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THE RESPONSIBILITIES OF ADMINISTRATORS

AND COUNSELORS IN A GUIDANCE PROGRAM

(TITLE)

BY

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CHAPTER I

INTRODUCTION

The Meaning of Guidance.--The concept of guidance is not new. There always have been people who occasionally needed the advice of relatives, teachers, friends, or other associates in meeting difficult situations. Guidance is a very useful word which has come into widespread use in recent years to describe a function of the schools which necessities of modern life have imposed upon it.

Guidance is not direction. It is not the imposition of one person's point of view upon another. It is not making decisions for an individual which he should make for himself. It is not carrying the burdens of another's life. Rather, guidance is assistance made available by competent counselors to an individual to help him direct his own life, develop his own point of view, make his own decisions, and carry his own burdens.¹

Guidance in the School.--Guidance should be viewed as those services which the school renders to its students in their efforts to become happy, efficient, and well-adjusted individuals. This may involve helping them to choose wisely

¹Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1951), 6.

between important alternatives, assisting them to understand themselves--how they function, also their abilities and limitations, counseling them with respect to relationships with parents and friends, and helping them to achieve mature adjustments to the society in which they live. It is apparent that these services are of an extremely complex nature and require the utmost care in planning.

Teaching with its emphasis on curriculum matters is not separate from the guidance activities. The teacher of today cannot be content to be a mere craftsman concerned chiefly or only with lesson plans and methods of teaching. The competent teacher must give guidance for the whole life of the pupils.¹

The fact that certain aspects of guidance require special training accounts for the necessity of guidance specialists in our schools. No teacher can afford to ignore information about child growth and development, since teaching effectiveness greatly depends upon a knowledge of such information.

The guidance program requires the cooperation and services of the entire school staff, and no amount of specialized training on the part of a few will compensate for failure to enlist the support and assistance of the entire staff. The degree of success attained in securing staff participation will depend to a marked degree upon the leadership and support given

¹William C. Reavis, and Charles H. Judd, The Teacher and Educational Administration (Boston: Houghton Mifflin Company, 1942), 32.

by the school administrator to the guidance program.²

The Administrator and Guidance.--The program of guidance services will flourish only when the administration has the guidance point of view. It would be well for an administrator to take inventory of himself and his school before investing time, money, and energy in a guidance program. The administrator should ask the following questions-- a "yes" on all six is essential to the success of the program.

- 1) Is the administrator willing to give his time and energy in getting the program underway?
- 2) Can provision be made for competent counseling services?
- 3) Can the entire educational program be better articulated in order that guidance may be a continuous process?
- 4) Can the agencies in the community be mobilized in the interests of the guidance program?
- 5) Can the administrator provide leadership and resources needed to establish an in-service program for the staff?
- 6) Can the administrator encourage teachers to make youth studies and carry on other activities of improvement?

The main responsibility for encouraging, supporting, and implementing a program of guidance services rests with the school administrator. The superintendent or principal,

²Clifford E. Erickson and Glen E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), 1.

as the case may be, must provide the leadership in developing the program and accept responsibility for its continuous improvement.

The Counselor and Guidance.--Wren and Dugan list as an essential condition requisite to a guidance program-- "Responsibility for the guidance program is delegated by the principal to a qualified person."³ The person to whom such responsibility is delegated is quite normally a guidance counselor. Once a counselor is employed the right of the school to a professional career commitment in education should be guaranteed by the counselor's actions.

The counselor does not pretend to direct basic guidance policy. He recognizes there is only one director of policy--the chief administrator. The counselor does, however, look forward, along with others of the staff, to the participation in curriculum projects, formulation of the local philosophy of education, and serving on teachers committees. He should be willing, though not anxious, to be assigned some unpleasant chores such as hall duty, lunchroom duty, or bus duty in his turn.⁴ Important though the extra duties are, the chief concern of the counselor is the guidance program

³C. Gilbert Wren and Willis E. Dugan, Guidance Procedures in High School (Minneapolis: The University of Minnesota Press, 1950), 3.

⁴Kenneth B. Hoyt, "What the School Has a Right to Expect of Its Counselor," Personnel and Guidance Journal XL (October, 1961), 129.

and counseling.

Counseling may be defined as a problem-solving relationship between two individuals. The matter is carefully and thoroughly explored toward the ultimate goal of reaching a solution. The problems are often personal in nature, but they may range from educational or vocational choices to minor forms of mental illness. Generally speaking, there is usually an attempt to reorient the counselee, to help him find workable solutions to his problems, and assist him in adjusting to the demands of his life.⁵

Like most corrective professions, counseling is a complex art that is based upon scientific discoveries. It is not an operation from which good results can be obtained by the rigorous application of specific rules. Rather, it is one which requires careful judgements and great ingenuity in the application of broad principles. While there will be wide variations in their use, these principles must be observed if the effort is to be successful.⁶

⁵Gerald T. Kowitz, and Norma G. Kowitz, Guidance in the Elementary Classroom (New York: McGraw-Hill Book Company, Inc., 1959), 129.

⁶Ibid., 132.

CHAPTER II

ADMINISTRATOR FUNCTIONS

Organization.--The first step in organization is for the school administrator to recognize the need and importance of a comprehensive guidance program and give it his unqualified support. He must have the guidance point of view.

In many schools basic services of a guidance program are available to students on a hit-or-miss basis. They have teacher-pupil interviews of which no records are kept. Achievement tests are used only to get summary statistics to compare to national norms. There may also be scholastic aptitude tests, career night and college day for seniors, and an interview for seniors with the principal.¹

One of the first duties of an administrator should be the inventorying of guidance services being offered in his school. He can then logically proceed to make use of these already offered guidance services as the foundation for an effective, well-rounded program.

One aspect pertaining to the organization of a counseling and guidance program which is sometimes overlooked is that of securing the positive cooperation of parents in certain

¹Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, 1958), 48.

aspects of the guidance program. Since the schools exist for and are supported by the community, the understanding, acceptance, and cooperation of the people are all important. These may be achieved in a number of ways such as parent bulletins, open house meetings, parent workshops, parent-teacher associations, the school newspaper, school assemblies and the like.²

The staff must be brought to a realization of the value, functions, and problems of guidance services. The work of the guidance program cannot be carried on in any school, no matter how well provided with specialists, unless the entire faculty understands and sympathizes with the objectives of the program and participates in many of the activities required. There must be an acceptance by the staff of certain guidance principles and an active participation in the program by all. This calls for the working out and co-ordinating of the program, cooperating with the members of the staff, co-ordinating all available co-curricular resources, and co-ordinating and using all available community resources to aid in the guidance program. As the staff comes to adapt the guidance point of view, teacher-pupil interviews take on new meaning; tests are used for the purpose for which they were

²Paul B. Jacobson, et. al., The Effective School Principal (New York: Prentice-Hall, Inc., 1954), 262.

intended; career nights and college days are coordinated into the overall activities of the school; duplicating and overlap record keeping can be eliminated. As the program then begins to demonstrate its usefulness and as the faculty adds to its skills in the use of guidance tools, additional services may be added.

Since an administrator has the permission of the board to make decisions, he attains the right to delegate responsibility. He can therefore form a guidance committee or council to assist him in administering a guidance program. It must be emphasized that the delegation of responsibility does not relieve the administrator of his own responsibilities.

Committees may be appointed for various reasons within the framework of a guidance program, and each will vary according to its purpose. A project committee may be created to study a particular problem or project and be disbanded upon completion of the project. Another common committee found in guidance is the co-ordinative committee, usually with a revolving membership and some responsibilities in coordinating activities toward a common objective.

Committee effectiveness will vary depending on any number of factors such as: the number of members, the extent to which the chairman is able to obtain group thinking and action, the objectivity in their considerations of facts and opinions, and the extent to which committee action is in ac-

cordance with the educational goals of the group.³

Wilson and Chapman emphasize that--

The success of any school function depends very much upon the soundness of its organization, administration, and supervision. Organization involves getting the right people into the proper places at appropriate times, with the necessary facilities and equipment with which to work effectively.⁴

Personnel.--The most important responsibility of the school administrator with respect to the guidance program lies in the selection of counselors. "The process of staffing, sometimes called personnel management, requires careful consideration and thoughtful administration to insure human resources that are so imperative to educational progress."⁵

The success of the guidance program depends to a great extent upon the effectiveness of the staff members who perform the guidance functions. The administrator does not need to depend entirely on his own judgement in making selections. Most graduate schools now offer courses dealing with guidance or problems of pupils. Thus specific training is offered in the field, and recommendations are often made concerning qualifications and characteristics of counselors.

Administrators of schools, where specialists in the field of counseling are not practical yet a program for guidance is

³Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, (New Jersey: Prentice-Hall, Inc., 1958), 52.

⁴Little Wilson and A. L. Chapman, Developmental Guidance in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1953), 261.

⁵Hatch, op. cit., p. 59.

desirable, should assign definite guidance responsibilities to staff members. They should select teachers best qualified to serve in each area to attain the maximum quality in the guidance service. Assigning regular teachers to guidance and counseling duties will necessitate the scheduling of time for the performance of such services as they are to render.

In schools of a size to permit more than one counselor, the administrator should designate a head counselor, perhaps on a rotating basis, to provide leadership and coordination of the various guidance services. Ideally, this head counselor would be the best qualified of several counselors.

The guidance program is almost certain to fall short of its objectives unless the administrator is careful in the selection of counselors, be they specialists or regular teachers.⁶

Physical facilities and materials.--The facilities necessary for an adequate guidance service emerge from the program itself. Counseling rooms are needed when counseling is to be done; furnishings are to follow in the same manner as does the clerical staff. Facilities for guidance, as with other school activities, fall into two categories; permanent and expendable items.

Permanent facilities are such things as office space,

⁶Erickson and Smith, op. cit., p.209.

furnishings, cabinets and so on. These permanent fixtures are, when purchased or acquired, considered to be usable for from ten to twenty years. When office space is made available for the use of guidance, certain factors must be considered. The very nature of a guidance program demands that its facilities be easily available and accessible to the administrator, teachers, and students. This necessitates a central location, in most instances adjoining or in close proximity to the administrator's office. Since counseling is carried on on an individual basis, quarters of the counselor should be provided to meet these individual needs.

The expendable items or materials such as tests, clerical staff, postage and so forth may be included in the annual budget of the school and are sometimes termed budgetery items. There should also be provided an adequate cumulative record system to ensure the recording and use of pupil data. It is a fact that a counselor cannot counsel without the proper equipment. The administrator must requisition such supplies as needed for the counselor in his building, unless of course, as in many cases, the counselor operates out of a district's central office. Many such budgetery items as lights, heat, telephones, and postage may be included in the general operating budget of the school.

Program planning.---The administrator's task is one of planning, organizing, and coordinating the efforts of all

in order to place the appropriate emphasis on the guidance program. To achieve this goal, it will be essential for the administrator to recognize the necessity of an evolving curriculum and a flexibility in scheduling pupils, based on evidence of the individual pupil's needs as revealed by a functioning broad program of guidance services.⁷

The administration must evaluate and, if need be, revise the curricula to meet the needs of the pupil, community, and society. It is the responsibility of the school to evaluate and modify its program of offerings in light of what happens to all who have enrolled--whether they graduate or drop out. The school must offer a broad program of co-curricular activities to aid in the all around pupil development.

The principal should schedule the classes in his building so that each pupil may have an opportunity for counseling service. The counselor must naturally have ample time to perform the duties required by his services. It should be recognized that the time allotted counselors is not "free time" to be encroached upon by having them sit in or take over classes of teachers who are absent from class for some reason. The counselor needs such "free time" for records, interviews, or preparation. The entire school schedule must provide the time whereby each student has opportunity to take advantage of the guidance services.

⁷Franklin R. Zeran and Galen Jones, "The Role of the School Board Members in a Pupil Personnel Program," The Bulletin of the National Association of Secondary School Principals, XXX (October, 1947), 25.

It should also be noted that providing the appropriate educational opportunities for the gifted is not only a matter of finding classrooms, equipment, and good teachers; it involves a creative re-analysis of the total educational program itself.

Adult education for the community will be needed to assist many to meet the demands of a different world than that in which they were born and educated. Furthermore, it is recognized that not all superior and talented students will choose to enter a college. Some of them with special interests and abilities will, for example, take high school programs which prepare them for mechanical occupations, including secretarial work. In such instances, it is likely that some additional formal training beyond high school will benefit them. Our dynamic world requires that there be formalized educational opportunities available to each individual as he finds need to meet the new demands imposed upon him by changing conditions. Thus the planning of the program becomes an extremely important task.

In-service training.--New developments in the field of guidance make in-service training for guidance personnel a necessity. In most schools guidance workers usually have other duties, and attention to them may lessen the effectiveness of these individuals in dealing with matters of student adjustment. Periodic considerations of matters relating to student needs will serve to keep the guidance program in top form. In-

service training will acquaint the new staff member with local practices and inform the older members who may not have had the advantages of special training in guidance.

In planning an in-service training program, the administrator must give attention to some general principles which have significance for all participants. There should be staff participation in planning the program. Teachers are often able to give valuable suggestions and this also tends to obtain cooperation. In-service training should be a continuous process as this will result in more progress for the program. Local needs for in-service training should be considered in planning. The particular needs of the staff must be ascertained. A variety of types of training should be planned. Presentations by outside specialists, committee reports, staff panel discussions, and the like are a few types which can be offered. It would also be well to provide that some of the training program be accomplished on school time. Teachers will probably be more disposed to having meetings on their time if some are also on school time.

Evaluation.--A guidance program is based on student needs. It is mandatory that these needs be clearly understood if the guidance process ensures the adequate meeting of them. Evaluation of guidance activities should narrow the gap between curriculum offerings and student needs.

A broad purpose of evaluation should be the stimulation of growth on the part of faculty members. To the extent

that evaluation is made a cooperative process, growth of the staff is facilitated. Evaluation goes on continuously in any life situation. It becomes a matter of what is being evaluated and how frequently a program should be measured against its stated objectives. A responsible administrator must chart the course of his school program in terms of changing times. Constant evaluation must be made and subsequent corrections instituted if the desired destination is to be reached.

CHAPTER III

COUNSELOR RESPONSIBILITIES

Organization.--The purposes and activities of a guidance program should be clearly defined, and attention should be given to its place in the school's educational program. The counselor must assist his administrator in organizing and co-ordinating guidance activities to make the maximum contribution to the entire program of the school for a better and more effective program.¹ The guidance program should assist in the co-ordination of school, home, and community resources that contribute to the development of boys and girls. Guidance services are unique to a school and must necessarily be "tailor-made" in terms of the needs of students in a particular school community. The counselor or other specialists must analyse these needs and organize the program of guidance services to adequately meet them. These services might include placement, follow-up, testing, provision of occupational and training information, and many other related services.

A counselor, when assisting in the organization of guidance activities, should adhere to certain basic concepts of guidance and strive to organize the program around them.

¹Erickson and Smith, op. cit., p. 64.

1. Guidance services must be provided for all students not only problem pupils or special groups.
2. Guidance is concerned primarily with the prevention rather than the treatment of pupil difficulties.
3. Guidance functions necessarily make use of the classroom teacher as well as the specialist.
4. The guidance process has as its aim increased pupil self-direction and self-understanding.
5. The guidance process is concerned with all phases of student behavior, not just intellectual experiences.
6. The guidance process, when effective, should result in pupil-made choices and decisions.
7. Guidance as a school service should operate on a voluntary rather than a compulsory basis.
8. The guidance process as a series of pupil experiences is not terminal, but continuous, at all school levels.
9. The ultimate aim of guidance services is more adequate pupil adjustment, any plan of services or program directed toward this end is valuable only as it provides for the attainment of this general objective.²

Such guidance services, unfortunately, cost money, and the results thereof cannot feasibly be measured in terms of specific financial gain to the system. Since the school is dependent on the community, the people must be convinced of the value of such services as the school may offer before they accept it. The counselor must be acquainted with, and take

²Harold F. Cottingham, Guidance in Elementary Schools (Bloomington: McKnight and McKnight Publishing Company, 1956), 166-167.

part in interpreting school policy and especially the guidance program to parents. He should endeavor to involve the community in the program in that use is made of such resources available in the community.

Personnel.--To attain the goals which are the counselor's responsibility in a guidance program requires no little amount of talent. Counselors have a triple role to play, and it is essential that they be able to play it with reasonable skill. They must be adept at counseling and working with pupils. They must be able to work with other staff members and to be of service to them. They must be able to carry on research and study projects that are basic to the development of the school's entire educational program.³

Counselors, to be effective, should have had a successful teaching experience and some work outside their profession. Practical experience in the classroom will enable them to have greater insight into problems involving instruction and personal adjustment. Also, counselors who have had some contact with the world will be in a better position to counsel concerning the choice of an occupation, getting a job and working with people.

Personal qualities of individuals who aspire to positions in guidance are important. Individuals who work with others in matters of adjustment should possess tact, good

³Erickson and Smith, op. cit., p.209.

judgement, high intelligence, and emotional maturity. Counselors who gain the respect of their students and who can inspire them to achieve high levels are rendering effective service to both the school and the community. This dictates the fact that the counselor possess a thorough understanding of young people as well as a sound philosophy of the educational process.

Physical facilities and materials.--The rapid growth of guidance programs has made provision of adequate facilities a rather difficult task for administrators. Available space in school buildings constructed to meet current needs usually proves inadequate. Construction and planning of these buildings are such as to pose tremendous problems in remodeling. "The guidance specialist should assume the responsibility of stating clearly the amount and kind of physical facilities necessary for adequate student-personnel programs."⁴

That which constitutes adequate facilities will be determined by the needs of each school and the counselor in that school. The facilities may range from an elaborately furnished guidance suite to a partitioned hall under a stairway. The one extreme would conceivably constitute difficult working conditions for a counselor.

The counselor's responsibility is to request such materials as tests, records, information forms, folders, and

⁴Dean C. Andrew and Roy D. Willey, Administration and Organization of the Guidance Program (New York: Harper & Brothers, 1958), 88.

such items needed in the counseling process. An individual's personal development cannot take place or be planned for without knowledge of his characteristics. Since the information needed to counsel a pupil at any time may concern his health--physical, mental, or emotional--educational achievement, attitudes, aptitudes, interests, abilities, hobbies, family relationships, work experiences, or other pertinent characteristics, it is essential that these data be cumulative, recorded, and available for use.

Testing.--In studying an individual for purposes of counseling, many techniques and tools are used. One such tool is the standardized test.

The success of a program of pupil evaluation depends upon the kinds of tests used, the efficiency of administration, the accuracy in scoring, the skill in interpreting the results, and the facility in utilizing the results for the benefit of the individual concerned.⁵

The ultimate value of tests, of course, will depend upon the use of test results. The fact that counselors are trained in the use and interpretation of tests, as well as the administration and scoring, dictates that the counselor be responsible for the testing program. As Crow and Crow assert--

With some training, a teacher can become proficient in the selection, administration, and scoring of tests. Long experience and special talent are required, however, for the development of artistic skill in interpreting test

⁵Crow and Crow, op. cit., p.117.

results in the light of individual needs and in stimulating a pupil to make the most of his assets, no matter how meager these may be.⁶

Tests will vary as to type according to the school and level at which they are used. On the elementary level, most tests are concerned with the academic achievement of the child. In fact, there are few tests available in the other areas for this age group. In the secondary school, the guidance worker is primarily concerned with attitude, interests, and personal reactions. Skills and achievement are given due consideration but are viewed within a larger framework.⁷

While identifying and recording an individual's characteristics are functions of a program of guidance services, it is through wise interpretation and use of these data that their recordings take on meaning. All members of the staff--classroom teacher as well as specialists and principal--are able to add information to the individual's cumulative inventory as it occurs.

In-service training.--It is generally accepted that combining the ignorance of many does not usually result in wisdom. But combining the professional knowledge and experiences of teachers who have some background in a certain area can do much in solving problems pertinent to that area.⁸

⁶Ibid.

⁷Kowitz and Kowitz, op. cit., p.116.

⁸Harold Wright Bernard, et. al., Guidance Services in Elementary Schools (New York: Chartwell House, Inc., 1954), 197.

Regardless of formal academic training and experience on the job, new developments make necessary the organization of an in-service training program for the continued development and improvement of the staff. "The school has a right to expect that the services of the counselor will extend to the teaching staff."⁹ He should evidence an active concern in helping teachers carry out guidance services in many areas such as solving problems of pupil-teacher relations, improving academic achievement through the study of student behavior, and helping develop teacher competencies in such areas as performing more effectively as guidance workers. Many guidance activities could be performed by knowledgeable teachers, releasing specialists in the field to perform tasks requiring the specialists' particular abilities. It is the counselor's responsibility to provide the staff with this knowledge and training through the in-service program.

In-service training activities usually encompass one or more of several common methods. Extension classes, summer school, or seminars are among the more formal courses. Local training may take the form of workshops organized to develop specific competencies or to work on a specific project. Demonstrations by a visiting specialist, or observation of successful programs in operation are excellent methods of training. Conferences, institutes, and faculty meetings are often utilized for in-service training. Whichever the method, the

⁹Hoyt, op. cit., p.129.

training program should meet the interests of all involved to best accomplish its purposes.

Program planning and scheduling.--In a guidance program, a counselor's chief function is that of counseling students in an effort to solve personal problems and to make choices, plans, and adjustments. A program must be organized and planned in such a way as to provide ample time for the competent application of the service. Counselors should have regularly scheduled free time for the purpose of counseling. This time should not be encroached on by the administration to have the counselor sit with other classes or perform similar duties. Counselors are responsible for knowing what they want to do and should be doing it. Knapp questions their assumption of this responsibility--

A number of research studies on the use of counselor time call attention to the imbalance of guidance duties, i.e., counselors were spending more time and effort on problems of tardiness, attendance, discipline, and school failure than on educational and vocational guidance. In addition their time was divided almost equally between clerical tasks and counseling. There is indication of the counselors' lack of thought as to the purpose of their activities and raises the question as to whether or not counselors themselves are clear as to what they want to do or should be doing.¹⁰

The counselor should not concern himself with the scheduling of classes in the sense that he constructs the master

¹⁰Dale L. Knapp, "The Counselor's Responsibility in Role Definition," Personnel and Guidance Journal, XL (September, 1961), 48.

schedule or fills the classes that are scheduled, these are the administrator's responsibilities. His concern should be in supplying the administration with information, test or non-test data, required for ability grouping on the elementary level and in helping secondary school students formulate educational plans. He should help each student, directly or indirectly through teacher guidance, to select the courses appropriate for achieving the student's desires and goals.

Discipline.--The discipline in the schools is purely an administrative responsibility and while counselors should not be completely divorced from the problem, neither should they be concerned with the punitive aspects of it. Punitive measures would greatly impair the relationship of counselor and student.

In the modern school both the discipline officer and the counselor are concerned about what is best for the child. This does not mean that both must perform exactly the same function. . . .the counselor can best serve pupils' needs when he does not have to judge their behavior. The discipline officer, however, is forced into a judgmental role: to maintain a good learning climate, he must enforce the rules of the school and limit the activities of those who cannot discipline themselves.¹¹

The counselor should become involved with discipline problems, at the request of the administrator, through the study of behavior and through counseling students whose behavior is due to circumstances amenable to change. The

¹¹Merle M. Ohlson, Guidance: An Introduction (New York: Harcourt, Brace and Company, 1955), 74.

counselor's responsibility is to both administration and the student. He should be concerned in a preventative measure by effecting change in behavior.

Evaluation.--It is not expected that all worth-while results of a guidance program will be apparent or that all phases of the program can be objectively measured. There is value, however, in the evaluation of the services provided in that careful checking will reveal to some degree the effectiveness of the program.

The general techniques used in the evaluation of achievement in the curriculum areas are also used in the evaluation of the guidance services. Goals must be established; specific answers must be sought to the question, "What is to be accomplished?"; the collection of data must be made to note the extent to which accomplishments have been made; and new revisions and plans must be made on the basis of the interpretation of the observations.¹²

While it is the administrator's responsibility to institute the evaluative process, it is the responsibility of the chief guidance personnel to propose the criteria for evaluation.

The counselor, through follow-up activities, must determine the effectiveness of the program as a process of assisting pupils to achieve social, emotional, and economic adjustment. The counselor must provide evidence of the value of the guidance program to the entire educational process.

¹²Andrew and Willey, op. cit., p. 87.

CHAPTER IV

CONCLUSION

It is extremely difficult to definitely delineate responsibilities of school personnel in any given area. While the administrator is technically responsible for his school, the program of the school, and the welfare of pupils and teachers in that school, we find that another administrator is also responsible for that school along with other schools. The people of the community will look to the Board of Education as being the responsible party for the schools. To draw a definite line and say on this side lies the responsibility of one person while on the other lies the responsibility of a different person is near the impossible.

The field of guidance as other curriculum activities depends to a great extent upon the co-operation of all concerned. Administrator and counselor alike must assume the responsibility of providing those needed, desirable, and practical guidance activities in their school. The organization of a guidance program seems a joint responsibility in that they work together in such areas as inventorying needs, bringing understanding of the program to the staff and community, co-ordinating the services with the entire curriculum, and defining the principles, purposes, and goals of the

program.

While it is the administrator's responsibility to provide the facilities, materials, equipment, and the staff for his school, it is the head counselor's responsibility to assist and counsel the administrator in the area of guidance facilities, materials, and additional specialists to serve in the program.

In-service training in the guidance program, while instituted by the administrator, should be accepted as the responsibility of the counselor in so far as ascertaining the areas in which training is needed and in planning for the program. If the planning is to be a group endeavor, the counselor should head that group.

Perhaps the most clearly defined line of responsibility is in the area of discipline. It is here that one may say that the administrator is responsible for the actions of students and the punishment of deviant action. The counselor is responsible for bringing about changes through the study and correction of causal factors underlying deviant action.

It is difficult to conceive of any member of the school staff as being entirely free from some guidance responsibilities. One might find defensible the opinion that even members of the custodial staff could be considered as having certain guidance responsibilities. Indeed, if custodians were trained to observe and report significant pupil attitudes and behavior, counselors would soon come to recognize them as a valuable source of information.¹

¹Erickson and Smith, op. cit., p.53.

A close working relationship between the administration and staff is of utmost importance in the guidance program. The lines of responsibility prove to be quite dim at best, and in many areas they are practically non-existent. It is the responsibility of each person concerned with the program to assume those responsibilities for which he is best qualified and which his status enables him to fulfill.

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