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THE HIGH SCHOOL PRINCIPAL'S ROLE IN THE
GUIDANCE PROGRAM AND THE SERVICES
PROVIDED TO THE PRINCIPAL BY
THE GUIDANCE COUNSELOR

(TITLE)

BY

William W. Patterson

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William W. Patterson

Princeton, Illinois

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CHAPTER I

INTRODUCTION

Problem

The purpose of this paper is to determine the responsibilities of a principal in a guidance program. The principal's role in guidance is an important one. As head of the school, he has the responsibility for providing the staff with adequate facilities for these guidance services. Without his support and understanding, a successful guidance program could never be accomplished.

Scope

This study is primarily concerned with the principal's responsibilities for providing an adequate guidance program and also the procedures for establishing this program in the building or buildings in which he must provide leadership.

Definitions

Administrative leadership--leadership in all the techniques and procedures employed in operating the educational organization in accordance with established policies.

Anecdotal record--a series of notes containing exactly what a child said or did in certain situations.

Articulation--the process of arranging the instructional programs of the successive grades and divisions of the school system that a closely interlocking, continuous, and consistent educational environment is provided for each pupil as he progresses through the system.

Attendance records--collected data relative to the attendance of each pupil, showing absence and tardiness, most frequently kept in registers in the principal's office.

Autobiography--a structured or unstructured device for securing an inventory of a pupil's background, interests, and activities.

Budget--an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

Counselors--those persons who assist individual students to make adjustments and choices especially in regard to vocational, educational, and personal matters.

Cumulative record--an individual record for each pupil that is kept up to date by a member of the counseling staff and which includes educational, social, vocational, and health data.

Dropout--a pupil who leaves school before graduation.

Follow-up study--information collected about a student at some period after a counseling contact in order to estimate the effects of the contact.

Individual counseling--personal help given an individual in solving a problem by gathering all the facts

together and focusing all the individual's experience on the problem.

In-service training--training which is designed for persons already on the job.

Orientation--the process of making a pupil aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation.

Personnel--the administrative and supervisory officials and teachers employed in a school system in order to carry on the educational program.

Principal--the administrative head and professional leader of a school division or unit, such as high school, junior high, or elementary school, usually subordinate to a superintendent of schools.

Psychologist--one trained in psychology who is able to conduct research in this field or to apply the science in professional practice.

Questionnaire, guidance--a series of written questions to be answered in writing by present or former students, requesting information significant in the guidance of individuals or in formulating a program of guidance.

School social worker--a staff member who is assigned responsibility for assisting in the solution of individual adjustment problems through work with homes and community agencies and organizations.

Sociometrical devices--check list, scales, and tests used to study the psychological reactions of certain pupils in relation to others.

Standardized tests--a test in which norms have been established, uniform methods of administering and scoring have been developed, and which can be scored with a relatively high degree of objectivity.

Test scores--a measure obtained from an examination or quiz, or any other kind of a device or procedure for measuring ability, achievement, interests, etc.

Welfare worker--the person whose responsibility is to recognize and then help organize charitable efforts on the part of the more prosperous element of a community to improve the living conditions, health, morale, etc., of the less fortunate pupils living in the community.¹

Need for the Study

The author of this paper believes there is a definite need for a study of this type. Very little is written about the principal's role in a guidance program but all authors writing on the subject of guidance maintain that the principal's role is an important one. If a guidance program is to be successful in our schools then the principal must not only be in favor of such a program but must also understand his role.

¹The meanings to the preceding definitions were taken from: Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959)

Method

The method the author used in obtaining data for this paper was primarily library research. However, the author did contact and interview two high school principals. One has recently inaugurated a guidance program, and the other has had an established guidance program for a number of years.

Sources of Data

The sources of data used in this paper were obtained through extensive readings in books, periodicals and bulletins that were written pertaining to guidance problems. The author then took those problems that related to the principal's role in the guidance program and brought them forth in this paper.

CHAPTER II

SERVICES A GUIDANCE PROGRAM SHOULD PROVIDE

Objective of Guidance Services

Guidance is part of the larger and more inclusive institution of education. Therefore, the major objectives of guidance and of the school are identical: the preparation of desirable citizens for our society.

The term guidance refers to a variety of services which have the common objective of helping pupils become increasingly self-guided in the maximum utilization of their talents and opportunities. In a good guidance program the following services should be included: services to pupils in groups, services to pupils as individuals, services to the instructional staff, services to the principal and other administrative officials, and research services.

Guidance Service for Pupils

Guidance services to pupils in groups must provide for the processes of orientation and articulation. Tours of the school, student handbooks, and assembly programs are devices sometimes used to orient new pupils. The home room could be of value in the orientation process if the pupils have an opportunity to participate and get help with what they consider is important. Whatever the means used, the

purpose is to help each pupil understand and feel at home in the new school. A successful orientation program will provide help to pupils with minor problems before they become major ones.¹

The articulation services exist between the sending and receiving schools. The major purpose of this service is to provide a continuous flow of information about pupils between the two schools. This should help the pupil bridge the emotional gap that accompanies any transfer.

Counseling is the most important service provided for the individual pupils.

Counseling provides a relationship in which the individual is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice.²

Guidance Services for Instructional Staff

The guidance program should facilitate the work of the instructional staff in at least three ways. It should assist the teachers in their attempts to understand their pupils. Another service to the instructional staff is the more formalized in-service training activities. This training should help teachers improve their skills in analyzing, understanding, and doing something about pupil

¹Clifford P. Froehlich, Guidance Services in Schools, (New York: McGraw-Hill Book Company, Inc., 1958), pp. 13-15.

²Ibid., p. 16.

behavior. The third way in which guidance services can be of help to the instructional staff is that a counselor is available to whom teachers may refer pupils. All teachers do not have the time, qualifications, or desire to counsel.¹

Teachers have a responsibility for contributing to, as well as utilizing, the guidance services in the school. They are in an excellent position to observe pupil behavior and they may also assist in many of the parent and/or pupil conferences.

Guidance Services for Administrative Officials

The emphasis in recent years upon democratic administration has emphasized the principal's leadership role. The guidance program has much data regarding each pupil that can be of significant value to the principal in planning the curricular development of the school. Some pupil problems can be met through the instructional services provided by the school. The guidance program has a responsibility for summarizing its findings and presenting those findings to the principal for consideration as the curriculum of the school is being built.²

Counselors, by the very nature of their work, must seek information about the community. They get this information from home visits, personal contacts with employers, and

¹Ibid., p. 18.

²Ibid., p. 19.

by studying the community's occupational status. A well planned guidance program can be one of the most important lubricants for reducing any friction between the school and the community. This is truly a service to the principal and instructional staff.¹

Guidance Services in Research

The final service of a good guidance program is in the field of research. One of the most important research projects is the follow-up study for both graduates and drop-outs. By studying the follow-up research the guidance program can be evaluated in the light of its successes or failures.

Another service of research is to study the occupational opportunities in the community and summarize their findings. These findings should be made available to all present and former students.²

Need for Increasing Guidance Services

The increased need for guidance services is a fairly recent development which can be attributed to several factors, such as: increased enrollments, the changing occupational scene, the changing social pattern, emphasis on individual differences, and the increased emphasis on home-school relations.

¹Ibid., p. 20.

²Ibid., p. 21.

The demands on our schools for increased educational attainment have resulted because of our increased secondary school population coupled with a major increase in the total population since World War II. As a result of this increased enrollment the instructional staff has become increasingly perplexed for ways and means of providing an equal educational opportunity for every pupil. A well-planned guidance program should be of primary assistance to the school staff in overcoming this problem.¹

The changing occupational scene has presented serious problems in providing an adequate educational program. The change from a ten hour day to an eight-or six-hour work day, the change from direct work in production to supervision of machinery, and the change from a few major occupations to thousands of specialized jobs are but a few of these problems. Adequate preparation for the decades ahead necessitates the need for services that are directed at helping the pupil to assess himself and to plan realistically for the future.²

The pattern of our society is constantly changing. Our social life today parallels our industries as contrasted with the agrarian society of fifty years ago. To allow tomorrow's generation to meet this changing social pattern without helping them develop wholesome attitudes toward

¹Raymond N. Hatch and Buford Steffle, Administration of Guidance Services, (Englewood Cliff, N.J.: Prentice-Hall, Inc., 1958), p. 26.

²Ibid., p. 27.

change would obviously be an educational error. This preparation of pupils can be met if a well-planned program of services are available to them.¹

The emphasis on individual differences demonstrates the wide range in personal characteristics, such as: their physical development and rate of maturation, their educational achievements and psychological development, and their development of interests patterns. If the instruction of these pupils is to be made meaningful to them, a program must be developed to identify the unique characteristics of each pupil and to suggest ways of meeting these particular characteristics in an improved instructional program.

The school as a community agency is but one agency available to extend the educational responsibilities of the home. There has been an increased emphasis on home-school relations which would indicate that the school is playing an increasing role in the coordination of the pupil's educational activities. This coordination of activities is becoming a major concern of the school principal. Leadership in this important development in education may be found in an adequate program of guidance services, especially if these guidance services include close home-school relationships.²

¹Ibid.

²Ibid., p. 28.

CHAPTER III

THE PRINCIPAL'S RESPONSIBILITIES AND PROCEDURES FOR ESTABLISHING A GUIDANCE PROGRAM

Providing Facilities for Counseling

Strong administrative leadership is essential to insure proper guidance services and their integration in the total educational process. There is no substitute for a principal who not only knows how, but why and where guidance is moving. The principal has the responsibility of providing guidance services that are included in the realistic basic planning of the school system. It is vitally important for the requirements of effective guidance services to be held in mind when the school plant is being planned and the budget apportioned.

Each of the various guidance activities requires its own appropriate materials, personnel, and facilities of space and equipment. Such facilities must be planned in advance and provided for in the budget. If individual counseling is to be an important school function, the school must provide qualified counselors with time and facilities in which to work efficiently. Counseling is a moderately specialized service and cannot be carried on without sufficient funds. Guidance must be respected in

the school budget and in the selection and assignment of personnel and must have a definite place in the school plant and in the organizational structure.¹

Like the rest of the faculty, guidance workers need adequate school space, equipment, and supplies in order to perform their specific duties. In providing for these facilities, the principal should keep the following points in mind:

1. A private and comfortable place for interviewing.
2. Easy access to cumulative records.
3. A file for personnel folders.
4. Easy access to educational and occupational information files.
5. A room for testing and for small group conferences.
6. A storage space for tests and other materials.
7. A phone, to call pupils, parents, and community agencies.²

Many school principals have been accused by the guidance staff of being reluctant to implement a program of guidance services. In many cases this may be due to the sheer stubbornness of the principal, but in a vast majority of cases the guidance workers themselves have failed to:

1. Present the guidance services as means of facilitating the instructional program.
2. Explain the whole scope of the guidance program in meaningful terms.

¹Henry B. McDaniel, Guidance in the Modern School, (New York: The Dryden Press, 1956), pp. 35-36.

²Clifford E. Erickson, A Practical Handbook for School Counselors, (New York: Ronald Press Company, 1949, p. 185.

3. Identify exactly what will be needed or give an estimated budget for such a program.

These three obligations must be answered by the professional guidance worker before he can condemn the principal for evading his responsibilities.¹

Cost of Guidance Services

The "What?" and "Why?" of the guidance program are found in generous quantities in professional literature. However, the specific information as to the actual cost is very hard to locate either in hypothetical or factual context.

The range of programs and services has made it quite difficult to ascertain cost figures, but the guidance worker needs at least some general guides if he is to fulfill his obligation to the administration for the acceptance of the program.²

A general approach to costs may be the most effective way to attack the program as submitted by Mathewson.

If we calculate that society pays from \$3,000 to \$5,000 for educating an individual through twelve grades of schooling in the better communities, the insurance rate for safeguarding this social investment, comprised in the guidance expenditures, is indeed low: not more than 5 per cent.³

¹Hatch and Stefflre, op. cit., p. 245.

²Ibid., p. 247.

³Ibid.

This information may be helpful in a general way, but a prudent principal will seek more specific information before embarking on a major addition to the educational program.

One of the most complete studies to date of the cost of guidance services was made by Crosby.¹ Ten public high schools that had organized guidance programs just recently were surveyed as the first part of the study. The costs were estimated for both materials and personnel that were clearly identified as part of the guidance program.

The combined results of this survey revealed to be \$10.48 per student in average daily attendance or 3.4 per cent of the average annual instructional expense of the schools. In these ten schools the average ratio of personnel costs to materials costs was twenty to one. This would indicate that counseling is a very important part of their program. The results of this study indicate an average cost well below the five per cent suggested by Mathewson.

As a final step in the investigation, questionnaires were sent to 379 public high schools in California and replies from forty-four per cent of the schools were received. The California Test Bureau has published a brief description of the Crosby study on the following page.

¹Ibid., p. 248.

AVERAGE COST OF GUIDANCE PROGRAMS IN SCHOOL SYSTEMS OF VARIOUS SIZE
WITH RESPECT TO VARIOUS EDUCATIONAL FUNCTIONS AND FACTORS*

Educational Function or Factor		33-300	301-700	701-1200	1201-1800	1801-2850
Personnel Expenditures		\$1,891.00	\$4,786.36	\$6,503.50	\$15,676.00	\$14,818.25
Test Expenditures:						
Vocational tests		15.50	28.20	59.40	57.70	131.00
Intelligence tests		6.00	90.00	113.50	45.00	46.50
Personality tests		7.00	1.75	5.25	24.50	70.00
Achievement tests		6.75	6.75	20.25	78.75	112.00
Total test expenditures		33.25	126.70	198.40	205.95	359.50
Total average cost of guidance program		1,926.25	4,913.02	6,701.90	15,881.95	15,177.75
Average annual total school expenditure		81,817.92	210,560.00	307,021.00	526,099.00	606,865.00
Average per cent guidance program is of total annual school expenditure		2.3 per cent	2.3 per cent	2.2 per cent	3.0 per cent	2.5 per cent
Average cost per student for guidance program per A.D.A.		12.58	10.51	7.80	10.72	6.87
Average guidance time allowed per A.D.A.		1hr. 50min.	1hr. 27min.	1hr. 26min.	1hr. 40min.	1hr. 29min.

*Courtesy Joseph W. Crosby, The Cost of Guidance Services in Selected High Schools (Los Angeles: California Test Bureau)

Record-Keeping

A cumulative record form may have been selected with utmost care but becomes a clerical monstrosity if the staff makes mechanical entries with little or no insight into the meaningfulness of the information. To offset this possibility, several administrative problems must be met and adequate answers found.

Although the principal may not be directly concerned with keeping cumulative records or collecting and recording data, he should nevertheless be concerned with the procedures and problems involved. The administrative problems to be solved in the maintenance of the cumulative record may be divided into the following five groups:

1. Problems related to collecting and recording pertinent information.
2. Problems related to entering, screening and summarizing information.
3. Problems related to the proper storing of records.
4. Problems related to increasing staff interest in the records.
5. Problems related to filing and transferring inactive records.¹

Some of the most important data for the cumulative record in which the principal is very interested is collected automatically in the regular routine of the school day. Such information as attendance records or basic information pertaining to pupil identification must be readily available in the schools. Other information requires special forms and

¹Hatch and Stefflre, op. cit., pp. 185-186.

activities if it is to be obtained. Plans must be devised to collect and record data such as the family history, home environment, test scores, relationships with others, reports of behavior, and out-of-school activities. Careful consideration of the techniques used to collect this information will reduce duplication and costs and will increase its use. Some of the techniques used by guidance workers are: the questionnaire, the autobiography, the anecdotal record, standardized tests, and sociometrical devices.¹

A major part of any record-keeping system is the technique used in screening, summarizing, and entering information that becomes a vital part of the cumulative record.

An information program that has been carefully planned and properly introduced to the staff should reduce the problems of screening to a bare minimum. Screening of information should include periodic checks to see whether the information collected includes strengths as well as weaknesses about each pupil.

Summarizing is usually done to conserve space in the record, but the space saved is not always worth the cost. A well-planned record with careful supervision will eliminate the space problem, which is the only valid argument in favor of summarizing information.

¹Ibid., pp. 186-189.

Entering information from grade reports may be transferred to the cumulative record quite effectively by clerical employees. Anecdotal records, autobiographies, sociometric tables, and similar information require filing only and may be done by the staff member responsible for the supervision of the pupil's record. Test information and more confidential information requires more careful handling and should be entered by the individual assigned the supervision of the individual student's record.¹

One of the problems that must be faced in a program to increase the staff use of information is that of the legal aspects. Many staff members may be aware of this problem; others may place the entire guidance program in jeopardy by innocent but libelous statements concerning confidential information about certain pupils. For this reason the principal must assume the responsibility to review the limits within which staff members may use pupil information without fear of libel or slander suits.²

The concepts that qualify staff members for protection in the category of privileged communication are the duty, interest, and inquiry involved. The guidance worker who has an assigned duty in the interest of the welfare of the pupil and of society can communicate with another person with corresponding duty or interest and be protected by the privilege.³

¹Ibid., pp. 189-193.

²Ibid., p. 196.

³Ibid., pp. 196-197.

A cumulative record that is started in the elementary school should be transferred to the junior high school, the senior high school, and to the community college if one is a part of the same district. This type of transfer service of guidance records eliminates the duplication necessary to start another record and makes the record a cumulative record in a literal sense.

It is not advisable to forward the cumulative folder to another district as an automatic procedure. A letter to the principal of the new school in which the availability of the record is made known would seem advisable. If the new school wants this information, it will be requested and, in all probability, be used in an appropriate manner.

The disposition of the cumulative record of the graduate or drop-out usually poses a storage problem for the school district. Some of the larger schools use microfilm, but it seems unlikely if this service will be readily available to all schools for some time because of the initial expense involved in obtaining this equipment. In the meantime the principal must develop appropriate policies for filing the records of terminal students.

Most of the inquiries that require referral to the cumulative record accrue during the first ten years after a pupil leaves school. At the end of this ten year period the entire folder may be destroyed. If administrative records have not been kept, the administrative information should be

transferred to a small file card.¹

Scheduling Guidance Services

In most schools, teachers and principals have full schedules. If the educational objectives of a system are actually to be realized in the daily rush and routine of school, it is necessary for the principal to allow ample time for counseling in the daily schedule. There is no definite answer to how much time is needed for counseling, but two hours of counseling time per counselee per year is a fairly adequate program to get started. If there is more than one counselor in the school system, it is necessary to determine whether to arrange the schedule so all the counselors have a free period in common so that they may meet together, or whether the schedule should be staggered so that a counselor would be available each hour of the day.

Interviews should be scheduled far enough in advance to permit the counselor to have time to study the pupil's records and arrange to have the time free from interruption. As a rule, those pupils who show a definite need should be scheduled first. But care should be taken not to do this to the extent that the pupils get the idea that the guidance program was just for those who had misbehaved, who were obviously maladjusted, or who were having trouble making their grades.

¹Ibid., pp. 198-199.

CHAPTER IV

THE PRINCIPAL'S RESPONSIBILITIES FOR IMPROVING THE GUIDANCE PROGRAM

Recognizing the Needs of a Guidance Program

The principal, as the official responsible for the entire educational effort of a school or system, must make sure that guidance needs are recognized and met. In different areas of the country, among people of different backgrounds, the problems of children will differ. Therefore, the organization of a good guidance program should begin with the study of the problems and needs of the children in the school in which the guidance program is to operate.¹ The principal must not only recognize the need for a guidance program in the school, but he must also make his staff aware of the needs and values of guidance. Within the broader meaning of guidance, teachers are guidance workers. They make their own contributions in the classroom to the guidance program. They are part of the same team joining principals and guidance specialists in the task of assisting individuals to become mature and productive members of society.

¹Merle M. Ohlsen, Guidance, An Introduction, (New York: Harcourt, Brace, and Company, 1955), p. 7.

Guidance services should be co-ordinated throughout the school. In a well organized program, teachers, specialists, and principals work together to contribute to the welfare of the pupils.¹

The principal has the responsibility of making the staff cognizant of the values, functions, and problems of the guidance services. The work of any guidance program, no matter how well provided with specialists, cannot be carried on effectively in the school unless the entire faculty understands and sympathizes with the objectives of the program. There must be an acceptance by the principal and staff of the guidance principles and there must be active participation in the program by all.²

In setting up the working machinery for a guidance program, someone must take the initiative in getting the program started and in keeping it going. This may be achieved best through a guidance committee, which helps staff members develop a program out of their experiences in helping pupils.

Good guidance starts with a good principal-teacher relationship. If an improved guidance program is being

¹Ibid., p. 17.

²Franklin R. Zeran, "The Roles for the School Board Member, Superintendent, Principal, and Classroom Teacher in an Effective Well-Integrated Guidance Program", The Bulletin of the National Association of Secondary School Principals, XLIII (December, 1959), pp. 93-98.

sought, the principal may appoint a guidance committee to study the school's guidance needs.

The principal may arrange for a resource person to work with this committee. This resource person may be a psychologist or guidance specialist from the school staff, a psychologist or specialist from a nearby college, or an appropriate member of the state department of education. The resource person should be at the meetings only when it is discovered that questions have come up which only this person can answer. It is extremely important that the program the committee recommends is the committee's program, not the resource person's. When the committee has finished their recommendations, it is the principal's responsibility for carrying out these recommendations to the best of his ability.¹

Qualifications of Guidance Personnel

The success or failure of a particular organizational plan will depend very definitely on the personnel available to carry through the responsibilities. It is therefore most important that these individuals be carefully selected and employed as educators qualified for such duties.²

The qualifications for all personnel applying for a guidance position should be studied carefully. The

¹Henry J. Dupont, "The Principal and the Guidance Program", Educational Administration and Supervision, XLIII (October, 1957), pp. 359-360.

²Ohlsen, op. cit., p. 8.

candidate's ability to get along with students as well as with the members of the staff should come high on the list of qualifications. Counselors should be certified as teachers and should have had several years of successful teaching experience at the level where counseling is to take place before being considered for appointment. The minimal preparation should be a Master's degree in a program of counselor preparation. This should include courses such as or similar to: Principles and Practices of Guidance Services; Counseling Techniques; Occupational and Educational Information; Psychological Tests and Testing; Mental Hygiene; Individual Differences; Exceptional Children; etc.¹

In addition to the responsibility of hiring the right teachers or counselors, other school personnel are involved in guidance efforts and must be selected carefully; the school nurse, who is responsible for the physical welfare of the students; the school doctor, who serves as a medical consultant and examines students; the school psychologist; the social worker; and the welfare worker. It is important for the principal to remember in recommending the hiring of personnel to the board, that to have an effective guidance program, the staff must be able to work together. Only when the members respect each other, understand what they can expect from each other, and play an

¹Zeran, op. cit., pp. 93-94.

active role in defining policies, will they cooperate in providing the most effective services. Throughout guidance activities, from the teacher working with his class to the principal working with his staff, effective relationships are needed to make the guidance program run smoothly. Both the principal and the staff must assume responsibility for building these relationships.¹

In-service Training

Regardless of how well a guidance program is organized and how successful it seems to be, the principal should realize that in order to keep this well balanced program in progress, he needs to encourage members to continually improve their ideas, methods, etc. There are many ways to do this, such as:

1. Extension courses in guidance.
2. Attendance at summer schools.
3. Guidance workshops.
4. Staff meetings.
5. Observation of guidance plans at work.
6. Current literature on guidance through newspapers and magazines.²

The staff of a school must have reached a point in their thinking and planning where there is an expressed need for further training in the skills, knowledge, and philosophy underlying sound guidance practices. If this situation does

¹Ohlsen, op. cit., p. 8.

²Harold F. Cottingham, Guidance in Elementary Schools, (Bloomington, Ill.: McKnight & McKnight Publishing Co., 1956), p. 234.

not exist, it may be necessary for the principal to inaugurate steps to help teachers become more aware of their lack of certain competencies.

In any guidance program, in-service training is essential to the effective development of the program. The principal should help plan, promote, and assist in the in-service training of the staff, both on-the-job and during summer sessions. An in-service training program can be one of the surest means of bringing about a desired cooperation in and understanding of the program. Such training is essential to improve the abilities of those who carry specific responsibilities in the program. It will give new understandings and increased skills in the techniques of the guidance services to all the members of the staff.¹

Experiences in the past have demonstrated that teachers and counselors often resent what they consider the added burden of in-service training. An announcement by the principal that this is a year in which the staff will work on guidance problems seldom is welcomed with enthusiasm. Because of this situation, preliminary steps need to be taken by the principal to insure at least a degree of readiness for in-service training.

Forms and methods for providing in-service training should be varied and adapted to the needs of the participants. Starting with a carefully planned program, the

¹Zeran, op. cit., p. 97.

methods may include one or more of the following:

1. Use of inspirational speakers.
2. Faculty and group meetings.
3. Spontaneous meetings of groups of teachers with specific problems.
4. Use of professional libraries.
5. Bulletins.
6. Workshops.
7. Extension courses from colleges.
8. Demonstrations.
9. Non-academic work experiences.
10. Follow-up studies.
11. Surveying community agencies.
12. Group guidance experiences.
13. Parent contribution.
14. Outside consultants.¹

There needs to be a development of common understanding among teachers of differing philosophies regarding the value of a guidance program. The type of in-service training needed in many cases is that in which the principal keeps himself available to the staff for group discussions. One period each week should be reserved exclusively for group conferences with teachers. The composition of these teacher groups should consist of those teachers having common planning periods. These small groups could become ideal working committees for recognizing school problems. Out of these informal groups may emerge a common philosophy regarding the problems of a guidance program.²

¹Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools, (New York: John Wiley & Sons, 1959), p. 211.

²Jack Prance, "The Principal's Responsibility for an Effective Guidance Program", The Bulletin of the National Association of Secondary School Principals, XLI (April, 1957), pp. 296-299.

Utilizing Community Resources

Another vast area of responsibility to the principal is that of recognizing community resources and utilizing them. In most communities there are other resources outside the school which offer various types of assistance and opportunity to young people. Such resources are:

- medical and health services;
- sources of financial and welfare assistance;
- community efforts to provide social and recreational centers, community dances and playground activities, and community theaters;
- sources of part-time and full-time employment, such as vocational counseling centers and placement services.¹

The various organizations and individuals offer a variety of assistance with practices perhaps changing from community to community. Both youth-serving organizations and adult service groups may be involved, with the former being composed of elementary school children and the latter of adults who help youth. There are many ways of helping young people through non-professional individuals and by using miscellaneous and combined resources.

At this point there is also a vital need for a good school and community public relations. It is a means for bringing school and community into closer relationship, and is not primarily for promoting some favored project. It is through publicity that the community comes to understand and support the objectives of the schools in their midst.

¹McDaniel, op. cit., p. 254.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The chief functions of the principal in organizing or expanding the guidance services are to assist the school staff to develop a sound guidance philosophy and to organize the essential services. These responsibilities can be carried out not only in the hiring of new staff members, but in the direction and provision of on-the-job training. His moral support to those in leadership positions is another obligation of the principal. In addition to these actions, the guidance services need physical space, equipment, and supplies, all of which must be considered in the organizational plans.

The regular teaching staff must be cognizant of their responsibility for contributing to as well as utilizing the guidance services. The principal's responsibility is shared by the guidance staff in making the staff aware of the values, functions and problems of these services. No member of the entire staff is in a better position to realize the importance of what guidance services can do for the students as well as for the staff if properly implemented.

Schools today must be classified as "big business" and with this classification, records and record-keeping becomes an important part of the total educational program. The principal's awareness and general knowledge of how administrative records are kept is important, but he should be careful to make sure his position does not become clerical in nature. This would be a loss to the professional growth of the school.

Conclusions

The main objectives of a guidance program and the entire educational program are the same; therefore, the principal's opinion and judgment is a necessity. What his opinion and judgment will be is largely determined by the amount of current information he has at his disposal. A guidance committee should be of considerable help in determining what type program would be the best for a particular school. In the final analysis however, the principal's report to the superintendent and possibly to the board of education must be his own. His recommendations, either with or without a committee's help, must be well founded if a realistic program is to be established.

Budgets appropriated for most guidance programs show that approximately ninety to ninety-five per cent of this budget allotment goes directly into the salaries of the guidance personnel. The principal's responsibility for hiring the most competent individuals is apparent. The success or failure of the entire program may become

synonomous with the success or failure of the principal in choosing his guidance staff.

If any educational program or a branch of this program is to be a success, then the principal is going to need the support of his superintendent, and he in turn of the board of education. The principal should be completely informed before proposing any changes or additions to the existing program. To be completely informed the principal must have the confidence of his staff. He must be more than passively aware of how his staff feels toward the existing program and toward any proposed changes.

The principal must also be aware of the superintendent's attitudes and may find himself in a difficult position if their opinions do not correspond. The principal who has complete confidence in his proposals and a wealth of information to back his claims may convince the superintendent that the change would be the best for the whole educational program. A major point in diplomacy may arise if the superintendent still disagrees with or without offering substantial reasons. Rather than following a course of persistence, the principal would have a better chance of success if he waited until a more opportune time.

The principal of any school must by the very nature of his position become interested in public opinion. It is the taxpayers vote of confidence through passed referenda that helps to make the educational opportunities of a school district something more than just adequate. The American

public school system is one of the best examples of how in a democracy the people do have a voice in helping to determine the type and quality of education their children are to receive. The principal's influence should be great in helping to formulate sound educational ideals. Without his blessing plans for guidance services, as well as any other educational service, can hardly be implemented harmoniously.

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