CRITERIA FOR SETTING UP AN URBAN HIGH SCHOOL GUIDANCE PROGRAM

BY

KENNETH O. BATES

Submitted in partial fulfillment of the requirements
for the Master of Education Degree
Montana State College
July 1961

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	The Problem	3
	Procedures	3
	Limitations	4
	Definitions	4
II.	BRIEF HISTORY OF GUIDANCE SERVICES IN SECONDARY SCHOOLS	7
III.	PRIMARY FUNCTION AND ORGANIZATION OF SECONDARY SCHOOL GUIDANCE PROGRAMS	14
	Basic Functions of Guidance	15
	Organizational Pattern for a Secondary School Guidance Program	16
	Duties of Guidance Personnel	18
IV.	BASIC PUPIL PERSONNEL SERVICES	22
	Individual Counseling	22
	Group Guidance	27
	Testing for Guidance Purposes	30
	Individual Pupil Records	36
	Informational Service	38
V.	PERSONAL AND PROFESSIONAL QUALIFICATIONS DESIRED FOR GUIDANCE COUNSELORS, AND RECOMMENDED SCHOOL PLANT PROVISIONS	40
	Desirable Personal and Professional Qualifications	41
	Desirable School Plant Provisions	45
VI.	ROLE OF THE TEACHER IN A SECONDARY SCHOOL GUIDANCE PROGRAM	48
	The Classroom Teacher in the Guidance Program	48
	Homeroom Guidance	50

Chapter Page

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 53

Summary 53
Conclusions 55
Recommendations 56

BIBLIOGRAPHY 57

LIST OF FIGURES

Figure — Page

1. Lines of Administrative Authority and Responsibility of a Suggested School Organizational Chart 17

CHAPTER I

INTRODUCTION

One of the characteristics of a democracy is dynamism, or the ability to change, as so often expressed by educators such as Moehlman.[1] Education is one of the great opportunities of democracy, and those who are engaged in education in a democracy are in the position to influence change and progress. A fundamental concept which has grown out of American democratic ideals is the right to an education of all the children of all the people. The comparatively recent implementation of this concept of the right of all to an education has caused considerable discussion and research, inasmuch as it has been found that there are widely varying degrees of individual needs, abilities, and motivation among children as well as adults. From this realization has evolved the idea that the responsibility of the school does not rest with providing the opportunity for an education, but that the school is obligated to provide guidance services to help to adjust the child to life in addition to providing subject matter fundamentals.

The need for guidance services in schools has been established beyond any reasonable doubt according to Humphries and Traxler.[2] What has become a problem for many schools has been to decide what constitutes a guidance program, and to what degree guidance services are practicable and

---

[1]Moehlman, Arthur B., School Administration, p. 18.

[2]Humphries, J. Anthony; and Traxler, Arthur E., Guidance Services, p. 85.

possible. Humphries and Traxler[3] brought out that a guidance program should provide, basically, for services to help the individual in the following ways:

1. To understand himself.
2. To make the most of his capacities, interests, and other qualities.
3. To adjust himself satisfactorily to the varied situations within his total environment.
4. To develop the ability to make his own decisions wisely and to solve his problems independently.
5. To make his own unique contributions to society to the fullest possible extent.

Guidance services have reached a stage of evolution where many high schools have provided guidance departments with one or more full-time trained counselors. That there has been a considerable range in defining an acceptable guidance program is evidenced by the many books which have been published in this field. That there has been a trend toward providing more and improved guidance services is evidenced by the many articles discussing the subject which have appeared in newspapers, magazines, and other informational media during the past few years.

The writer has felt that an investigation of the books and articles which have been written and published would be desirable as a basis for determining the organization and objectives of a high school guidance program. Once determined this should prove to be of benefit and interest to those already directly involved in organized high school guidance work, to administrators, and to those who may be desirous of becoming guidance

---

[3]Ibid., 4-5.

counselors. It was this feeling of need for determining the organization and objectives of a high school guidance program which led to the investitation.

The Problem

The writer has held the conviction that there is considerable diversity of opinion as to what constitutes a desirable guidance program in an urban high school. It was also felt that organized, planned guidance services are necessary if a modern high school is to provide the maximum in services of education and adjustment to living in a complex society. It has been further believed that the majority of urban high schools do not provide adequate guidance services and that there is a need for a simple, yet comprehensive, pattern or plan for guidance counseling services which can be adapted to a considerable number of public high schools.

It was the purpose of this study to bring together and present some of the experiences in tests, measurements, procedures, and techniques of those who have already investigated and worked with guidance at the secondary school level. It was hoped that these results would be of assistance to administrators, guidance personnel, and teachers in order to evaluate guidance services being performed as well as to help plan for additions to, or changes in, their guidance programs.

Procedures

During the process of this study, the following procedures were followed to answer the questions defined in the problem: (1) Some common

terms relative to guidance were defined to give all readers understanding of what the writer wished to convey; (2) Literature was examined to learn and consolidate the opinions and experience of others who had done considerable investigation of organization and objectives in guidance; and (3) References were examined to find suitable tests, measurements, procedures, and techniques used in guidance programs in order to evaluate and recommend those considered useful, desirable, and practicable.

Limitations

Several limitations were considered necessary. There has been considerable material written on guidance and guidance services. Therefore, the writer had to limit the examination to some of those publications more readily available which were by recognized authorities, or were compilations of information by foremost organizations associated with testing and guidance. Because of such a wide range of material available and the considerable range in grade level of such services offered, it was decided to restrict the investigation to what is believed to be a feasible and practical guidance program for an urban high school. Finally, the limited amount of available time, and also the wide differences of opinion as to what constitutes guidance services, made impracticable a thorough investigation of various guidance programs established in large high schools.

Definitions

Some of the terms commonly used in guidance have not been thoroughly understood by those who are not familiar with their meaning and usage.

Therefore, some of those important terms have been defined so that the reader might develop a better understanding of what is meant when they appear in this report.

I.Q. or Intelligence Quotient. This is the term commonly used when referring to intelligence as measured in terms of a numerical scale. Technically speaking, it refers to the Stanford-Binet Scale for measuring intelligence, but the term has become so widespread in use that it is used to set a numerical figure for other intelligence measurements. For purpose of convenience the middle of the scale is set at 100 so that an I.Q. of 100 would indicate the very middle of the average group.

Achievement Tests. As defined or used in this study, achievement tests are those tests given at various levels of schooling which are designed to measure how much has been learned from a course of study or a combination of courses.

Intelligence Tests. Tests administered to determine the mental capacity of the individual are intelligence tests. They are age-graded so as to indicate the comparative standing of an individual in comparison to others of his own age.

Group Testing. This is a technique which involves the testing of several individuals in groups by administering to them the identical tests, or series of tests, simultaneously.

Group Counseling. When several individuals are brought together to discuss a mutual problem, or problems, as used in this study, the procedure is known as group counseling.

Individual Testing. Individual testing is the situation where only the testor and testee are present. It is much more time consuming

than group testing, but the results are generally considered to be more reliable. Both the Stanford-Binet and Wechsler-Bellevue intelligence tests are administered in this manner.

Individual Counseling. This is a counseling technique where only the counselor and subject are present. It is generally much more time consuming than group counseling but it is often considered to be necessary for effective counseling when special problems exist for which group counseling is inadvisable.

Adjustment. The state of learning to live within their environment which all people have to attain in some degree is known as adjustment.

There were three steps in this investigation; some common definitions were given, literature was examined for the experience and opinions of others who had investigated guidance organization and objectives, and references were examined to find tests, procedures and techniques. A review of some of the literature on the history of guidance is presented in the succeeding chapter.

CHAPTER II

BRIEF HISTORY OF GUIDANCE SERVICES IN SECONDARY SCHOOLS

Throughout the ages the giving of professional advice has largely been a function of priests and physicians, and often also, teachers, lawyers, statesmen, and chieftians have been called upon to offer guidance. Young people have been counseled concerning their problems of vocational choice even as far back in history as ancient Rome as evidenced by Cicero who wrote in the first century B.C., "We must decide what manner of men we wish to be and what calling of life we would follow."[1] There is also evidence that guidance or personnel services existed as part of the teaching in some European schools in the fourteenth and fifteenth centuries. In 1695, Locke wrote, "He therefore who is about children should well study their Natures and Aptitudes, and see, by often trials, what Turn they easily take."[2]

In the American colonies the first secondary school was the Latin Grammar School established in Boston in 1635. This was not a comprehensive high school in the modern sense, but had instruction in the classics and languages. The ultimate aim was to establish a small cluster of intellectual aristocrats, with admission depending upon high social and economic rank.[3] The next important milestone in the development of American secondary education was the founding of the American Academy in

---

[1] McDaniel, Henry B., Guidance in the Modern School, p. 22. (citing Cicero, On Duties, Book I, Chapters 32-33, quoted from J. M. Brewer, History of Vocational Guidance, p. 12, Harper and Brothers, 1942).

[2] Ibid., p. 22. (citing John Locke, Some Thoughts Concerning Education, Section 66, quoted in Brewer, op. cit., p. 14).

[3] Little, Wilson, and Chapman, A. L., Developmental Guidance In Secondary School, p. 242.

Philadelphia in 1751 by Benjamin Franklin. This school was started in response to the need for a type of education more useful to the group not intending to go on to college than the classical type education such as that offered by the Boston Latin Grammar School. The Academy was a terminal school offering many practical subjects such as bookkeeping, surveying, and navigation. It was run as a business enterprise, being supported by the tuition fees of the students.[4] Again, in 1821, Boston demonstrated its leadership in American education by establishing the first public, tax-supported secondary school in this country, based on the concept that it was the duty of the community to provide a high school education for capable students otherwise unable to obtain it because of financial limitations. In the literature examined, no mention was made of any systematic or planned guidance functions in these schools.

Nineteenth century American high schools probably had some guidance services even though there is no specific mention of any on an intentional and organized basis until 1895, when an instance of a systematic vocational guidance program appeared at the California School of Mechanical Arts in San Francisco. This appears to have been a somewhat comprehensive program even by today's standards inasmuch as it "provided an exploratory experience in each of the trades offered in the school, analysis of the individual, counseling, job placement, and follow-up of former students."[5]

Parsons is generally given credit for providing the real impetus

---

[4] Ibid., p. 243.

[5] McDaniel, op. cit., p. 22.

to vocational counseling when he planned, organized, and established the Vocational Bureau which opened in Boston in 1908. His book, Choosing a Vocation, expressed his concept of vocational guidance in which he described the field as embracing three broad factors: "(1) clear understanding of self, (2) knowledge of the requirements and conditions for success in different lines of work, and (3) true reasoning about the relations between these two groups of facts."[6] After Parsons' Vocational Bureau was established he soon announced a plan for training counselors with the purpose of making them available to manage vocational bureaus in schools, Y.M.C.A.s, colleges, and businesses because he considered counseling of individuals to be an essential service for all of them.[7]

Through the efforts of Parsons' Vocational Bureau, in 1909 one counselor-teacher was appointed for each public elementary and high school in Boston. These teachers were not released from their teaching duties nor were they provided with necessary funds for supplies and equipment. The following year saw discontinuance of many of the counselor positions due to this lack of implementation. However, also in 1909, the mental hygiene movement originated as a probable result of Frank Parsons' earlier efforts, according to Mathewson.[8]

The early 1900's also saw several other sporadic activities in initiating guidance services in different parts of the country. There was a guidance movement in the New York school system in 1906, and also

---

[6] Ibid., p. 23.

[7] Ibid., p. 23.

[8] Mathewson, Robert H., Guidance Policy and Practice, Rev. Ed., p. 31.

there were some early guidance developments in Cincinnati, Providence, and Seattle.

Davis, another pioneer in the modern school guidance movement, did extensive work in school guidance as early as 1898. He established a guidance program in the Grand Rapids High School, Grand Rapids, Michigan, and supervised and developed it over a period of several years. His small book Vocational and Moral Guidance was printed in 1914, and in 1923 he also issued a bulletin on guidance entitled Suggestions for a Program in Educational Guidance for Secondary Schools.[9] Davis had his students explore the desirable and undesirable aspects of a number of vocations as part of their English composition classes. He initially started with the eleventh grade. By 1917 his program was expanded so that it started with the seventh grade and continued throughout high school for all pupils and consisted of one English composition period a week devoted to vocational and moral guidance.

The first World War gave a strong boost to the guidance movement particularly through developments in testing. Intelligence was related scientifically to occupational level for the first time. This was made possible by the large amount of data available.

The great depression of the 1930's caused a great impact on the youth of the nation because of lack of jobs and uncertainty of the future. The Civilian Conservation Corps was established to give unemployed youth something constructive to do and also to provide social opportunity. Camps were constructed in rural and forest areas all over the nation and

---

[9]Ibid., p. 32.

youths worked on construction projects such as roads, trails, dams reforestation, and learning of crafts and trades. Each camp had a guidance officer who was under the military officer who commanded the camp. One of the most important results, according to Mathewson,[10] was that a number of trained guidance workers received much needed seasoning and experience on the job.

Another depression fostered agency was the National Youth Administration (NYA) which compiled pamphlets on occupational information for specific jobs and entire industries. The NYA also operated vocational training centers and financed vocational guidance activities in employment offices. Also, during the depression, the United States Employment Service set up a Junior Division which provided special guidance and placement activities for youth. The Dictionary of Occupational Titles, now in widespread use and generally accepted as a standard reference, was published, and a testing service which continues yet was inaugurated by the Employment Service. Their main test, the General Aptitude Test Battery, was developed in this era. This test battery is still in use and will be discussed in a subsequent chapter in this study.

World War II also gave a tremendous boost to all guidance functions inasmuch as the armed forces utilized tests on a vast scale to predetermine aptitudes and attitudes. Millions of men and women were exposed to these tests and a great deal of publicity was given to the various aspects of guidance and counseling. Since this war, governmental agencies have put into operation vast programs of guidance and counseling. The

---

[10] Ibid., p. 35.

best known program is that of the Veterans Administration which was established to aid in the postwar adjustment of veterans and which continues at present. Other important governmental agencies currently identified with guidance or counseling services are the United States Office of Education, the Public Health Service, and the Employment Service.

Any history of school guidance services, no matter how brief, would be incomplete without some mention of the development of professional organizations which have contributed immensely to the growth of pupil personnel work. The first national conference on vocational guidance was sponsored by the Boston Chamber of Commerce in March, 1910. This was through the efforts of the Boston Vocational Bureau and also because of the interest shown by the Boston schools. This conference, the forerunner of the National Vocational Guidance Association, concerned itself solely with vocational guidance. In 1912, in New York City, a second national conference was held and plans were made there for establishing a national organization. A third national convention was held in Grand Rapids, Michigan, in 1913, where the provisional constitution was adopted and the first officers of the national Vocational Guidance Association were elected.[11]

Other national developments in guidance included the founding in February, 1933, of the National Occupational Conference to study occupational adjustment problems and the publishing by this National Occupational Conference of the Occupational Index in 1936. This group, which served until 1939, also published several important books including Aptitudes and Aptitude Testing by Bingham and Job Satisfaction by Hoppock. In more

---

[11] Ibid., pp. 24-25.

recent years there have been a number of major professional organizations of counselors and guidance workers which have given additional momentum and impetus to the guidance movement.

A number of universities and colleges have been offering courses in guidance for the past several years which McDaniel[12] stated has also given valuable help in the growth of guidance services in secondary schools. By 1949 more than one thousand colleges and universities offered guidance courses and by that same year twenty states were certifying counselors.

School guidance in the United States had its beginnings about the turn of the century and descended directly from Parsons' Vocational Bureau to the many organized programs in today's schools. It was generally stated in the literature that the beginnings and developments in guidance as discussed in this chapter have been the foundation of the present guidance systems in American secondary schools. These widely separated and often sporadic efforts toward moral and vocational guidance have developed into a pervasive, unified, and continuous process throughout nearly the entire school system with the general development, orientation, and life adjustment of every student the goal of every guidance program.

In the succeeding chapter the nature and function of secondary school guidance programs will be discussed.

---

[12]McDaniel, op. cit., p. 26.

CHAPTER III

PRIMARY FUNCTION AND ORGANIZATION OF SECONDARY SCHOOL GUIDANCE PROGRAMS

The years since World War II have seen the American economy expanding at a terrific rate as evidenced by the many writings in newspapers and periodicals. At the same time this evidence has indicated that the secondary schools of this nation have also been expanding at a great rate, both in construction of school plants and in the nature and character of curricular offerings, so that there have been significant advances in the type and quality of instruction as well as in available facilities. Concurrently, rapid changes in national and world political and technological conditions have made it constantly more imperative that the modern secondary school provide services to help students plan and prepare for gainful work and to take a useful, constructive, and responsible place in society as citizens of their community, their state, and their nation.

It is generally agreed that the objective of every high school is to train each pupil to take his place in life as a productive member of society. There is little or no argument that society and its demands are constantly becoming more complex so that the school must not only furnish an education, but must also give the pupil the opportunity for individualized planning for his future. Roeber, Smith, and Erickson[1] stated that the significant consideration is that the school must recognize the personal goals of each pupil and assist him to formulate plans for the attainment of realistic aspirations.

---

[1]Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E., Organization of Guidance Services, 2nd Edition, p.2.

Basic Functions of Guidance

In order to set forth basic principles, it was necessary that guidance be defined insofar as it is a function of the modern secondary school. Kitch and McCreary[2] defined secondary school guidance as something which should be expected to perform three major functions, which are as follows:

1. Assisting each student in achieving more maturity in working to solve his many personal problems.
   a. Helping him to try to understand himself.
   b. Helping him to know and realize his opportunities.
   c. Helping him to decide on goals within his capabilities and then make plans toward achievement of those goals.
   d. Helping him to understand other people.
   e. Helping him to make a personal adjustment from high school life to whatever he subsequently does.
2. Assisting the school staff in making an analysis of the individuals making up the student body; their needs, personalities, and opportunities.
3. Assisting the school and community in working together harmoniously and constructively as individuals as well as in groups.

With the foregoing statements and information in mind, it may then be stated that guidance is a personal service operated in varied degrees by all American secondary schools, whether by specially designated guidance counselors or by classroom teachers. In addition, guidance performs the functions or duties of keeping school personnel informed concerning the individual and group characteristics of the students and also works with the school and the community to better their mutual understanding.

---

[2]McDaniel, Henry B., and others, Readings in Guidance, pp. 22-24. (citing Kitch and McCreary, Improving Guidance Programs in Secondary Schools, pp. 1-4, California State Dept. of Education Bulletin 19, December, 1950).

Organizational Pattern for a Secondary School Guidance Program

There were several ways to organize a guidance program discussed in the literature. It has been generally stated that, in a modern school, guidance services are as much a part of a well developed educational program as the teaching of any of the common subjects, and should be an integral part of the philosophy, the organization, and the whole program of the school. If properly administered and conducted, the guidance point of view can and should permeate all teaching and specialized educational services in the school.

In planning and organizing a high school guidance program, Little and Chapman[3] stated that it is necessary to consider such major concepts as guidance is for all, it is flexible, not forced, and it is scientific:

1. All pupils need guidance therefore guidance is inclusive.
2. Different methods are necessary to meet various individual and group needs, therefore guidance must be flexible.
3. Guidance cannot be forced upon anyone with any assurance that it will be effective, therefore it is democratic.
4. Guidance must be scientific. Solution of any pupil's problems can only be effective to the degree that pertinent, scientifically accumulated and interpreted data are utilized in the solution of his problem.

Numerous and varied organizational patterns for guidance programs were illustrated in the literature examined. It would, therefore, appear that each school inaugurating a guidance program should construct and determine its own organizational pattern taking into consideration its specific needs and goals, referring to the literature as necessary. After

---

[3]Little, Wilson, and Chapman, A.L., Developmental Guidance in Secondary School, p. 267.

a careful consideration of the various organizational charts illustrated in the literature the writer believed that a simple, composite-type organizational chart could be constructed which should be flexible to any school's own purpose. It was felt that such a chart should involve only the basic administrative chain of authority and the minimum of lines of direct and indirect relationships common to any high school and its community. This chart is shown as Figure 1.

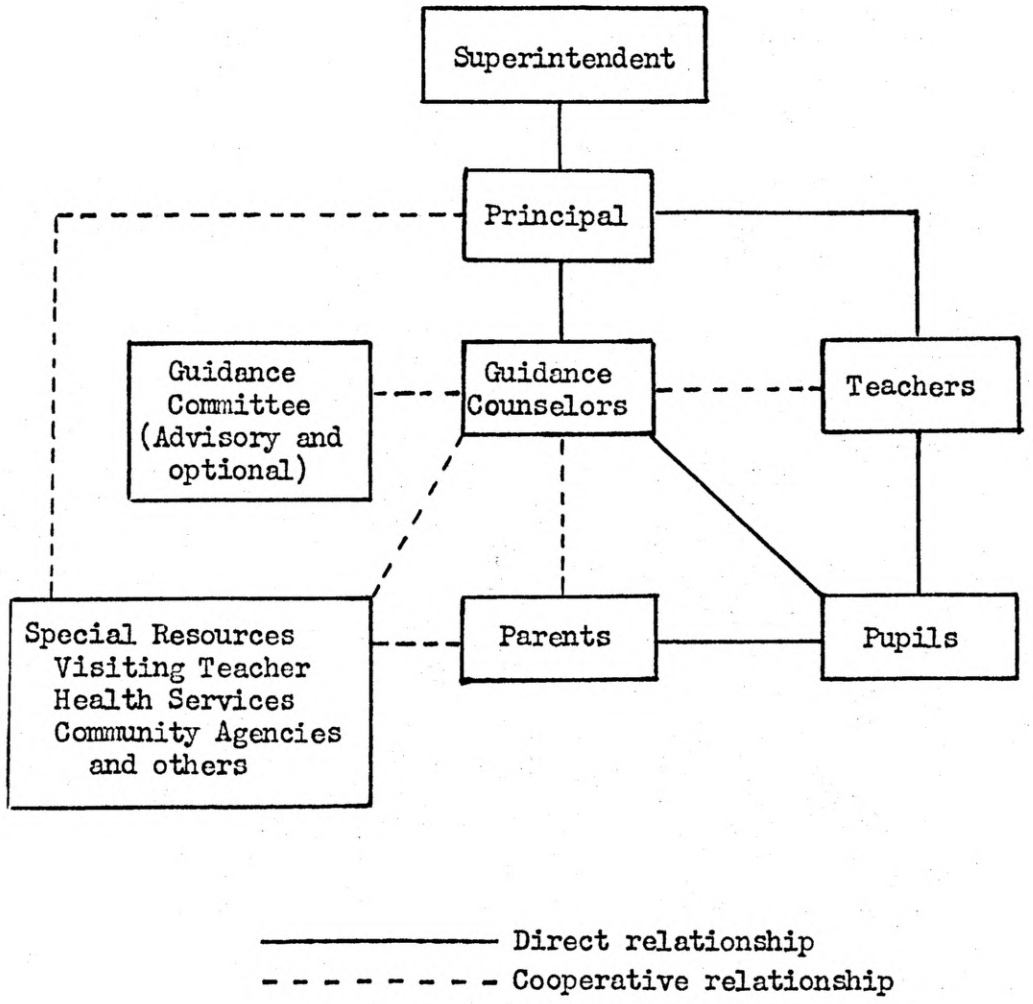


Figure 1. Lines of Administrative Authority and Responsibility of a Suggested School Organizational Chart

In Figure 1, the superintendent, principal, teachers, and pupils form the direct line of instructional responsibility, and are so shown. Guidance personnel are also in a direct line of responsibility from the superintendent and principal, but have a cooperative relationship with teachers, parents, and a guidance committee (which is optional, depending on the needs of the individual school). Roeber, Smith, and Erickson recommend appointment of such a guidance committee in order to foster better understanding between the instructional staff and guidance personnel, thereby avoiding possible development of any schism between proposed guidance practices and the level of understanding by various staff members.[4] Generally such a guidance committee would consist of some administrative as well as other staff personnel and would be utilized in an advisory capacity only.

The relationships of guidance personnel with other members of the school staff, pupils, and the community having been briefly defined, the next logical step is to briefly discuss the duties of guidance personnel.

Duties of Guidance Personnel

In the advanced type of technologically oriented society into which the American nation has developed there is a demonstrated need for someone in the school who has the duty of providing guidance so that each pupil is given the opportunity to develop personally, educationally, vocationally, and socially within the limits of his powers to do so. That

---

[4]Roeber, E.C.; Smith, G.E.; and Erickson, C.E., Organization and Administration of Guidance Services, pp. 34-35.

this has become the specialized function and purpose of the guidance counselor in those schools which provide such services was in general evidence in the literature examined.

The actual guidance function may be broken down into four broad fundamental areas: educational, vocational, personal, and social. The detailed duties to be performed by guidance personnel, should, therefore, evolve from these broad areas. In the literature several writers discussed the various duties or jobs which should be performed by high school guidance counselors. Those which follow are brief, composite viewpoints and opinions of those duties as assimilated from the literature.[5]

1. The counselor should supervise orientation of new students entering high school from junior high school or grade school. This would involve informing junior high schools or grade schools with regard to courses of study available and high school entrance routines. In addition the counselor would assign incoming students to sections or remedial classes.

2. The counselor should confer with pupils admitted to high school or transferred there during the year. The counselor would evaluate their credits and help them select a program of courses as well as give pertinent information concerning new pupils to classroom and homeroom teachers. Pupils should also be given advice concerning their choice of elective subjects.

3. The counselor should supervise the testing program. Guidance personnel should plan the actual testing, order the tests, keep an inventory of test supplies, work with teachers in scheduling and administering group tests, arrange for scoring of the tests, and interpret test results to teachers, pupils, and parents. Counselors would also perform the same general duties in the selection of, administration, and interpretation of individual tests.

4. The counselor should check credits for high school graduation and help students plan their programs accordingly.

---

[5] McDaniel, Henry B., Guidance in the Modern School, pp. 339-357; Erickson, Clifford E., A Practical Handbook for School Counselors, pp. 160-167.

5. The counselor should advise pupils regarding vocational planning and further training on the college level. They should interpret pre-college tests to seniors and advise pupils regarding selection of colleges and possible college programs, as well as assist students in obtaining scholarships and help them complete college admission forms. Guidance counselors are needed to advise pupils as to entrance requirements of the various colleges and to help them appraise their various interests and aptitudes so as to select the most appropriate college. Students also need information regarding various college expenses and the existing methods of financing a college education.

6. The counselor should advise pupils regarding vocational schools and assist them in entering, and inform and advise them as to the various vocational programs available as well as local and regional prospects for employment in various occupactions.

7. The counselor should advise pupils or assist them in arranging and conducting school social activities consistent with school policy and good taste.

8. The counselor should arrange group conferences to discuss college entrance requirements, various occupations, military services, employment possibilities and such other matters as may be of common interest to the pupils, arranging for outside speakers or consultants as needed.

9. The counselor should confer with pupils who may be planning to withdraw from school, attempting to find the cause and help them make adjustments which will encourage them to continue in school.

10. The counselor should interview and counsel pupils who are failing in school, those not working to capacity, and those with special problems which may be affecting their school work and work closely with other members of the school staff in trying to help these pupils satisfactorily adjust to the school situation.

11. The counselor should confer with teachers or other staff members with regard to individual pupils who present particular problems as well as to cooperate with the visiting teacher, attendance officer, nurse, or other special workers in handling problems which are the primary responsibility of these people.

12. The counselor should handle student employment. Counselors should be able to help students who need after-school work and assist graduates in finding suitable full-time employment. This involves working with community employment agencies and

individuals in determining employment vacancies and needs, to publicize employment opportunities, and to receive calls and notices from prospective employers so as to select or refer pupils or ex-pupils for the jobs.

13. The counselor should inform pupils about their military obligations or opportunities. Students need advice concerning the various military services and the opportunities they offer, as well as assistance for boys who may be interested in a military career so they may select the service which offers the type of work, training, or environment in which they are most interested. Qualified boys who desire officer training need someone who is acquainted with the requirements and opportunities to advise them regarding procedures for obtaining an appointment to a service academy or the various college programs leading to a commission as an officer in the armed forces.

14. The counselor should write letters of reference for pupils either still in school or who have left school and complete evaluation forms or rating scales as referred by prospective employers or the armed forces, consulting cumulative individual records, interviewing teachers, and assembling and interpreting the proper information in order to perform this duty.

15. The counselor should maintain proper cumulative records for each pupil.

This chapter has presented a discussion of the primary functions and organization for guidance services, as well as a list of fifteen of the primary duties to be performed by guidance counselors.

Authorities in the literature believed it necessary that a guidance program should provide basic pupil personnel services, among which are generally considered to be counseling, testing, and record keeping. These topics are discussed in the succeeding chapter.

CHAPTER IV

BASIC PUPIL PERSONNEL SERVICES

In the years since the turn of the century the instructional functions of secondary schools have been augmented by various supplemental or special services. The guidance counselor provides the specialized guidance services known also as pupil personnel services. It has also been the general concensus in the literature that the basic services provided by guidance counselors consist of individual counseling, group guidance, testing, informational service, and the maintaining of pupil records. These will be treated individually in the following sections.

Individual Counseling

Discussions of counseling in the literature indicated that school counseling is a procedure or technique where the counselor individually helps youth help themselves to solve their problems. Nelson gives a purpose for counseling stating that it " - - - is to help individuals, one at a time, to make interpretations, choices, and plans which lead to socially acceptable and individually satisfying behavior relative to certain kinds of personal problems."[1]

McDaniel[2] stated there are four basic principles in the individual counseling process, which he summarized as:

---

[1]Nelson, A. Gordon, "The Role of Counseling in the Secondary School", The Bulletin of the National Association of Secondary School Principals, 38:205, November 1954, p. 31.

[2]McDaniel, Henry B., Guidance in the Modern School, pp. 120-122.

1. Each counselee is a person and must be so dealt with. There must be genuine respect on the part of the counselor for the individual's right to succeed or to fail, with the basic principle that the final responsibility for any change in the client's life is his own.

2. Counseling is a permissive relationship. Either the client or the counselor may terminate the relationship, thereby eliminating any element of coercion. For whatever reason the client brings a problem to a counselor, that counselor should be motivated only by a desire to help and must receive the client as he is and not attempt to instill any of his preconceived ideas in the client.

3. The counselor thinks with the individual. The counselor's role is to sum up, consider all aspects, and enter into the thought processes of the client so as to work with him on his problem.

4. All of these principles are consistent with the ideals of democracy. Democracy demands an acceptance of the individual as he is and defends his right to be different, consistent with law and order. Everyone has the right of free selection which is granted equally to all but may be limited through personal characteristics, and each has the right for the counselor to respect individual preference instead of being dictatorial or directive.

The problems which pupils bring to counselors have considerable variety requiring a wide range of understanding and knowledge on the part of the counselor. The pupil who is unpopular may want to find how he can make others like him; many are in doubt as to the vocation for which they want to prepare; some need help in choosing the proper courses required to prepare for their chosen vocation, or perhaps in the choice of a college; others may need assistance to cope with problems such as scholastic failure, financial stringency, or even interpersonal family relationships. These are a few examples of the problems brought to the guidance counselor and demonstrate the variety and nature of the counseling he may be expected to perform.

Approaches to the techniques of school counseling vary considerably in the literature, but McDaniel[3] grouped them into three classes: non-directive counseling, clinical or direct counseling, and eclectic counseling. In non-directive counseling the counselor assumes that the client is responsible for himself, strongly desires to improve, and contains some life force which pushes him toward adjustment. The counselor provides a warm, permissive atmosphere giving the client complete freedom to withhold or give expression to his feelings regardless of their nature. Clinical or direct counseling is based upon the premise that no counseling may be effective unless the counselor has complete information concerning the client in order to diagnose and treat the problem. The clinical counselor works directly the opposite of the non-directive counselor; he assumes the role of the expert, examines and analyzes the evidence, and decides on the course of action. The eclectic viewpoint is probably the most widely held concept of counseling. The eclectic counseling approach takes a position somewhere in the middle of directive and non-directive techniques. The eclectic counselor concedes that people are different in many ways and that a single set of techniques cannot be applied in all cases. The eclectic counselor fits the counseling situation to the individual, taking the permissive, listening approach in some cases and in others making some of the decisions in order to help the client think through his problem, structuring the conference as flexibly as is possible.

Much of the literature broke the counseling function into several

---

[3] Ibid., pp. 127-149.

basic steps. McDaniel[4] has summarized these fundamental counseling steps into comprehensive and inclusive form as follows:

1. Initial rapport must be established. The counselor takes the initiative and greets the client in a friendly, interested manner, making a careful effort to establish a warm personal atmosphere.

2. The counseling situation should be structured. The stage is set by the counselor in such a way that the client understands he will be listened to and that mutual thought will be given to his problem.

3. The problem must be stated. The counselor asks the client simply and directly to give his problem. He listens in order to grasp the problem and seeks to learn how deeply the problem is affecting the client.

4. An approach to the problem must be determined. The counselor decides on the technique he should use or whether to refer the client to some other specialized agency if the problem is beyond his capability or responsibility.

5. The problem must be systematically thought through. The counselor listens and may suggest that adequate information is necessary to arrive at a successful solution. Together they list factors pro and con, but the counselor also makes the client understand the final decision must be his own.

6. The data must be accumulated. This may be from the cumulative guidance record of the client, test results, autobiography, or school grades. It may be that further tests are indicated and the client should be brought to understand why this is so, and a schedule of such tests set up.

7. The data must be interpreted. Both counselor and client cooperate in interpretation of information concerning aptitudes, abilities or interests. The client explains how much effort went into his school work, his family relationships, his social activities, etc.; the counselor explains test results and their meanings.

8. The possible courses of action are synthesized. Both compile various courses of action, evaluating them according to the desires and interests of the client in terms of consequences and feasibility.

9. A plan should be decided upon. The client makes a decision.

---

[4] Ibid., pp. 180-181.

The counselor helps him understand this is tentative, subject to modification if the circumstances change or the client so desires.

10. The interview is summarized. Both client and counselor should concur on the clarity of their understanding of the solution reached.

11. The counselor invites the client to return. Every client should be made to feel that he may return should his plans change or a new problem arise. He should leave with the feeling that the counselor is genuinely interested in helping him.

12. There should be a follow-up. An occasional look into the activity of the client after counseling is warranted and recommended. He may need encouragement, further guidance, or an evaluation to determine the success of the counseling effort.

Counseling, as one of the important guidance services, is the individual or person-to-person approach to guidance and is an integral part of the services provided by the secondary school to help in the education of adolescents. The literature generally agreed that counseling begins with the classroom teacher, being implemented and expanded in those schools which provide the specialized personnel generally known as guidance counselors. Nelson[5] has stated that there is an erroneous tendency to confuse counseling and group guidance, and held that group guidance is a term generally employed to designate any group method of dealing with pupils' problems whereas counseling has the connotation of indicating an individual approach. In many situations this individualized approach is neither necessary nor desirable, and the counselor may advise several persons at the same time, or guidance functions may be best performed in a classroom situation. Group guidance will be discussed in the following section.

---

[5]Nelson, op. cit., p. 36.

Group Guidance

Group guidance is another important guidance service. The most common form of group guidance is that which is provided by the classroom teacher and which, therefore, exists in every school whether or not there is an organized guidance program. According to Foster[6] group guidance is important because it provides a maximum number of pupils with information and the opportunity to develop inter-personal skills, additional interests, and obtain practice in democratic activities.

Smallenburg[7] stated that there are four major areas in the school which offer opportunities in group guidance: core curriculum courses, elective and special classes, extracurricular activities, and special guidance events.

Core Curriculum. As defined by Smallenburg core curriculum includes classroom instruction, homerooms, orientation courses, and occupational and educational information units. The kinds of things which can be brought out in the core curriculum include educational and vocational planning, adjustment to school personnel and facilities, participation in developing social skills, organization to promote democratic relationships in the classroom, appraisal of available occupational opportunities, comparison of college entrance requirements, and consideration of specific courses which train for selected occupations. Probably the only real limitation to the material offered in the core curriculum would be the

---

[6]Foster, Charles R., Guidance for Today's Schools, p. 51.

[7]Smallenburg, Harry, and others, Guidance Handbook for Secondary Schools, pp. 95-101.

ingenuity and imagination of administrators, teachers, and guidance personnel responsible for such curricular offerings.

Elective and Special Classes. Included in elective and special classes for group guidance are such offerings as leadership classes, practical arts courses, exploratory courses, and special classes. Leadership classes have developed concepts concerning the qualities of a leader, the responsibilities of leadership, and the opportunities for leadership in the school. The practical arts courses include instruction and training in common skills, survey of jobs, the importance of such occupations, and appraisal of aptitudes. Exploratory courses include instruction and development of vocational and avocational interests, information concerning advanced training in chosen fields, or acquiring of useful skills for home maintenance. Special classes include curriculum offerings in art, music, dramatics, speech, or others useful or desirable for training for enriched home and community life.

Extra-Curricular Activities. Student body government, athletic organizations, and club activities are all extra-curricular activities where there is an opportunity for group guidance. These activities provide an outlet for student enthusiasms, development of leadership, construction of situations requiring initiative and responsibility, development of attitudes of fair play, provision for group participation, as well as an opportunity to provide for full participation both as leader and follower.

Special Guidance Events. There are many special events in the school in which group guidance techniques may be utilized to provide the

widest possible participation. One of the most widely used is that of a career day in which community leaders and representatives of the major occupations, professions, and vocations of the community come to the school and give firsthand information regarding their occupations to selected groups of students who have indicated specific interest in any of the vocations represented. Groups of students visit such local features as manufacturing plants, governmental activities, cultural institutions, and other such community resourses for first hand information on vocations on field trips, another type of activity which may be considered to be in the category of a special guidance event. Another special guidance event which has widespread use in urban areas is the college conference where representatives of colleges--generally admissions personnel--visit the high school or a central location where interested students may receive information concerning admissions, facilities, course offerings, scholarships, and loans, directly from the representative of the college of their choice.

These illustrations and discussions are representative of special group guidance activities which may be offered as part of a guidance program by a secondary school. Local considerations such as administrative policy and philosophy, finances, availability of the services in the community, and any others of a specialized nature peculiar to the school or community would have a definite influence on any decision concerning the extent and nature of group guidance services to be offered.

In addition to school counseling and group guidance another essential pupil personnel service is testing for guidance purposes.

Testing for Guidance Purposes

Over the past several years, and particularly in the last three decades, a number of persons have attempted to develop tests designed to measure human intelligence, aptitudes, personality, and achievement. People differ in many individual ways, as demonstrated by the various references to this statement in the literature examined. McDaniel[8] stated that even casual observation indicates that there are differences in each person's ability to do a particular thing; that the pupil who is adept in solving arithmetical problems may be very inept in writing themes or in the playing of a musical instrument. Some of the literature has also postulated that there is no one way to measure human abilities and that there is no infallible test.

Secondary school guidance testing programs have the recognized purpose, according to the literature, of meeting the needs of individuals. Such tests are an attempt to make an assessment of the individual, within the limitations of the actual test, to be used as a tool by the counselor in working with the pupil. In planning the testing program, Froehlich and Benson[9] have said that there are at least four primary considerations which are:

1. Cooperative planning on the part of teachers, pupils, and parents is recommended. The program should be based on results of study by the school staff. Pupils should understand the purposes of the tests and that results will be interpreted to them. Parental cooperation in the program should be enlisted. Parents should be told as much about the test plans and also

---

[8]McDaniel, op. cit., pp. 226-227.

[9]Froelich, Clifford P., and Benson, Arthur L., Guidance Testing, p. 5.

the results such as is consistent with school policy as formulated to meet the local situation.

2. Long range planning is necessary. The testing program must be conceived as a continuing project with the viewpoint that it will gather test data and evidence over a period of several years for each pupil.

3. The testing program must be practicable. It must meet the budgetary limitations of the school and not be too time consuming for faculty, pupils, or those rendering clerical assistance.

4. Effective operation depends on professional training. The testing program has to be within the professional qualifications of those who administer and interpret the tests. The value of any individual inventory is dependent on the ability with which it is used constructively.

The testing of human beings has been qualified as a science in its own right and there is considerable literature on tests and testing alone. The discussion which follows provides some basic information concerning some of those tests which have been administered to high school pupils for guidance purposes. More complete information and further lists of tests are included in many of the references in the bibliography.

Intelligence Tests. An intelligence test is one which is designed to measure human intelligence. There were several concepts or definitions of intelligence in the literature. Freeman stated that one definition which could be used in its broadest sense was "ability to learn".[10] Tests designed to measure human intelligence or ability to learn, and which have been administered to boys and girls of high school age, include the following:

1. Stanford Binet Scale. This is an individually administered test which measures several verbal and performance factors and is a revised version of the first such generally accepted

---

[10]Freeman, Frank S., Theory and Practice of Psychological Testing, p. 60.

intelligence test which was developed by Alfred Binet and has progressed through several revisions. It has been the most widely known of such tests and it was from Binet's tests that the term "intelligence quotient" was derived by William Stern.[11] This term has been widely used to indicate the degree of retardation or acceleration of the mental ability of an individual. The Stanford Binet Scale is time consuming to administer because it can only be given to one person at a time and it should be administered by someone with special training in the techniques of administering and interpreting the test.

2. Wechsler Adult Intelligence Scale. Individually administered, this test measures six verbal and five performance functions. Many authors considered it one of the best such tests, but it is also time consuming and should be administered by someone with special training.

3. Otis Quick Scoring Mental Ability Tests. The Otis tests are self-administered; that is, all that is necessary is for the person in charge to pass out the test booklets, allow pupils some time to study the simple directions and then let them go ahead. These are timed tests (allowing 30 minutes) and may be given either to groups or one at a time. Although not nearly so comprehensive as the Stanford Binet or the Wechsler Scales, the Otis Tests have a real advantage in their simplicity of administering, ease in scoring and interpretation, and also their applicability for testing a fairly large group together.

Aptitude Tests. Aptitude tests are designed to point out particular abilities of individual students. Freeman has defined aptitude as "A capacity that indicates a probable degree of successful learning and achievement in a particular and limited type of activity—for example, musical, mechanical, artistic,or linguistic".[12] A few of those aptitude tests which have been used in secondary schools have been listed.

1. Differential Aptitude Test Battery. The complete battery consists of eight tests which attempt to measure the level of aptitude in verbal reasoning, numerical ability, abstract

---

[11] Ibid., p. 111.

[12] Ibid., p. 7.

reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language usage (English), and spelling. They may be administered to large groups and by persons with less training than is required to administer the Stanford Binet or Wechsler Bellevue tests.[13]

2. General Aptitude Test Battery. The General Aptitude Test Battery was developed by the United States Employment Service and has been used by many employment offices. The scores are grouped under ten aptitude factors: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, eye-hand coordination, motor speed, finger dexterity, and manual dexterity. The tests are group administered and have been designed to indicate whether the individual has at least a minimal degree of the pattern of aptitudes required for one or more of two thousand occupations. This test battery has been used mostly in state and federal employment offices but some high schools have made arrangements to have it administered for use in educational and vocational counseling.[14]

3. College Entrance Examination Board Scholastic Aptitude Test. This scale has two sections, verbal and quantitative (mathematics). In recent years this test battery has come into widespread use as college entrance criterion because many of the universities and colleges in the United States are now requiring the test results for entrance.[15]

Achievement Tests. Achievement tests are those tests which have been administered after completion of a course or after the intended learning experience has taken place and which have been designed to measure what has been learned.[16] Some achievement tests which are so designed that they may be administered by guidance counselors or teachers and have been used in various high schools are listed.

---

[13] Ibid., p. 333.

[14] McDaniel, op. cit., p. 226.

[15] Freeman, op. cit., pp. 290-291.

[16] Levine, Abraham S., "Aptitude Versus Achievement Tests as Predictors of Achievement", Educational and Psychological Measurement, Autumn 1958, p. 518.

1. Iowa Tests of Educational Development. The Iowa test battery measures nine areas of learning: understanding of basic social concepts, background in natural sciences, correctness and appropriateness of expression, ability to do quantitative thinking, ability to interpret reading materials in the social studies, ability to interpret reading materials in the natural sciences, ability to interpret literary materials, general vocabulary, and ability to use sources of information and reference material

2. California Achievement Tests (Advanced). The California Achievement Tests measure learning in reading, vocabulary, reading comprehension, mathematics reasoning, mathematics fundamentals, mechanics of English and grammar, and spelling.

3. Cooperative General Culture Test. Broad areas such as current social problems, history and social studies, literature, science, fine art, and mathematics are covered by the Cooperative General Culture Test.

4. National Merit Scholarship Qualifying Test. The National Merit test battery covers broad areas of English usage, mathematics usage, social studies reading, natural science reading, and word usage. This test battery is administered in the Spring of the pupil's junior year in high school on a nationwide basis and is for the expressed purpose of selecting students for scholarship awards administered by the National Merit Scholarship Corporation. It has also been considered to be of value in the counseling of those students who take the examinations as these tests have been designed to point out strengths or weaknesses in the areas of English, mathematics, social studies and natural science.[17]

Personality Tests or Interest Tests. Personality or interest tests are those which have been designed to provide rating scales for personal traits or interests. There are a great number of personality traits which these rating scales may be devised to measure or detect such as tact, generosity, leadership, cooperativeness, resourcefulness, punctuality, industriousness, honesty, emotional control, study habits, and

---

[17]National Merit Scholarship Qualifying Test, Spring 1960, Interpretive Manual for Counselors and School Administrators, pp. 15-22.

many others with virtually unlimited possibilities.[18] Three which have been used on the high school level are briefly described as follows:

1. The Kuder Preference Record is a group test including 168 items covering a wide range of activities which are scored to yield a profile representing ten areas: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical, and outdoor. The profile is analyzed by the counselor to determine which areas, if any, the pupil's interests or preferences are strong or weak. Combinations of interests may be compared with known interests of groups of individuals who have demonstrated or achieved success in various vocational areas.

2. The Strong Vocational Interest Blank contains 400 items dealing with likes and dislikes in occupations, school subjects, amusements, activities, and personality traits. The purpose of the inventory is to find the extent to which the student's interests and preferences agree with those of successful persons in specified occupations.

3. Your Educational Plans is a questionnaire which provides an inventory of various facts and attitudes as reported by a high school boy or girl. Its purpose is to help the counselor assist the pupil in predicting possible post high school behavior with particular respect to continuing his education. The test provides a means for weighing such factors as aspirations, school achievement, family status and income, and familial attitudes toward higher education, which are all evaluated and scored by electronic data processing.

The testing of high school pupils can only be utilized in its fullest sense when adequate, cumulative records are maintained so that past scores, performance, and personal characteristics may be compared and evaluated. Such records have been briefly discussed in the succeeding pages.

---

[18] Freeman, op. cit., p. 455.

Individual Pupil Records

Individual pupil records, or the individual inventory service, are an important feature of the guidance program. Such records are concerned with the whole child and should contain a sampling of as many pupil characteristics as possible, according to Roeber, Smith, and Erickson.[19] Much of the literature agreed that such records must be cumulative in order to be worthwhile. McDaniel[20] stated that an adequate student record tells what he knows, what he is able to do, and what kind of a person he is.

In many school systems the record of the individual pupil is begun at the time the child enters school. The parents supply such information as personal characteristics, birth information, health, physical development, and sometimes special characteristics, if pertinent or applicable. The schools add to this record, sometimes haphazardly and sometimes according to well developed plans. The record follows the pupil from grade to grade until he leaves the school or graduates. According to McDaniel[21] these school records have limitations in that they do not completely show what the pupil has done, children's interests and abilities are subject to change, and teacher judgment is not infallible. However, he also indicated that despite these limitations such records are important because the best indication of what the individual will do in the future is what he has done in the past, and the

---

[19]Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E., Organization of Guidance Services, 2nd Edition, p. 133.

[20]McDaniel, op. cit., p. 187.

[21]Ibid., pp. 192-193.

record is valuable to the parent, teacher, or counselor who is sufficiently wise to treat such records with caution and humility.

The literature indicated that there are many forms of pupil records, many concepts of what constituted adequate or recommended record keeping, and many ways of recording such information. Traxler[22] has suggested ten areas in which information in the cumulative record has been considered to be essential to guidance personnel which could be developed by a school into the form or pattern that school desired. These "essential items in the cumulative record" are summarized as follows:

1. The cumulative record should contain information concerning home environment, siblings, study conditions, and other such items which might affect the personality of the pupil.

2. The chronologically complete record of achievement, attendance, activities, problems, and also teacher comments should be in the cumulative record.

3. Mental ability or academic aptitude test scores should be included in the cumulative record.

4. The cumulative record should contain achievement test scores offering evidence of achievement in the fields of English, mathematics, social studies, science, and language so as to supplement teacher grades.

5. The cumulative record should contain a summary statement of health and physical characteristics, with limitations if any.

6. Information about out-of-school experience, summer jobs and any current jobs should also be in the cumulative record.

7. The cumulative record should include educational and vocational interests as shown by co-curricular activities and scores on interest inventories or questionnaires.

8. Any special aptitudes and talent should be noted in the cumulative record.

---

[22]Traxler, Arthur E., Techniques of Guidance, pp. 29-32.

9. Cumulative records should contain information regarding personality and also any behavioral tendencies considered not "normal".

10. The vocational and educational plans of the pupil should be included in the cumulative record.

In addition to school counseling, group guidance, guidance testing, and individual pupil records, another basic pupil personnel service is the informational service.

Informational Service

The need for additional services was pointed out by Roeber, Smith, and Erickson[23] when they stated that the school library should be the depository for the greatest amount of occupational, educational, and social-cultural information. They further reported that there is a need for keeping a supply of such publications and pamphlets in the guidance offices so that they are immediately available for pupils, teachers, and guidance counselors.

Some of the literature stated that the informational service in the secondary school guidance office should contain certain basic publications and those following were selected:

1. Bureau of Census publications containing national, state, and local information on industries, occupations, employment and unemployment.

2. The Dictionary of Occupational Titles[24] which contains brief descriptions of more than 40,000 occupations, alphabetically arranged.

3. Various occupational monographs and briefs, many of which

---

[23]Roeber, Smith, and Erickson, op. cit., p. 171.

[24]Dictionary of Occupational Titles, U.S. Department of Labor.

may be obtained free or at very low cost.[25]

4. College catalogs and descriptive material concerning the various colleges and universities in the United States, including such information as entrance requirements, costs and financing, programs, and degrees offered.

5. Pamphlets and descriptive material concerning the various armed forces and the military obligations of young men which are furnished by the recruiting and personnel procurement offices of the respective armed forces.

The foregoing publications in the informational service are only basic and were not intended to be a comprehensive discussion or listing of informational service materials. With such a basic or fundamental stock of publications the counselor can explore further and review the literature so that new publications may be added as necessary, while at the same time he may discard obsolete or superseded material. In a fluid and dynamic society which is constantly changing today's publications in the informational service file are out-of-date and superseded in a few years.

The basic pupil personnel services--school counseling, group guidance, guidance testing, individual pupil records, and the informational service--discussed in this chapter are considered minimal and have been intended for use as a guide or pattern in the organizing or developing of a guidance program.

The desirable professional qualifications for guidance counselors as well as some recommended school plant provisions are discussed in the next chapter.

---

[25]McDaniel, op. cit., p. 309.

CHAPTER V

PERSONAL AND PROFESSIONAL QUALIFICATIONS DESIRED FOR GUIDANCE COUNSELORS, AND RECOMMENDED SCHOOL PLANT PROVISIONS

School officials all carry out guidance functions, according to McDaniel when he indicated that if guidance services are to develop into "an esteemed and effective school service, leadership must be identified".[1] In other words, if there is to really be a coordinated, purposeful program called a guidance program, there must be someone who is identified as a specialist, administrator, or leader of the program who is actually a guidance counselor.

McDaniel[2] has also stated that guidance services in secondary schools have developed along three typical or general plans: (1) Teachers and administrators have carried out these functions in the course of their regular duties without time or facilities devoted especially to guidance. (2) In some schools, selected teachers have been released from classroom duties part of each day to perform guidance duties. (3) Other schools have employed full-time counselors who have no teaching duties. There are also some plans for guidance in which combinations of these three plans have been used, and one or more full-time guidance counselors have been employed who are specially qualified to do individual mental testing, to make case studies, and who act to coordinate the program. This, according to McDaniel, appears to have combined the

---

[1] McDaniel, Henry B., Guidance in the Modern School, p. 34.

[2] Ibid., p. 77.

strengths of the other plans and has found increased nationwide acceptance in schools.[3]

Just as a teacher must be qualified to teach, it is of primary importance that a guidance counselor be qualified to carry out his duties.[4] The following pages contain a discussion of some of the personal and professional qualifications desirable in those who are selected to be guidance counselors.

Desirable Personal and Professional Qualifications

Reports in the literature stated that guidance counselors must meet certain recommended criteria in order to be considered competent and able to perform their duties properly. Roeber, Smith, and Erickson have made a study of these qualifications and have synthesized the desirable personal and professional qualifications of guidance counselors in the clearest and most concise language found. Their outline was as follows:

1. Personal Qualifications
    a. Scholastic aptitude sufficient to enable prospective counselors to complete successfully course work in a graduate school.
    b. Interests similar to individuals who are interested in working with people.
    c. Ability to work with people, as evidenced by active participation in group activities, both school and community.

---

[3] Ibid., p. 77.

[4] Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E., Organization and Administration of Guidance Services, 2nd Edition, p. 58.

d. Personality factors, such as maturity in social relationships and in handling personal adjustments. Qualities considered significant are a sensitivity to attitudes of others, tact, poise, a sense of humor, a sense of worth, a freedom from withdrawing tendencies, the ability to profit from mistakes, and the ability to take criticism. Another important requirement of both the counselor and the prospective counselor is that of personal appearance. This includes good health, pleasing voice, magnetism, and freedom from annoying mannerisms. Any physical deformity should be appraised and considered in the light of its effect on counselees.

2. Experience

   a. Counseling experience sufficient to demonstrate competency.

   b. Teaching experience sufficient to demonstrate a knowledge of educational settings and the ability to work successfully with and interest in pupils, teachers, and parents.

   c. Noneducational work experience sufficient to demonstrate some understanding of the world of work and an ability to sense the attitudes of and role played by noneducational workers.

3. Training

   a. General education

      (1) The bachelor's degree from an accredited institution.

      (2) The fulfillment of all requirements necessary for a teacher's certificate for the educational level at which the counselor intends to function.

   b. Core training areas

      (1) Philosophy and principles--an understanding of a guidance point of view and the implications of this philosophy for guidance practices.

      (2) Growth and development of individuals--an understanding of the dynamics of human behavior, with an emphasis upon normal individuals but including atypic individuals.

      (3) Methods of studying individuals--an understanding of

the techniques appropriate to studying individuals and skill in synthesizing data for use in counseling and adapting instruction to pupil needs.

(4) Collection, evaluation, and use of occupational and other types of information--an understanding of environmental information for use in counseling and group activities, including information concerning occupations and industries, training facilities, placement sources, and referral resources.

(5) Administrative and community relationships--an understanding of the counselor's relationship with individuals in the school setting and to community agencies and groups.

(6) Counseling theory and techniques--an understanding of techniques applicable to counseling, including their theoretical premises as well as their implications in the counseling situation.

(7) Supervised experience in counseling--demonstrable skill under close supervision in carrying out the counseling function.

(8) Research and evaluation--an understanding and ability to carry out service types of research, as well as an understanding of concepts necessary for test interpretation and an understanding of research.

(9) Professional orientation--an understanding and acceptance of ethical principles and a desire for continual professional growth, including participation in professional organizations.

c. Related training (recommended background as undergraduate or graduate students)

(1) Psychology--such as an understanding of learning theory, personality theory, therapeutic theory and techniques, or industrial psychology.

(2) Sociology--such as an understanding of the family or other institutions, group behavior, delinquency, cultural anthropology, or social case work.

(3) Economics--such as personnel management, labor problems, or structure of and trends in the economic system.

(4) Professional education--such as courses in administration, curriculum, philosophy, educational psychology, or reading.[5]

A desirable qualification listed by some authors but not previously specifically mentioned was competence. Despite the fact that the counselor has met the other previously listed qualifications, competence may not be taken for granted but has some additional implications. Burckel[6] has pointed out that competence implies maturity, self-understanding, and personal adequacy of the counselor so that he does not feel a need to "make over" students into an image of himself. There should be a breadth of ethical, moral, and religious orientation in order to understand others without passing judgment, and a dedication to the concept of individual worth so that the counselor provides help for the low-ability pupils as well as the gifted. Also the counselor should have a professional attitude toward hours of work and methods so that he is not circumscribed by the regular school curriculum or its physical boundaries.

Staffing a school with a competent counselor or counselors is probably of primary and fundamental importance if there is to be a planned, workable, and worthwhile guidance program. However, if the services of trained counselors are to be secured suitable provisions

---

[5] Ibid., pp. 55-57. (By permission from Organization and Administration of Guidance Services, by Roeber, Smith, and Erickson, Copyright, 1955, McGraw-Hill Book Company, Inc.).

[6] Burckel, Christian E., "What Constitutes an Adequate Counseling and Guidance Staff", The College Blue Book, Yonkers-on-Hudson, New York, March 2, 1960, p. 13.

in the school structure should be made so that the guidance services may be well-utilized and where counselors may perform their functions efficiently and competently.[7]

Desirable School Plant Provisions

It is important to have desirable school plant provisions to provide the counselor with a suitable place to work. A highly competent counselor could perform his duties with some effectiveness under adverse conditions. Competent and skilled teachers may also do an effective job of teaching in inadequate surroundings or lacking proper facilities and equipment, but administrators make every effort to prevent such a situation from arising. However, Roeber, Smith, and Erickson[8] have said that some schools have little or no plant facilities for guidance activities.

The literature of several of the authors on guidance contained no specific recommendations concerning suitable physical arrangements for providing guidance services. In fact, many of these writers have not even made any mention of this aspect of guidance. Smallenburg[9] stated that many administrators have been faced with the problem of finding adequate office space for counselors, particularly in those cases where the buildings were constructed before modern personnel

---

[7]Roeber, Smith, and Erickson, op. cit., p. 130.

[8]Ibid., p. 106.

[9]Smallenburg, Harry, and others, Guidance Handbook for Secondary Schools, p. 72.

practices were introduced, and also where population growth has made it imperative to utilize all available facilities for instructional purposes. However, the same authors[10] have made some suggestions for counseling facilities in those districts where building programs are being planned, which have been substantially reproduced as follows:

1. Counseling offices should be convenient to administrative offices.
2. Counseling offices should also be convenient or close to the health offices (nurse and/or doctor's office).
3. Adequate and well lighted office space should be provided for guidance office clerical workers.
4. A small conference room should be available for counselors for parental conferences, individual testing, interviews, and the like.
5. A larger conference room should be available for group testing and group conferences.
6. Each counselor should have an office with a minimum of 150 square feet of floor space.
7. A waiting room for the guidance office is necessary and should contain a minimum of 150 square feet if there is one counselor. For each additional counselor there should be a minimum of 50 square feet of floor space.
8. Provisions for guidance office spaces should include storage and filing space, with built-in closets, bookcases, bulletin boards, cupboards, and shelves.
9. Office equipment should include desks, tables, chairs, typewriters, an adding machine, and suplicating facilities such as mimeograph. In some larger districts an electric test scoring machine may also be desirable to cut down counselor or clerical time spent on manual test scoring.
10. Offices for counselors should be well lighted and soundproofed.

---

[10] Ibid., pp. 73-74.

Roeber, Smith, and Erickson[11] generally concurred with the foregoing and also have gone into considerable more detail in their discussion of the desirable physical surroundings, as well as making alternate proposals for the conversion of available space to guidance offices in the cases of older buildings. They stated there are four primary considerations for the location of guidance facilities:

1. Accessible to pupils, parents, teachers, and visitors.
2. Accessible or close to other personnel offices, health clinic, and central offices.
3. Away from centers of noise such as shops, cafeteria, noisy machinery, or gymnasiums.
4. Adequate for carrying on other guidance services such as testing, conferences, or meetings.

Furthermore, these authors[12] have also stated that there were some important factors to be considered in the physical arrangements of a counselor's office. They were as follows:

1. The counselor and counselee should both have access to chairs without having to cross in front of each other.
2. The counselee should not have to face a glaring light such as that from an unshaded outside window.
3. The counselee should not be required to sit facing the door.
4. The counselor should have a file cabinet and professional books within his easy reach.

The authorities have indicated that the guidance facilities should be of ample dimensions, convenient, well lighted, and comfortable. Some additional important aspects of a secondary school guidance program include teacher participation in both the classroom and the homeroom. These are discussed in the next chapter.

---

[11] Roeber, Smith, and Erickson, op. cit., p. 111.

[12] Ibid., p. 111.

CHAPTER VI

ROLE OF THE TEACHER IN A SECONDARY SCHOOL GUIDANCE PROGRAM

It has been generally emphasized in the literature examined that guidance is a function of the entire school and that every teacher performs some duties or functions which involve guidance. The classroom teacher plays an important role in the guidance program but does not generally have the specialized training to carry on all guidance functions and services. McDaniel[1] stated that teachers have more than enough to study in the contemporary fields of knowledge in order to attain sufficient mastery to teach effectively in one or more high school subject matter areas without having to learn the specialized techniques or course material which are necessary for the professional guidance counselor. The teachers are oriented more to the group than to the individual, and the guidance counselor therefore provides the individual-oriented services in the school. However, the teacher may participate in the guidance program both in the classroom and the homeroom. This participation is discussed in the sections which follow.

The Classroom Teacher in the Guidance Program

According to Roeber, Smith, and Erickson,[2] even though not all teachers are equipped by training or personality to perform guidance

---

[1]McDaniel, Henry B., Guidance in the Modern School, pp. 72-73.

[2]Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E., Organization and Administration of Guidance Services, 2nd Edition, p. 31.

services exclusively, their importance to the guidance program cannot be minimized. Teacher responsibility in secondary school guidance is based upon the fact that they are the ones in the school situation who are in the best possible position to observe pupils. Humphries and Traxler's[3] opinions that teachers are the most capable of pupil observation and guidance cooperation were based on the following points:

1. They, as teachers, are concerned primarily with pupil needs and problems.
2. Teachers are first in line to detect maladjustment or emerging maladjustment in their pupils.
3. Teachers have the opportunity to provide many of the school situations necessary for maximum pupil development.
4. Many group therapy activities are possible for teachers to provide.
5. Many of the decisions pupils make as the result of conferences with counselors may be implemented by teachers.
6. Often instructional services close to the needs and problems of pupils may be provided by teachers.
7. Teachers have an opportunity to acquire a great amount of information as well as insights about pupils and their experiences.
8. Many effective and important contacts with parents and community agencies are made by teachers which have great value in the guidance program.
9. Teachers have close personal contacts with pupils which places them in an excellent position to help them.

Some of the ways in which classroom teachers participate in the guidance program, as observed in the literature, are as follows:

1. They cooperate in carrying out the policies as set by the administrators and counselors which are considered essential

---

[3]Humphries, Anthony J., and Traxler, Arthur E., Guidance Services, pp. 403-404.

to proper development of guidance services.

2. They observe pupils and study them to learn pertinent facts concerning their personal deportment, interests, social behavior, emotional attitudes, aptitudes, potentialities, goals, values, socioeconomic status, and academic difficulties as well as progress or lack of progress. They record this data and refer pupils for counseling based upon it.

3. They provide the best possible psychological climate and classroom mental hygiene to help the pupil to develop his fullest possible potentiality.

4. They use occupational and educational information, integrating it into their subject matter whenever possible.

5. They observe physical and health problems referring such to the health center or guidance office as indicated by the problem.

6. They manage the group process for producing democratic behavior, skills, and attitudes with the intent of producing individual social adjustment, tolerance, and development.[4]

A good teacher realizes that he has to help the student help himself and that his pupils need this help. Many high school pupils have very little interest in their education, and it is the teacher's function to work with those in guidance to try to stimulate the interest of these pupils as well as to help all to achieve self realization. Another possible role of the teacher in guidance is in the homeroom which is discussed in the following section.

Homeroom Guidance

Many secondary schools use the homeroom system for guidance. When the school has the homeroom system it is the "operating base" to

---

[4]Mathewson, Robert H.. Guidance Policy and Practice, Rev. Ed., pp. 257-260; Roeber, Smith, and Erickson, op. cit., pp. 31-32.

which pupils are assigned when they enter school. There they generally have a desk where they may leave their books, and the assigned teacher has the pupils for this first, abbreviated period of the day to take role, record absences and tardiness, read notices, and perform such other duties as may have been assigned by the administration. The homeroom period is another time when the teacher may have an opportunity to cooperate in the furtherance of the guidance program provided it is of sufficient duration of time.

Some authorities have maintained that the homeroom has serious defects because the teacher has these pupils for too brief a time, generally about ten minutes each day, to provide guidance. Also, the teacher may not have the necessary training, ability, or interest.[5] However, the homeroom can be made to provide effective guidance when the pupils are in the homeroom for a sufficient length of time, such as a period a day, and are engaged in activity definitely planned for guidance purposes which McDaniel[6] has indicated closely approaches being an orientation course.

When the homeroom period is of sufficient duration to permit, a course in problems can be instituted. In this problems course social issues which are of interest to the group would be studied and discussed. Some of the suggested problems consisted of such as pupil career preferences as compared with parental aspirations for them, post-high school planning, conduct on dates, and many other problems such as these.

---

[5]Erickson, Clifford E., Practical Handbook for School Counselors, p. 182; McDaniel, op. cit., p. 390.

[6]Ibid., p. 390.

Foster[7] has stated that the important value to be derived from homeroom guidance is mainly that of learning to work together and that the holding of group discussions to promote the welfare of the group is the ultimate goal.

When the homeroom period is of sufficient duration to provide for group guidance it can be used effectively. However, the homeroom would then have become more of a regular class situation with a special course in "problems" being taught. The teacher then is, to all intents and purposes, really teaching a regular class while at the same time performing group guidance services.

The summary, conclusions, and recommendations of this study are presented in Chapter VII.

---

[7]Foster, Charles R., Guidance for Today's Schools, pp. 139-140.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this investigation was to examine the literature regarding guidance in high schools because there seemed to be considerable diversity of opinion as to what constituted a desirable guidance program. It was also believed that planned, organized guidance services are necessary in the modern high school. It was a further opinion that many high schools do not provide adequate guidance services and that there was a need for a simple, yet comprehensive, pattern for guidance programs which could be adopted by a considerable number of high schools.

According to the literature, there has been a long history of guidance or the giving of professional advice, mostly by priests and physicians. High school guidance on an organized basis, however, first appeared in American high schools around the turn of the twentieth century. From sporadic and isolated beginnings high school guidance has spread rapidly until today it has reached a point where it is an accepted, expected, and needed service in most high schools in the United States.

The basic principles of a high school guidance program, according to the literature, are to help the pupil solve his many personal problems and understand himself, to help him realize his opportunities, to help him decide on realistic goals for himself, and to help him understand other people. Also considered basic principles of school guidance are the concepts that guidance is necessary to help the school staff to make

an analysis of the make-up of the student body and also to assist the school and the community in working together harmoniously and constructively.

Literature revealed there are several concepts of organizational patterns for a high school guidance program. The authors were all agreed, however, that guidance services must have the approval of the school administration in order to function effectively.

Eclectic individual counseling was recommended in much of the literature as the most effective means of dealing with personal problems. Group guidance was found to be the most effective in the learning and practice of democratic procedures, investigating educational and vocational opportunities, and for constructive discussion of social problems of mutual concern.

Testing, observation, and the keeping of cumulative records were recommended as the foremost methods for providing data concerning ability, work habits, personal adjustment, and other information of a personal nature pertinent to helping the individual.

The literature stated that qualified, trained counselors were necessary for an effective guidance program. It was also indicated that counselors must have the proper supplies and equipment as well as a suitable place to perform their duties.

Teachers too have a most important place in guidance because the counselor needs their support and cooperation. It is also a reciprocal situation because the counselor can provide the teacher with a large amount of valuable information about the students comprising her classes.

Conclusions

After making the study the writer has concluded the following are the salient guidepoints and objectives when organizing a high school guidance program:

1. The goal of a guidance program is to help all students learn to make their own decisions wisely so that they may develop their full potential in freedom and dignity and may lead good and useful lives.

2. A guidance program should provide facilities and opportunities for the student to discuss his educational, vocational, and personal problems and plans.

3. The guidance counselor should provide information regarding vocations, necessary high school preparation for vocational-technical school or college, and help the student achieve desirable personal relationships and family life.

4. Administration of tests of ability, achievement, and aptitude to students to assist the faculty to teach wisely and help the students to know and recognize their own strengths and weaknesses is another of the objectives of a high school guidance program.

5. The guidance counselor should be in a position to assist the teachers and the administration with pertinent information or advice concerning individual students.

6. The counseling service should endeavor to provide opportunities for parental conferences, both with teachers and with counselors.

A casual observation of the guidance section of a college library reveals there is a great deal more and comprehensive literature on school guidance.

The following additional conclusions were drawn as a result of this study:

1. There is some diversity of opinion regarding what constitutes necessary and desirable guidance services, but most authors

concur on basic principles and fundamental services.

2. Even though most of the literature is of comparatively recent origin, much of it has been revised in the last few years to bring it into line with recent developments in educational thinking.

3. The results of this study may be used by any high school in inaugurating or improving its guidance program as it is believed that it is accurate and pertinent, though brief.

4. It is doubted that any high school is providing all the quality and quantity of guidance services which are possible. There appears to be a constant need in all high schools for introspective investigation and a seeking to improve.

Recommendations

It is recommended that state boards of education or instruction make a complete study of guidance and counseling as it pertains to each individual state and then issue a guidance and counseling handbook applicable to the schools in that particular state. There is considerable diversity of opinion as to what constitutes high school guidance and the writer believes it would be of great value if each state would determine the guidelines for high school guidance and counseling to meet its own situation.

It is further recommended that the administrative and guidance personnel of any high school continually refer to the literature for recent developments or possibly changing concepts and procedures in guidance services.

BIBLIOGRAPHY

BIBLIOGRAPHY

Arbuckle, Dugald S., Guidance and Counseling in the Classroom, Allyn and Bacon, Inc., Boston, 1957, 397 pp.

Bennett, George K.; Seashore, Harold G.; and Wesman, Alexander G., Counseling from Profiles, A Casebook for the Differential Aptitude Tests, The Psychological Corporation, New York, 1951, 95 pp.

Burckel, Christian E., "What Constitutes an Adequate Counseling and Guidance Staff," The College Blue Book, Yonkers-on-Hudson, New York, March 2, 1960, 32 pp.

California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California.

Educational Testing Service, Box 27896, Los Angeles 27, California.

Ennis, Mae, "The Need for a Philosophy of Guidance Still Haunts Us," The Vocational Guidance Quarterly, 9:138-140, Winter 1960-1961.

Erickson, Clifford E., A Practical Handbook for School Counselors, The Ronald Press, New York, 1949, 224 pp.

Foster, Charles R., Guidance for Today's Schools, Ginn and Company, Boston, 1957, 362 pp.

Fox, Mildred G., "A College Counseling Program," The Bulletin of the National Association of Secondary-School Principals, 205:49-56, November, 1954.

Freeman, Frank S., Theory and Practice of Psychological Testing, Henry Holt and Co., New York, 1955, 609 pp.

Froehlich, Clifford P., and Benson, Arthur L., Guidance Testing, Science Research Associates, Chicago, 1948, 104 pp.

Hahn, Milton E., and McLean, Malcolm S., Counseling Psychology, McGraw Hill Book Co., Inc., New York, 1955, 293 pp.

Harder, Edgar L., How to Organize Your Guidance Program, Science Research Associates, Chicago, 1950, 70 pp.

Hill, Wendell P., How to Set up a Semester or Year Guidance Course, Science Research Associates, Chicago, 1958, 29 pp.

Hoppock, Robert and Margaret E., "Renovating an Occupational Information File," The Vocational Guidance Quarterly, 9:84-86, Winter 1960-1961.

Hughes, McDonald, "Senior College-Career Day," The Bulletin of the National Association of Secondary-School Principals, 205:45-48, November, 1954.

Humphries, J. Anthony, and Traxler, Arthur E., Guidance Services, Science Research Associates, Chicago, 1954, 438 pp.

Kitch, D.E., and McCreary, W.H., "Improving Guidance Programs in Secondary Schools," in Readings in Guidance, McDaniel, Henry B., and others, Henry Holt and Co., New York, 1959, 411 pp.

Levine, Abraham S., "Aptitude Versus Achievement Tests as Predictors of Achievement," Educational and Psychological Measurement, Autumn, 1958, pp. 517-524.

Little, Wilson, and Chapman A.L., Developmental Guidance in Secondary School, McGraw-Hill Book Co., Inc., New York, 1953, 324 pp.

Lloyd-Jones, Esther, and Smith, Margaret Ruth, Student Personnel Work as Deeper Teaching, Harper and Brothers, New York, 1954, 361 pp.

Mathewson, Robert H., Guidance Policy and Practice, Harper and Brothers, New York, 1955, 424 pp.

McDaniel, Henry B., Guidance in the Modern School, The Dryden Press, New York, 1956, 526 pp.

McDaniel, Henry B., and others, Readings in Guidance, Henry Holt and Co., New York, 1959, 411 pp.

Moehlman, Arthur B., School Administration, Houghton Mifflin Co., Boston, 1951, 514 pp.

Murphy, Gardner, "The Cultural Context of Guidance," Personnel and Guidance Journal, 34(1955):4-9.

Nelson, A.G., "The Role of Counseling in the Secondary School," The Bulletin of the National Association of Secondary-School Principals, 205:31-37, November, 1954.

Rodgers, William W., "A Military Guidance Institute for Older Boys," The Bulletin of the National Association of Secondary-School Principals, 205:133-136, November, 1954.

Roeber, Edward C.; Smith, Glenn E.; and Erickson, Clifford E., Organization and Administration of Guidance Services, McGraw-Hill Book Co., Inc., New York, 1955, 294 pp.

Rosenberger, Homer T., "The Curriculum and Its Relation to Guidance," The Bulletin of the National Association of Secondary-School Principals, 205:103-111, November, 1954

Science Research Associates, Counselor's Workbook, Your Educational Plans, Chicago, 1959.

Science Research Associates, National Merit Scholarship Qualifying Test, Interpretative Manual for Counselors and School Administrators, Chicago, 1960.

Scott, Dorothy D.; Morgan, Winona L.; and Lehman, Ruth T., Developing A Student Guidance Program in an Instructional Department, Ohio State University Press, Columbus, 1945, 65 pp.

Smallenburg, Harry, and others, Guidance Handbook for Secondary Schools, California Test Bureau, Los Angeles, 1948, 246 pp.

Thistlethwaite, Donald L., "Counseling High Aptitude Students on Scholarship Opportunities," Personnel and Guidance, 574-577, April, 1959.

Traxler, Arthur E., Techniques of Guidance, Harper and Brothers, New York, 1957, 374 pp.

U.S. Department of Labor, Bureau of Employment Security, Dictionary of Occupational Titles, Volume I, Definition of Titles, U.S. Government Printing Office, Washington, D.C., 1518 pp.

U.S. Department of Labor, Bureau of Employment Security, Dictionary of Occupational Titles, Volume II, Occupational Classifications, U.S. Government Printing Office, Washington, D.C., 743 pp.

Weaver, Glen L., How, When, and Where to Provide Occupational Information, Science Research Associates, Chicago, 1955, 47 pp.