would include films and pamphlets related to these topics. In some cases the person in charge of a group may find it best to talk to the student individually or refer him to the high school counselor.

Principles of group guidance.--Group guidance can be thought of as essential to the welfare of the students and to the benefit of the

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23. Wilson Little and A. L. Chapman, Developmental Guidance in Secondary School (New York: McGraw-Hill Book Company, Inc., 1953), pp. 12-13.

teachers in their relationship to them. One authority points out that the key principle involved in group guidance includes the following:

1. Group guidance should have motives, purposes and points of view that are the same or similar to those of individual guidance.
2. Group guidance should be regarded as a supplement to counseling, and as a substitute for it.
3. In group guidance, the leader should be on the alert for means of encouraging certain members, of the group to seek individual counseling assistance.
4. In group guidance, the students constituting the group should be relatively homogeneous in certain respects.
5. In group guidance, the teacher-counselor should introduce a unit or project at the time that seems most appropriate for his students.
6. Group guidance should be given the importance that it deserves in the school's total educational program.
7. In planning group guidance, the administrative head of the school should allocate an adequate amount of time and a desirable time of day for this type of education.
8. In group guidance, the administrative head of the school should provide adequate educational materials and devices, and sufficient physical facilities for group work.
9. The teachers or other staff members responsible for group work in guidance should be thoroughly qualified for this type of work.
10. Group guidance should be considered as one means by but not the only means of guidance.<sup>24</sup>

One of the most vital points concerning group guidance is that an attempt has been made to help students solve their problems. Although all students will not be helped to the same degree, it may stimulate the individual to appraise his ability, personality, and behavior. This may give him the attitude often considered necessary for individual counseling. The effectiveness of group guidance can hardly be measured in terms of the group. Consequently, no attempt will be made in this study to deal with a follow-up program to determine the effectiveness of group guidance services.

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24. Humphreys and Traxler, Op. Cit., p. 185.



## CHAPTER VI

### SUMMARY

The various guidance services are many in number and from that group the ones discussed in this paper have been selected in relation to planning and organizing an optimum guidance program. The services that have been discussed are those considered important by workers in the guidance field.

Guidance as a responsibility for the teachers and administrator presents many difficulties. As a result, it is desirable to employ a trained specialist in the field of guidance. It is the responsibility of this specialist to integrate guidance services with the curriculum. Consequently, it is necessary that definite procedures be followed in providing optimum guidance services.

The results of this study indicated that a course of action should be followed to fulfill the purposes and objectives involved in providing optimum guidance services. The following items have been selected as those which serve to identify the principles involved:

- (1) The administration should give support to the program.
- (2) The specialist who is responsible for guidance services should provide leadership in coordinating as well as performing specific guidance duties.
- (3) Qualified guidance personnel must serve as the basis for all organizing and administering the services.
- (4) The guidance program and the curriculum must supplement each other.
- (5) It is necessary to select the services that are considered the most important for student needs.

(6) A planned testing program must be initiated to provide necessary information about students.

(7) The time for counseling must be planned and organized as well as limited.

(8) An adequate cumulative record for each student is necessary.

(9) Counseling must be thought of as the basis for meeting individual needs of students.

(10) Counselors must provide individual counseling to be able to help students in solving their own problems. This would particularly apply to problems of emotional adjustment.

(11) Referral of students must be made by teachers and the administrator.

(12) Group guidance must reach all students and provide opportunities for student growth. This should include vocational, educational, and social growth.

(13) Group guidance should not be an end in itself, but should supplement individual counseling.

(14) Appraisal of the guidance services should be made periodically. In this way methods for improvement may be realized to accomplish the purpose of providing optimum guidance services.

The success or failure of a particular organizational plan will depend very definitely upon faculty recognition of the need for guidance services in their school. The classroom teacher's cooperation is the indispensable link in the administration of guidance. Probably the classroom teacher does the greatest amount of guidance because of his guiding influence upon the students with whom he contacts every day in regular classroom work.

Guidance programs in the past have tended to neglect the role of the teacher. However it has now become evident that specialists alone cannot operate the guidance program in the school. It is the teacher who arranges the subject matter, directs the course of learning, and interprets the goals which have been set up for him. Therefore, it is necessary under an optimum guidance program to have the cooperation of the public, parents, administrators and board, teachers and the trained specialists to make the program of guidance a success.

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