DEVELOPMENT AND INTRODUCTION OF
A SOUND GUIDANCE PROGRAM

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DEVELOPMENT AND INTRODUCTION OF
A SOUND GUIDANCE PROGRAM

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to determine the development of a sound guidance program and how to introduce it. The major considerations have been given to the soundness of a guidance program sociologically, psychologically, democratically, and practically in its role in development and introduction in a secondary school.

Purpose of the Study

The purpose of the study is to analyze and evaluate the soundness of a guidance program in its introduction and development in a secondary school.

Definition of Terms

The definition of guidance varies with the changing trends and concepts of guidance. Usually guidance has been thought to mean "an act of leading" or "aid given pupils for vocational purposes". Writers in the field of guidance give various slants of view in their definitions.

Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life. It does not solve problems
for the individual but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction. This guidance may be given to groups or to individuals, but it always is designed to help individuals even though they be in a group.\(^1\)

Guidance is (1) a form of systematic assistance (aside from regular instruction) to pupils, students, or others, to help them acquire knowledge and wisdom, free from compulsion or prescription and calculated to lead to self-direction; (2) the act or technique of directing the child toward a purposive goal by arranging an environment that will cause him to feel basic needs, to recognize these needs, and to take purposeful steps toward satisfying them; (3) an important method in progressive teaching by which the teacher leads the child to discover and make a desired response of his own will.\(^2\)

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.\(^3\)

In defining guidance, the direction of growth must be considered. Since the principles of guidance are based upon need, it is recognized by its effective role in meeting the needs of society. The conservation of human need is the foundation of guidance. In formulating life careers, human beings need help.

In using the term "program", it is not used in the sense of something separate from the school but with a meaning of "wholeness" of the life experiences of the total school

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\(^3\) Arthur E. Traxler, *Techniques of Guidance*, p. 3.
personnel. Erickson and Hamrin used the word "program" with reference to specific services of guidance.4

The word "role" in this study means "the part taken" or the place it fulfills as a character in a play. The role of guidance is its place in the educative process.

In this study, "sound" means "good judgment". It is a synonym of "truth" or "right". The soundness of a guidance program is its trustworthiness or its reliability in guidance.

The function of guidance is its special purpose in the educative process. It is dependent upon and varies with the function of education. It lays stress upon the action taken and the role fulfilled by guidance.

Source of Data

A careful study of the works in the field of guidance in educational and professional books, journals, magazines, bulletins, reports, and related studies was made to gain an understanding of information used. The writer tried to interpret his experiences as a student and teacher in applying underlying basic principles and concepts of a sound guidance program.

Treatment of Data

This study is presented in five chapters. The first chapter gives the statement of the problem, purpose of the

study, definition of terms, source of data, and an evaluation of related studies in the field.

The second chapter attempts to present criteria of soundness of a guidance program sociologically, psychologically, democratically, and practically. An attempt is made to emphasize the consideration of each of these traits in explaining what conditions a sound guidance program.

In chapter three, an attempt is made to analyze and evaluate what conditions the development of a sound guidance program.

In chapter four, an attempt is made to analyze and evaluate what conditions the introduction of a sound guidance program.

Chapter five is a summary of the analysis and evaluation of the development and introduction of a guidance program and how to determine its soundness. The conclusions given in this study will be conditioned by the interpretation of certain educational literature in view of the writer's experiences as public school administrator.

Related Studies in the Field

References will be given to recent studies in the field of guidance made by graduate students in North Texas State Teachers College. An attempt will be made to reveal the relationships and differences of this study and other studies in what conditions a sound guidance program in a secondary school.
The problem of the study by Nannie D. Andrews is as follows:

The problem of this study is to determine the place of a sound guidance program in the secondary school. The major consideration has been given to the establishment of the criteria by which a guidance program could be evaluated as to its role in the secondary school and as to the well-founded basis for the services rendered.

Miss Andrews directed her work to examining and comparing specific practices and evaluated them in their relation to democratic principles as a measure of soundness in a guidance program.

Andrews shows the relation of guidance to the whole educational process with considerations of group activities and individual activities, whereas this study is an analysis and evaluation of what conditions the development and introduction of a sound guidance program in a secondary school.

The problem of the study by Elvira Francena McKissick is as follows:

It is the purpose of this investigation to make a careful study of different community schools, and to determine to what extent they are promoting the education of the child and meeting the needs of the community in which he lives.

McKissick made the following considerations in determining the general nature of the community school and the

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needs for it:

1. The desirable type of community school education for children, youth, and adults.

2. The description of a specific community and its needs.

3. The curriculum intended to meet the needs of the community described.

4. The administration of the community school.

5. The relation of the school to well-established local community groups.

6. Long-time educational and community planning.\(^7\)

In the development of this study, McKissick emphasized the need for an educational basis for community schools.

...Various considerations led to the conclusion that the cooperative community enterprise furnishes the only complete unit of educational procedure. It alone embodies in the living instances all the varied aspects of human life.\(^8\)

The study by McKissick reveals that there should be a closer relationship between the school and the community in the educational objectives. The community school should utilize the assets of the community in its effort to be of more adequate service. Beginning with the principle that education is life, the school personnel, teachers and pupils, should attack community problems and endeavor to solve them.\(^9\)

McKissick points out that there is a need for the teacher-training institutions to train youth and teachers to carry on a community type of public education. The current academic

\(^7\)Ibid. p. 3-4 \(^8\)Ibid. p. 8. \(^9\)Ibid. p. 104.
thinking and practices in the communities and schools today do not meet the needs of the youth now or in the future.\textsuperscript{10}

The writer's study is an attempt to show how to introduce and develop a sound guidance program in a secondary school, with analysis and evaluation of certain basic educational concepts.

The problem of the study by William B. Sanders is to develop and apply a technique to evaluate the degree of democracy in a community situation. Sanders presents two positions of administration which confront the modern community in promoting the general welfare for its people. The extremes in community situations are the policies of commonwealths determined by the few or by the one; and the policies of commonwealths determined by the bulk of society.\textsuperscript{11}

The purpose of this study is to analyze these ideas in their modern forms, to examine their assumptions and their implications, to appraise them in the light of modern political theory and in the presence of emerging trends and problems.\textsuperscript{12}

Sanders states that the belief in the worth and dignity of human personality is the foundation of the democratic ideas.\textsuperscript{13} Sanders validated certain democratic assumptions based on several democratic principles. These democratic assumptions were validated by applying them to certain community situations.

\textsuperscript{10}Ibid., p. 106
\textsuperscript{12}Ibid., p. 2
\textsuperscript{13}Ibid., p. 4
Sanders developed the following validations in considering a positive program for mass-governed political society:

1. Validation of the assumption of the essential dignity of man and the importance of treating the human differences on a fraternal basis.

2. Validation of the assumption of the continuing perfectibility of mankind.

3. Validation of the assumption that the gains of civilization are essentially mass gains and should be distributed throughout the community as rapidly as possible.

4. Validation of the assumption of the desirability of mass decision on basic policies by establishment of procedures, forms, and understandings adapted to this purpose.

5. Validation of the assumption of the desirability of deliberate social change, typically non-violent in method.14

Sanders applied certain democratic assumptions to a situation in a community as the following topics:

2. Housing.
3. Education.
4. Ownership and use of land.
5. Soil.
6. Private and public income.15

In developing the situation, Sanders related the existing situations, and evaluated them in their probable outcomes based on the existing conditions and the expected influences in the future.

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14 Ibid., pp. 9-10.
15 Ibid., p. 41.
CHAPTER II

CRITERIA OF SOUNDNESS IN A GUIDANCE PROGRAM

The Soundness of a Guidance Program Sociologically

In the world today most people live as social beings. Early man often lived in social groups, because he was more able to satisfy his needs. Through the ages the home was the principle educational institution. When the home could no longer satisfy the educational needs of the youth, society developed an institution which would supplement the home in this purpose. Hence, there was the establishment of the school. At first schools were not open to the public, and in many nations today the doors of the educational institutions are not open to the youth of the land.

Our forefathers saw the need of educating the youth of the land in an institution at public expense. Therefore, in reality, the schools of America are an extension of the home.

For several years educators have recognized the need of intelligent guidance in orienting youth to the adult world and its problems.

Young people must first be adjusted to their own immediate environment. They are conscious that they need help with family problems. They need to develop friendships within their own social and age group. Satisfaction of the gregarious urge is paramount. Youth wants to master the high art of establishing individual ego. Too well known are the many frustrations which result from early social distortion.
It is a delicate but vital problem, that of assuring mental and emotional life.

As he leaves his narrow and intimate circle to enter the business of livelihood in an adult world, it is extremely important that he feel that work and pleasure are not antagonistic, but that labor is still a noble office. The whole of character education is tested here. The home and the school bear this responsibility.

In his social adjustment to his family, his job, and to his community, the youth needs a civic interest. The schools have a vital role in this sociological adjustment of the students. Schools in the past have placed more emphasis on the academic development of youth to the neglect of their social development.

Schools have been somewhat more active in teaching about mechanisms than in developing an understanding of human life and growth. Even in the study of human beings, curriculums have often overweighted the physiology of specific organs as compared with a comprehensive grasp of the personality as a whole. The teaching that is needed can be arranged within several existing subjects or in perhaps through an expansion of guidance services. The requirements are twofold. First, the teacher must be close to youth, a natural confidant of normal young people. Second, the teacher must have done recent study in such fields as personality adjustment, mental hygiene, individual guidance, child development, and the social psychology of family life. The advance of science in these areas quickly outdates old courses and texts.

It is, therefore, evident that a sound guidance program must inculcate sociological living into the lives of the students. These sociological values are inculcated into the lives of the students by integrating and coordinating activities to meet their needs.

1 Youth Education Today, Sixteenth Yearbook of American Association of School Administrators, p. 53.
2 Ibid. p. 56.
Certain Criteria For Determining the Soundness of a Guidance Program Sociologically

Effective social development is essential to meet the needs and interest of youth. Students need help in assuming social responsibilities and projecting a program of social action. This help will tend to eliminate maladjustments of students in their relationships with other persons.

1. Are students developing better personality traits?
2. Are students developing more favorable attitudes toward other races and creeds?
3. Are students developing more respect for public and personal property?
4. Are students developing in terms of their individual needs, interests, abilities, and opportunities?
5. Are students developing in ability to work with others as evidenced by record of participation and leadership in activities?
6. Are students improving in their personal appearances, in dress, posture, and attractiveness?
7. Are students improving their moral code?
8. Are students improving their pattern of conduct?
9. Are students developing into good citizens?
10. Are students improving in their social relationships in the home, community, and school?
The Soundness of a Guidance Program Psychologically

The success of a guidance program will depend directly on its psychological soundness. The success of any change of doing things depends upon whether those who are affected want to change. In essence learning is simple. The learning process starts with a person's wanting something. There is very little success in the development of a guidance program in a school where everyone is satisfied with the way things exist. When a person wants something, he has a goal in mind. Each person's goals are varied and many. In attempting to reach each goal, each individual has some difficulty, some obstruction, and some interference. The success in achievement of goals depends upon the success of the individual in eliminating these impediments. Often the achievement of goals depends upon new behavior patterns, changes in attitudes, skills, and various modes of life. Whatever alternative routes a person might take to achieve his goal will depend upon evaluations in the learning process.

The sequence of events are psychologically sound when applied to the general principles of learning.

Goals become more clearly defined, difficulties are more readily identified, and valid learning experiences more quickly arrived at as work and growth in a particular area go on.3

To the student, his goal might be his occupational

field. He needs to find out his interests and abilities and select an occupation or profession to meet his needs. In order to reach that goal, he must pattern a route of learning experiences. Through self direction the alternative goal routes must be evaluated and tried in the selection of a sound approach to the goal.

Through the process of a sound guidance program, each student should be given assistance in trying to think more clearly about the goals he is seeking, in trying to remove the difficulties that interfere with his success, and in planning learning experiences through which it will be possible for him to achieve these goals.

The initial step to make a guidance program psychologically sound is to create motives in the minds of the faculty and students for the guidance service. When there is a desire for guidance, directed study pertinent to the objectives leads to participations in guidance. Many guidance programs have been doomed to failure on the initial move because of a lack of motivation on part of the student and teaching personnel.

Guidance plans may differ from school to school in part because these institutions do not represent corresponding stages of growth of the personnel idea and of counseling practice. During an early period in the development of guidance at a given school an expert may attempt to do most of the work directly and without the aid of the faculty. This situation may not be the result of choice but may indicate that as yet the teaching staff has not accepted the guidance point of view or that too little in-service training in the techniques of counseling and guidance has been provided.
In certain schools the lack of active participation by the faculty may be the unfortunate result of an attempt to establish a guidance program by a administrative decree. Such an imposed program usually begins with a very serious handicap which may not disappear for a number of years.

Guidance practice must grow somewhat slowly to be a truly healthy product. Provision should be made for every teacher to take an active part but within the boundaries of previous experience and personal philosophy. Much may be accomplished in the long run through actual demonstration of the value of guidance work. The home room can be made to serve as a very effective training ground in counseling procedures. It is doubtful whether any school should attempt to plan for guidance through the core curriculum until its teachers have had an opportunity to learn about guidance through personal experience in the home room.

The principal, guidance staff, and faculty should plan a program appropriate to the type of school, the needs of the community, and the stage of development of the guidance idea in that school. There is no substitute for enthusiastic, informed, and tactful leadership on the part of the principal. If he takes a direct and personal interest in the program, and spends much time, energy, and thought in helping to make it work, guidance will probably develop rapidly and soundly in his school.

New guidance responsibilities challenge the teacher. When the teacher becomes responsible for the whole development of the students their needs become more apparent. As the teacher attempts to care for these needs, he gains new insights into the whole educational process. He sees the need for change, the methods by which needed changes can be introduced, and the importance of effective guidance.

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*Ibid., p. 207.*
Certain Criteria for Determining the Soundness of a
Guidance Program Psychologically

An educational program that is "suited to a democracy" must be based upon fusion of the philosophy of a democratic society and the psychological theories of socialization.

1. Is the development of personalities the primary objective of the educational program in the school?

2. Does the child have an opportunity to develop socially as a resultant of his interactions with his class group?

3. Does the school afford opportunities for the classes to develop distinctive group personalities?

4. Is the school program "suited to a democracy" so that it is possible for the pupils to live in a democracy?

5. Does the school program socialize its activities so that the pupils' social adjustment will be utilized?

6. Do the pupils derive behavior patterns from what they regard as the demands of the successful solution of the social problems?

7. Does the school program of socialization utilize social problems, the solutions of which are commensurate with the abilities and experiences of the pupils?

8. Does the program of socialization provide opportunities for continuous growth in the objectives?

9. In the school program, does the effective group action depend upon effective group thinking?

10. In the school program, does effective group thinking require effective leadership?

11. In the school program, does the group thinking resolve itself in group action?

12. Does the group organization in the school program consummate effective group thinking and action?"7

A. D. Hollingshead, "Guidance in Democratic Living", p. 77.
The Soundness of a Guidance Program Democratically

A common dictionary definition of democracy is that it is government by the people. That definition has been expanded, somewhat idealistically, to mean "government "of the people", "by the people", and "for the people". Through the years democracy has been thought of in terms of political rights. The democratic principle has been largely applied to suffrage, protection of the civil rights of the individual, and "rugged individualism". Since the birth of our nation, there has developed a need for a control of industrial and economic power as a protection to the individual.

In the light of modern conditions, it appears that certain generalizations may safely be made relative to democracy and the problems involved in perpetuating the ideals of democracy. These are:

1. A democracy demands the active and intelligent participation of its citizens.
2. A democracy demands active cooperation among its members.
3. A democracy demands that its finest and ablest citizens should be elected to positions of leadership.
4. A democracy demands the exercise of initiative and independence of thought on the part of its citizens.
5. A democracy demands that all its citizens be given the best possible training for service, both to self and to society.
6. Continuous social change, with the purpose always of achieving the greatest good for all, must be a major objective of a democracy.

In all of these, it is apparent that the main bulwark of a democracy is an informed and an intelligent citizenry,
trained in active participation in government. The teaching of this citizenry is the major task of education in a democracy.

Democracy in the future may take more initiative in developing the proposed proper policies as a whole. Hollingshead states that certain discoveries must be made in order to further democracy.

How can the school provide opportunities for developing the attitudes, abilities, and understandings that will insure a citizenry "capable of furthering democracy"?

An educational program that offers opportunities of "growing into citizens capable of furthering democracy" demands the discovery of: (a) the activities which offer opportunities for learning through experiencing the attitudes, abilities, and understandings which have been established as the objectives: (b) the teaching techniques which will enable the teachers to guide the experiences of the pupils in the above activities so as to insure growth in the objectives.

Hollingshead, also, states that the principle of democracy regards the individual as of inestimable value and development as the sole objective of society.

At the present time the conception of the meaning and scope of democracy is being expanded. By tradition democracy has been thought of almost wholly in political terms. It was also concerned with the protection of the civil rights of the individual. The extension of the democratic principle has been largely in the direction of extension of suffrage.

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5 Alonzo F. Myers and Clarence O. Williams, Education in A Democracy, p. 238.
6 Hollingshead, op. cit., p. 2
7 Ibid., p. 11.
The conception of the meaning and scope of democracy should be expanded to include all phases of living. In a democracy cooperative thinking and action are the most efficient means of solving problems. Democratic cooperation is the highest type of cooperation. The function of an organization is a means and not an end. In any organization which practices democratic cooperation, the members of the group work together for a purpose, with the knowledge that in such purpose each will find his highest self-realization. In democratic cooperation self-realization must be secondary to group realization. Every problem undertaken by the participating group should be of concern to the group. When the problem is solved, the result should be a change in policy, or greater support of the old. The rate of progress in democratic cooperation will be conditioned by the degree of authoritarianism. The development of democratic cooperation should be as gradual as possible and as rapid as necessary. Fears in the minds of participants in democratic cooperation hinder progress toward the solution of problems.

The gradual decline and fall of social institutions are not the result of revolutionary ideas held by their opponents, but rather are the product of the phobias against practical common-sense action produced by their own ideas.⁹

To achieve democratic cooperation in education it is proposed that a functional and participatory type of school organization is necessary in order to permit growth in socialization on the part of all concerned. In this functional organization the essential method employed is optimum participation in socializing activities, which may be defined as the most effective possible participation of all persons concerned with a given educational activity.

A deep regard for democracy should be cultivated in the practices of our schools. Democracy in the school is sometimes interpreted as weak discipline or inefficient organization. Simply accepting the principles of democratic cooperation will not bring cooperative procedures into action. Democratic cooperation is sometimes termed "Do-democracy", which is a blending of energies by joining with other like-minded persons to get things done; its characteristics are participation with others in facing problems together and seeking intelligent solutions.

Andrews lists several statements which give a good summary of the functions of a "Do-democracy".

1. Democracy regards the individual as of inestimable value, and his development as the sole objective of society.

2. Democracy guarantees an equality of rights to all individuals.

3. Democracy insures freedom for all individuals.

4. Democracy regards individual and group welfare as interdependent

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10 G. Robert Koopman, Alice Miel, and Paul J. Misner, Democracy in School Administration, p. 76

11 Schools for a New World, Twentififth Yearbook of American Association of School Administrators, p. 64.
5. Democracy places the relation of individuals upon the plane of fraternity, that is, the rights of individuals are dependent upon the assumption by each member of the same rights which he himself expects to enjoy.

6. Democracy achieves its common goals through the cooperative efforts of its members.

7. Government in a democracy is "of the people", "by the people", and "for the people".

8. Democracy depends upon education as a means of perpetuating and improving itself.

Hollingshead divides certain democratic principles into two groups; those pertaining to individual member, and those pertaining to the group.

Democratic principles demand that the individual member:

1. Possess a strong feeling of membership in the group

2. Have respect for personality

3. Have consideration for the rights and feelings of others

4. Have strong sense of personal responsibility for the welfare of the group

5. Possess the ability and willingness to participate actively in group enterprises

6. Possess the ability and willingness to direct himself in terms of the best interest of the group

7. Possess a strong feeling of individuality, of self-respect, and of security in the group relationship

Democratic principles demand that the group:

1. Possess a strong feeling of group consciousness which is based upon a mutual recognition of common interests, common problems, and common purposes

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2. Concentrate all of its efforts upon creating opportunities for the fullest personality development of its members

3. Realize its goals through the cooperative endeavors of its members

4. Develop an understanding of group welfare and its implications

5. Possess some form of organization which facilitates their cooperative efforts

6. Possess a leadership that functions as a guide and not as a master

Objectives in a program of socialization must be defined in terms of directions of growth rather than as predetermined patterns of behavior to be imposed. The objectives cannot be regarded as fixed and definite responses such as the skills in arithmetic. Successful participation in a democratic group is a composite of ways of thinking, feeling, acting. These ways of thinking, feeling, and acting must be voluntary, self-initiated, and self-directed in terms of the welfare of the group. Prescription or imposition in these aspects of living immediately destroys the democratic elements of the group. When thinking is predetermined and prescribed within a pattern, it ceases to be thinking and becomes conforming. When a prescribed way of behavior is imposed, it ceases to be active participation and becomes passive submission. This observation immediately raises the question as to whether the regimented school of the past can be regarded as "suited to a democracy."  

The democratic method of solving problems is apparently time consuming. Koopman contends that the rate at which democratic organization can progress is conditioned by the learning of the group.

The soundness of a guidance program democratically depends upon the extent of the participation of included groups.

13. Hollingshead, op. cit., p. 29
Certain Criteria for Determining the Soundness of a Guidance Program Democratically

In a democracy, changes should be directed in the interest of all members of a society. The primary aim of education is the democratic socialization of learners.15

1. Does each individual member possess a strong feeling of membership in the group?

2. Does each individual member have respect for other personalities in the group?

3. Does each individual member have a strong sense of personal responsibility for the welfare of the group?

4. Does each individual member have consideration for the rights and feelings of others?

5. Does each individual member possess the ability and willingness to participate actively in group enterprises?

6. Does each individual member possess the ability and willingness to direct himself in terms of the best interest of the group?

7. Does each individual member possess a strong feeling of individuality, of self-respect, and of security in the group relationship?

8. Does the group possess a strong feeling of group consciousness which is based upon a mutual recognition of common interests, common problems, and common purposes?

15 Ibid., p. 8.
9. Does the group concentrate all of its efforts upon creating opportunities for the fullest personality development of its members?

10. Does the group realize its goals through the cooperative endeavors of its members?

11. Is the group developing an understanding of group welfare and its implications?

12. Does the group possess some form of organization which facilitates its cooperative efforts?

13. Does the group possess a leadership that functions as a guide and not as a master?

14. Does the school fulfill all of its functions as a social institution in a democracy?

15. Do all who contribute toward the efforts of the school make their contributions democratically?

16. Does the school include the participation of all persons concerned in its group functions?

17. Does the school as a democratic institution render services as a means, not as an end?

18. Does the school as a democratic institution have as its central purpose the welfare of all of the people?

19. Does the school as a democratic institution promote loyalty to democracy?
The Soundness of a Guidance Program Practically

Any presentation or discussion of a program of guidance usually ends with the question "What can we do in our school"? Despite variations in personnel and resources, any school can do something in the field of guidance.

A common sense approach to the formulation of a guidance program is based on the needs of the youth today. Many activities performed in the name of guidance program are only a piecemeal approach to an adequate program.

A time-honored dictum of the educationist declares: "Start with the child where you find him." It would be analogous from the guidance standpoint to "Start with things as they are." A given school will either have a guidance program, or it will not. The school curriculum will be largely subject-centered or child-centered. Probably it is subject-centered. Be that as it may, it is evident that the immediate task is to deal with subjects, grades, and promotions as we now know them, and to attempt the development of a program by means of which all desirable methods and techniques of guidance may be introduced into classroom procedures. This does not mean that the present curriculum pattern should be reformed. In fact, guidance moves into the classroom.

The paramount task of the schools is the development of well-adjusted democratic citizens. One of the most impelling reasons why students give so many years to attending school is the desire to gain real or fancied economic security.

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The guidance program was started for the cure of many of the difficulties found in the home, school, community, and social situations. Since its recent origin, organized guidance services have given emphasis to several different types of services during its development. The more recent emphasis of guidance services is to the positive development of all students in all situations. To this end guidance services attempts to assist in developing the whole child in a wholesome growth.

Teachers contribute to the development of their students in many ways. It is a common sense assumption that the personalities of teachers can influence students' attitudes, and that through their behavior they can affect student development. The intelligent teacher understands his students and takes a personal interest in their welfare. This teacher should be in a position to provide the guidance program with information pertaining to the capacities, interests, and needs of his students. An organized guidance program should develop scientific data which could be utilized for introducing guidance techniques and viewpoints into class instruction.

A practical guidance program does not begin or terminate at a specified time or place. Guidance should possess a degree of continuous service to the individual, and be ready to shift with changes in the individual or the external conditions.
Certain Criteria for Determining the Soundness of a Guidance Program Practically

1. Was the guidance program begun with a "pupil inventory" or other similar device?
2. Does the guidance program provide methods for the boy or girl to become acquainted with his assets and limitations?
3. Does the guidance program assist the pupils in intelligent choosing and planning?
4. Does the guidance program possess current information about the homes, school, and community?
5. Does the guidance program maintain a complete library of helps for the individual to know and understand all phases of guidance services?
6. Does the guidance program assist the individual in his "placement" after leaving school?
7. Does the guidance program assist the individual by "follow-up" services?
8. Does the guidance program possess a definite planned program of procedure covering at least from three to five years?
9. Does the guidance program make a continuous study of the best methods of assembling factual data for the guidance service of the school?
10. Does the guidance program make regular appraisals and evaluations to determine the efficiency of the guidance service of the school?
CHAPTER III

ANALYSIS AND EVALUATION OF DEVELOPMENT OF A GUIDANCE PROGRAM

A study of any group reveals differences among the individuals composing it. These differences may be in terms of intelligence, command of fundamental tools of learning, physical and emotional maturity, social abilities, specific aptitudes, interests, and other characteristics. Furthermore, not only are there infinite variations among individuals, but each individual differs from time to time. So vitally do these variations affect mental and emotional growth that their existence must never be ignored by anyone who works with youth.

To understand others and to work effectively with them, one must understand the nature and extent of their differences. If real help is to be given, it is not enough merely to know that a student is a poor reader; but one must know the extent of his reading deficiency as well as his specific difficulties. This information should be a part of the school record, available to all the school officials and teachers who have contacts with the pupils concerned. Mere access to records will not suffice. Each teacher should grow in his ability to interpret and use them, and the best measure of his success in doing so will be his ability and willingness to interpret unpromising data.
Any analysis of individual differences should lead to the discovery of individual needs, and the extent to which a school discovers and provides for individual needs determines the adequacy of its program.

Because individuals differ, some opportunities are better for some individuals than other opportunities. Helping the pupil to choose, prepare for, and find his place in the field into which he fits best is the heart of a guidance program. With the aid of a competent, sympathetic counselor, the student will be most likely to make a wise choice if he has adequate knowledge of his assets and his limitations, as well as, the personal and skill requirements of the occupational fields of his choice.

A school is on its way to an effective guidance program when it helps its pupils adjust to immediate conditions, both in school and out, and guides them in their choice of school opportunities and their planning for the future.

For a school to be able to discover the individual needs of the students, an analysis of individual differences might be made by the following suggestions.

1. The guidance program should be administered in terms of the needs, interests, abilities, and opportunities of the pupils.

2. Guidance services should be available to all pupils at all educational levels.

3. Guidance is concerned with the best development of the "total" individual. It must be so organized that all pupil experiences are coordinated and related.
4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.

5. The guidance program should be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to cure, to prevent, and to enrich.

6. The administration of the guidance program should insure planned services which are purposeful and unified.

7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.

8. The guidance program should be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and community.

9. The guidance program should be so administered that personal contacts and the "human touch" are provided.

10. The guidance program should help members become increasingly able to guide themselves.

It is of great importance that the guidance program be developed in the most effective way. Many schools have started a program only to find that the mistakes made during its initiation had retarded the entire program. Too often disappointments have caused a reaction against guidance.

1Hamm and Erickson, op. cit., pp. 333-334.
A continuous process of evaluation is essential to the development of a good guidance program. If the guidance program has been developed in terms of the needs, interests, abilities, opportunities, and social responsibilities of the pupils, it is important to determine whether or not the program is serving those needs. Evaluation should be carried on in terms of the objectives of guidance.

If the evaluation of the program is in terms of purposes and objectives, the following questions should determine the effectiveness of the program.

1. To what extent are pupils aided in bridging the gap from elementary to high school?

2. To what extent are pupils oriented to the school?

3. To what extent does the school learn about its pupils?

4. To what extent is the school concerned with assisting each pupil to make maximum progress?

5. To what extent are all pupils benefiting from the guidance program?

6. To what extent does the guidance program render all types of services?

7. To what extent is the school actively reorganizing its program because of the guidance program?

8. To what extent does the school encourage, coordinate, and direct the development of community guidance services?
9. To what extent are parents cooperating with the guidance program?

10. To what extent are teachers becoming teachers of children?

11. To what extent are pupils participating in determining the life of the school?

12. To what extent are pupils informed of future vocational and educational opportunities?

13. To what extent are pupils assisted to bridge the gap to college, to life, and to employment?

14. To what extent does the school study and follow up former students?

15. To what extent has the guidance program stimulated a community interest and a community program for its pupils?

16. To what extent is guidance becoming a continuous process of service?

All guidance programs need continuous evaluation. Because they are to serve pupils, the need for constant relation to their needs is essential. The guidance program, more than any other phase of the school, needs to be continually adjusted to the changing requirements of the students. There are many methods of evaluation. Questionnaires can prove to be very useful. Unsung questionnaires tend to produce more accurate returns. Teachers and pupils should participate in preparing the questionnaires. Interviews with teachers, parents, and
pupils can be utilized to evaluate the guidance program.
Another sound method of evaluating the guidance program is
by surveys to determine the needs of the students. The
problems of the students can be clearly revealed as well as
their needs. Group discussions give opportunities to study
the guidance program. These discussions can be carried on
in social studies classes, home rooms, and class groups to
enlist pupil participation. One of the most effective organ-
izations to assume the leadership in the process of evaluation
is the student council.

The outcomes of a guidance program should afford more
objective data which can be used in evaluating further effective-
ness of the guidance program.

1. An effective guidance program should lower pupil
mortality.

2. An effective guidance program should cause an increase
in scholarship.

3. An effective guidance program should result in fewer
subject failures.

4. An effective guidance program should cause better
choice of subjects and should result in better academic planning.

5. An effective guidance program should increase the
social effectiveness of each person.

6. An effective guidance program should result in a higher
percentage of sound vocational decisions.
7. An effective guidance program should result in more teacher participation in the guidance program.

8. An effective guidance program should result in an increased library and in an increased use of library materials.

9. An effective guidance program should result in an increased emphasis upon curricular reorganization.

10. An effective guidance program should result in an increase in parental calls and in an increased interest by parents in the education of their children.

11. An effective guidance program should result in an increase of pupil participation in school-community activities.

12. An effective guidance program should result in a better school-community relationship program.

Those responsible for the guidance service in secondary schools continuously judge its adequacy. Old activities are dropped or revised and new ones are substituted or added, depending on a judgment of their efficiency. Informally, the staff, students and parents make judgments as to whether or not the service is adequate.

Many of these evaluative judgments are based on informal observations. It is not always possible to secure all the facts which are needed to make wise judgments. However, more facts could be gathered than are used in most situations. Teachers, guidance workers, and school administrators should be encouraged to secure and examine pertinent evidence of the value of their work. Such an approach is highly desirable, even though only partial data can be secured and many factors must be considered for which data cannot be gotten. Periodically there is need of a more systematic analysis and appraisal of the guidance service.
More data would be secured in such a stock-taking than is ordinarily possible in the normal operation of the program.\(^2\)

In an effort to utilize trained workers, often guidance has been divorced from school routine. Many educators have considered guidance something added to the regular curriculum, a new device, a new administrative unit. Guidance permeates the entire school. It should be going on constantly in and out of the classroom. In the home room this movement has great vitality, for it gives the subject teachers new responsibilities and new opportunities to grow and to serve. It makes possible a co-ordinated attack by an enlarged staff.

The handling of group difficulties can be done much the same way as the handling of individual difficulties. Guidance came as a result of mass education and its inattentiveness to individual students. Guidance has neglected many group problems common to all.

Unemployment is one of these. Regardless of the effectiveness of a vocational guidance program, a large number of students are going to be unemployed. A survey made a few years ago show unemployment between the ages of sixteen and twenty-four is higher than in any other age group.\(^3\) No matter how effective a


\(^3\)Howard M. Bell, "A Survey for American Youth Commission of the American Council on Education", Youth Tell Their Story, p. 53.
vocational guidance program may function, the fact remains that in ordinary years there are not enough positions available for all of the youths needing employment. Unemployment is a community state, and national problem which the personnel of the guidance movement is going to have to study and deal with. There are other group problems to which they must give attention. Housing, pure food and drug laws, development of effective governmental activities, old age security, and community betterment are indicative of some of these important group problems. No program of guidance can serve the social welfare without considering and doing something about these group problems.

In order for a guidance program to be sound sociologically it must enlist all the forces of the school and community in providing the most effective educational environment for the child. The positive developmental aspects instead of the curative or preventive aspects should be emphasized. Guidance began as an attempt to readjust those who were maladjusted. It was an agency set up to correct something fundamentally wrong. It is now necessary not only to remedy defects and to prevent occurrence of difficulties, but it is the responsibility for providing the most effective, positive environment in which all students can make the greatest possible growth of which they are capable. This service is for all students in all
phases of their lives. This service should be extended to all students in their vocational, academic, social, moral, recreational, and physical development. It means a continuous searching for those elements in the environment which will enable a student to develop most rapidly and most effectively, and the bringing of these elements together into a program of stimulation. This is indeed a different and a positive concept of guidance.

Guidance deals with modifying the environment by including a study of the new areas of education which in the past have been omitted entirely or have been given very little attention. In other words, guidance should not be content with helping a student select classes from among the available courses or select from the extracurricular activities now offered. It should seek to introduce new classes and new extracurricular activities in educational areas hitherto untouched. An area of life which has been given almost no attention and which presents many problems to persons of high school age is that of marriage and sex. The field of vocational guidance should be expanded to include the citizenship aspects. Through the guidance movement, the student should be helped to consider what values of life are important, what things will endure in the world, and from these considerations to help students formulate a satisfying philosophy of life. There is need for guidance in the field of radio, newspaper, recreation, movie, community
citizenship, and consumer education. There are many new fields inadequately dealt with under the present educational set-up.

It is of great importance that the guidance program be developed in the most effective way. Many schools have started a program only to find that the mistakes made during its initiation had retarded the entire program. Too often frustrations and disappointments have accompanied the earlier stages and have caused a reaction against guidance. In such schools it is much more difficult to inaugurate the right kind of guidance services because of these earlier disappointments.

The guidance program should be built into the life and work of the school and community. Every effort should be made to integrate this program with all of the other activities of the school and community. The school should adapt and not adopt guidance practices. Each school must build its own program. Each new venture must be conceived in terms of the school and community.

In order for a guidance program to be sound psychologically it should begin with an attack on specific problems. Too often a school begins to develop a general guidance program instead of attacking the specific problems at hand. The guidance program should start slowly, with definite problems and services, and should develop gradually as the abilities and insights of pupils, parents, and teachers develop.

Guidance should be a co-ordination of all the agencies and resources in dealing with individual problems. Often in
the past guidance has been carried on by so-called guidance specialists. These individuals worked in a separate office and dealt with those individual peculiarities and those variations from ordinary student behavior extreme enough to be brought to the attention of the guidance specialist. We are moving in the direction of co-ordinating all the resources of the school in dealing with these guidance problems. Every classroom teacher should be a guidance worker. The guidance that goes on in the English, science, or history classes should not be restricted to a remote guidance officer; all teachers should deal with the problems of an individual child.

In order for a guidance program to be sound democratically it should develop co-operatively. It should begin with all of the people interested in guidance. Around this common core of interest should come the building of the program by all members of the school staff. The program should capitalize on teacher interest and abilities. It should be built around the felt needs and the real interests of teachers. The assets and contributions of teachers should be stressed rather than their defects and shortcomings.

A guidance program should increase student participation. Guidance has too long considered itself an agency for doing something to people; it must now do something with people. Guidance is a co-operative activity, and students should have a part in the setting-up, organizing, administering, and carrying out of the activities. The process, instead of being largely
curative, will be chiefly developmental and co-operative. Guidance is not a cut and dried function, but a method of getting at the process.

Guidance is already apparent in some schools. In high school, the student council should plan the group guidance programs in the home rooms. The programs should be written by students, for students, in students' language, and they should concern students' problems. These groups should be responsible for the initiation, introduction, and orientation of incoming students; every time a new student or a new class comes to the school, this organization should take charge. Some of the members should go into the elementary schools and visit the students who are coming into the high school. These are introductory movements toward enlisting student co-operation in organizing, initiating, and administering the guidance program. The success of a guidance program, as well as of a learning process, depends upon extensive and active pupil participation.

The guidance program should be an active program of doing. It should be characterized by activity. Teachers learn by doing, just as children learn in this way. The guidance program should be started as a school and community program of services. Community interest must be aroused and stimulated. The guidance program needs to be built into the life and work of the community.

In order for a guidance program to be sound practically
interests of an individual is of the greatest importance in understanding that individual. The degree of self-reliance with which an individual meets his new experiences is largely determined by the patterns of response which have brought him success in the past. A knowledge of his adjustment and response patterns is essential. It is of the greatest importance that a pupil be studied as a functioning member of a group. The extent to which desired goals may be achieved and social approval made possible lies within the potentialities of the individual. Much depends on his aptitudes and abilities. The teacher's challenge is to develop to a maximum the pupil's potentialities.

Appraisal, while often used synonymously with evaluation is more frequently used in a more general sense of finding the value of a method, a device, or an institution for accomplishing the objectives for which it is set up. It presupposes the formulation of objectives; it does not itself formulate them...

Evaluation is concerned with setting up general objectives, stating the outcomes in terms of complex, integrated human behavior and determining the degree to which these objectives have been attained. It uses all possible instruments in arriving at its conclusion, but its final judgment is not merely a sum of the results of all tests, measurements, observations, and scales. It is more than this sum; it is a subjective judgment based upon the results of all these instruments and certain intangibles not readily tested, together with their interrelationships as revealing a general pattern of behavior. By its nature it should always be subjective, but to be reliable it should be based upon every reliable appraisal device that it is possible to use.4

4 Jones, op. cit., pp. 563-564.
Guidance is the realization that it is not entirely a scientific process, but it is also an emotional process. Tests have been given, norms determined, curves plotted, scores diagnosed, and the human element left out. The fact that the student is a fighting, loving, disliking, living human being has been disregarded. If the real child is going to be considered, his emotional self must not be overlooked. The objective side of the child has been over-emphasized while the human side of the child has been under-emphasized. In the whole field of guidance and personnel work more attention needs to be given to its integration into the entire life of the school and community. Also, more attention should be given to its integration in problems significant to students, teacher growth, and the positive development of the individual. Guidance must become an art, a science, and a philosophy of service permeating the entire life and spirit of the school.

Jones sums up evaluation of a guidance program with the following:

1. All available methods of evaluation have weaknesses.

2. Composite criteria which avoid arithmetic combination of the part-criteria are at present open to question, although still being crude measures.

3. The problem of securing sufficient data without doing violence to the concept and practice of counseling is a real one. Involved also are the
inadequacy and incompleteness of most available case records.

4. The proper time interval to use for evaluation is extremely important because of the possible relationship between the intervention of confusing factors and the length of time between counseling and evaluation.

5. The methods used for validation of diagnostic tools may not be applicable because of the uniqueness of each counseling situation. Stated another way, the methods of studying students in general may not be applied to the study of individual students with particular problems.

6. An impediment to more exact evaluation is the inability to control conditions for an adequate test of counseling recommendations.5

A periodic check on the effectiveness of a guidance program indicates the points at which the program may be improved. A systematic evaluation will assist in determining the type of guidance program which is more effective. It is important that information basic to individual guidance include all significant aspects of the pupil's accomplishments, abilities, and personality. Without systematic evaluation, the school staff will not be informed as to the effectiveness of student activities. If sound evidences of accomplishments of a guidance program can be produced, they are indispensable to a basis for public relations.

5Jones, op. cit., pp. 570-571
CHAPTER IV

ANALYSIS AND EVALUATION OF INTRODUCTION
OF A GUIDANCE PROGRAM

The schools of today are facing a challenge in adjusting the school to a changing world. To meet this challenge the schools will have to afford a wider scope of service in assisting the members of society to make this adjustment. In this chapter the writer is attempting to give an analysis and evaluation of introduction of a sound guidance program in a secondary school. A brief description of guidance philosophy, concepts, principles, and objectives will be used as a basis for an approach to the analysis and evaluation of introduction of a guidance program in a secondary school. In introducing a guidance program, there are certain basic approaches that must be considered. An analysis and evaluation of these approaches will be made in reference to sound educational literature.

Each individual is possessed with certain possibilities. It is the duty of the community and school to see that each student develops these possibilities to the fullest extent. To do this, certain avenues of opportunity must be opened to offered when necessary. To realize this accomplishment, an adequate guidance program must be developed.
In an effort to elaborate on the development of guidance, it is necessary to briefly trace the development of the guidance movement. Jones states that whenever education, as a conscious process, began in the life of the human race, then guidance began. The three controlling conditions of guidance are: (1) the need for choosing between courses of action, (2) the inability of the individual to choose wisely without help, (3) the possibility of help being given.¹

Until recent years, guidance has not been thought of as being a functional part of the educative process. Since the realization that individual differences existed in every person as to his abilities, interests, and capacities, it was only a sound educational policy to assist in the prevention of waste in human life and energy from the wrong choice of vocation.

The first appearance of guidance was vocational guidance. This phase of guidance developed during the expansion of the present industrial age. In most areas of vocations there is a tendency to specialize in the work, hence, it is necessary for a person to take special training. Very little of general training can be transferred to specific fields. The young man who was a recent graduate from college who said that he could do anything, probably actually meant that he could do nothing.² It is better to plan and train for a job than to go

¹Jones, op., p. 553.
look for a job.

Much emphasis has been placed on scientific research in vocational guidance. Elaborate tests and scales have been developed which help to determine the individual’s assets and differences for a vocation. In recent years guidance has progressed beyond the point that it is thought of only as vocational guidance.

The very attempt to help young people in vocational choices revealed that they were in other needs of guidance. Often the need was a health need, a moral need, or a recreational need. The need is for "whole-child" guidance. Speaking of guidance from the broader point of view, vocational guidance is not the whole field, but an important part. Guidance is associated with modern trends in education; it is a method of understanding the needs of modern education.

The philosophy of a guidance program is to fit each individual into better living situations. The potentialities of each youth should be realized when he is fitted into the best situation according to his abilities.

That the secondary school is changing and will continue to change is obvious. The modifications are in large part the result of an effort by school people to adapt an institution to the needs of a school population drawn from economic and social backgrounds very different from those in which the secondary school had its beginning and early growth. One of the most significant changes within the secondary school is the conscious effort to recognize the individual differences of all the pupils and to adapt educational purposes and procedures to fit their individual needs.³

³Hamrin and Erickson, op. cit., p. 1.
Guidance acts as the unifying agency for the individual in his school career. It represents an effort on the part of the school to assist the pupil in helping himself to become adjusted to his present situation and to aid him in planning for his future. At first guidance was thought of as a cure for maladjustments in the life of the pupil, but the emphasis has changed from that of cure to that of self-analysis and self-evaluation.

Guidance in the secondary school refers to that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs. 4

The term "guidance" has been so widely used until authorities do not agree upon any definite set of concepts. A concept is an attitude or way of thinking.

The scope of guidance has been greatly enlarged during the past few decades. From the narrow concept of advising individuals concerning their proper vocational nches, guidance has been reinterpreted to include not only vocational guidance but guidance in educational planning and in the choosing of leisure-time activities. In addition, it comprehends such areas as etiquette, study skills, health guidance, and the like. Many writers, in fact, have identified education with guidance. There has come also an emphasis on self-discovery and self-direction as opposed to imposition by the guidance worker.

4 Ibid. p. 2

Guidance proper bears important relationship to social conduct but it should not be confused with disciplinary control. The work of curriculum making is not guidance. Determining the content of vocational courses or deciding the method to be used in teaching courses is not guidance. Guidance is present when aid is given in the choices of courses.

Guidance is that continuous, unitary process by which help is systematically afforded to individuals in situations where adjustment, planning, interpretation, or choice is called for, and by which individuals differences and needs are effectively related to the requirements, demands, and opportunities of social situations.

In order to give a clear concept of the function of guidance in the secondary school, it may be well to present the ways in which the guidance program assists students. The guidance program attempts to help the students discover present educational situation. It helps the students to learn more of themselves, their abilities, possibilities, limitations, and interests. Guidance also aids the student in learning possible future educational and vocational opportunities.

Certain basic concepts which are necessary in instituting a program of guidance are as follows:

1. Human values are of greatest importance.

2. Guidance is interested in the "whole child".

3. The situation including the home, school, church, and community must always be considered.

4. Frequently, guidance workers should attempt to change situations rather than attempt to fit the individual to his present circumstances.
5. Guidance or personnel work must be provided for all children and not just for problem children or for the select few.

6. Guidance is a continuous process.

7. Guidance must be a unitary function since all aspects of a person's development are interrelated.

8. Guidance is not prescriptive but rather works toward the goal of self-direction.

9. All teachers must be guidance workers.

10. There should be a definite plan to care for the guidance function of every school.\(^7\)

The principles of guidance are based upon need. The conservation of human need is the foundation of guidance. In formulating life careers, human beings need help. Guidance is based upon that principle.

The most important principle of guidance is probably that guidance is a lifelong process. The school cannot complete the process of guidance work any more than it can complete education. Guidance will be going on throughout life. It is not a service which begins and ends at a certain time or place.

In any worthy guidance program, there are certain basic principles which will be followed if guidance meets the diversified educational needs of modern society.

1. Guidance is the educational process that helps an individual make the best possible life adjustment.

2. Guidance is a continuous process.

\(^7\)Ibid. p. 17.
3. Guidance must attain a balance between the provision of basic tools for earning a living and the development of those attitudes and character traits which will make for the highest type of vocational skill and well-adjusted social behavior.

4. Guidance is the responsibility of the whole community, including the home, the church, the school, and all social agencies dealing with young people.

5. The ultimate objective of all worth-while guidance is to develop in the individual the technique of self-guidance.

School administrators differ in their views as to who should be responsible for the guidance program. Some administrators believe that a program of guidance should be attempted only under the supervision of specialists; others believe that the administration should be responsible for the guidance program. However, most administrators have come to the conclusion that guidance can best be accomplished by classroom and home room teachers. For every occupation or profession a pupil chooses to enter, there should be a teacher interested in that occupation or profession so that the pupil can receive adequate guidance.

Guidance service should be extended to all, not simply to the maladjusted. The superior student needs guidance in directing his talents into the most worthwhile channels. Every community should endeavor to offer opportunities for the vocational training of its adults as well as its children.

Science Research Associates, Practical Handbook for Counselors, developed by New York State Counselors Association, chairman of Steering Committee, George E. Hutcherson, D1 15.
The National Association of Secondary-School Principals gave four basic assumptions in "Planning for American Youth".

1. Education should be planned for all youth, so that economic, geographical, social, occupational, and racial limitations may have full understanding and consideration.

2. Education should be free, provided as a service of the State to its citizens.

3. Education must be suited to the personal and social needs of the people it serves.

4. Education should be continuous; it should go on after youth leaves the school.

Another generally accepted principle of guidance is that it assists the individual in becoming more able to guide himself. "One ideal of guidance, and possibly its chief one, is so to develop the individual that he no longer finds it necessary to seek guidance". In general, students object to being told what to do. They prefer to make their own decisions after their problems have been analyzed and the alternative choices made clear to them.

Every guidance program should be accompanied by a guidance plan. Someone should be responsible for every child. If no plan is made, some child will be left without guidance. It is an accepted viewpoint that the classroom or home room teacher can and should become the chief functionary in secondary schools.

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10 Lefever, Terrell, Weitzel, op. cit., p. 37.
The home room teacher functions in all phases of guidance. It is this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships; his associates in school and out; his attitudes, interests, and abilities. Therefore, whether the school is large or small, it is with the home room teacher that the foundations for guidance must be laid.¹¹

In this environment, the teacher gives certain assistance to the activities in the home room. By participating in activities in the home room, under the guidance of the teacher, the pupil will become more efficient in the activities of life.

The function of the room guidance may be explained by what McKown says:

The home room, with its main emphasis upon the education of the student rather than on the passing along of a body of subject matter, epitomizes the very soul of the modern conception of education; that the pupil himself is far more important and sacred than any mass of information he may ever accumulate. In reality the home room creates a situation in which the pupil himself becomes the subject studied, worked with, and learned about. He and his activities, experiences and interests compose the curriculum. He is the curriculum. And all subjects, courses, knowledges, and informations are justifiable only if they contribute directly and definitely to his development.¹²

The breaking of the total guidance program into parts aids in analysis and interpretation of the program. The divisions of the guidance program should not be interpreted as separate segments, but the whole program must be kept in mind

¹¹Harry G. McKown, Home Room Guidance, p. 30
¹²Ibid., p. 20
while the separate parts are considered. One weakness in many schools is the separation of instruction, administration, and guidance. The general objectives of each phase of the school should coincide with the general objectives of the school. The objectives of guidance may be more clearly summarized in outline form.

I. Vocational Guidance

To aid students to define vocational goals in harmony with capacities, interests, and social needs.

To prepare students for their chosen vocation.

II. Social-Civic Guidance

To help students define social-civic responsibilities and project a program of social action.

To prevent, to identify, and to remedy maladjustments of students in their relationships with other persons.

III. Health Guidance

To help students inform themselves about the importance of health and the need for health education.

To lead students to plan and carry out a program of preparation for healthful living.

IV. Recreational Guidance

To help students plan and carry out a program of training for recreational activities.

To help students inform themselves about the proper use of leisure and the problems associated with it.

V. Educational Guidance

To help students formulate appropriate goals
and plans for participation in life activities and appropriate plans for education in harmony with these goals.

To help educators and parents to become more conscious of the abilities, interests, and educational needs of students and thus to contribute to modifications of the educational program so as better to serve the needs of students.\textsuperscript{13}

The present trend in guidance does not recognize it to mean any set routine of practices or classifications. No set time of the day or set place in the school should be isolated to be devoted to giving guidance, as such, to the students. The most recent trend and the logical situation for guidance in the school is for the worker to assist a student in making necessary decisions or choices in any area of his educational experience at any time or place.

Schools of any size should attempt to be doing something along the line of guidance. One of the greatest weaknesses of our educational system today is that the youths do not take advantage of their educational opportunities to the fullest extent. Guidance should be introduced into the classroom where it can assist in providing a vital, integrated experience for every secondary school student. Instead of upsetting the entire school system by a radical change, guidance should be introduced gradually.

Guidance is not a series of events that take place in the student's life. It is a lifelong process. Just as it is possible

\textsuperscript{13}Kafauver and Hand, op. cit., pp 20-37.
to measure the student in his growth, physically, he can be measured periodically in his growth as a citizen in his area of living. Guidance should not take place only while the student is in school. It should begin in the home in his pre-school years and continue throughout life. Guidance is not a service which begins and terminates at a specified time or place.

If a physician were to attempt to practice medicine without the proper training and credentials, he would be branded a "Quack". It is as much "Quackery" for a guidance worker to attempt to "counsel" without having training and necessary data at hand. Guidance workers should study beforehand all of the available material. If the material is too limited, they should develop the proper material. One of the ideal guiding situations is to develop the individual so that he no longer finds it necessary to seek guidance. When this situation is reached, he is entirely self-reliant. Effectiveness of the guidance program begins to reveal itself under these conditions.

From time to time, guidance workers come into possession of highly confidential material. The worker should guard this material with all caution. Once the student's confidence is gained it must not be abused. The slightest underestimation of the importance of this would be fatal to the relationship between the student and the worker. A teacher should never betray any trust, no matter how small, placed in her by a student.
Hamrin and Erickson suggest that the following criteria be used in evaluating the program of individual counseling.

1. Does the interview arise out of the needs of the students?

2. Is there a genuine desire on the part of the teacher to find a solution to the problem? On the part of the student?

3. Do the participating parties have confidence and an interest in each other?

4. Is the discussion on the level of understanding of the student?

5. Are the suggestions realistic? Can they be achieved?

6. Are alternate possibilities discussed from which a decision can be made on part of student?

7. Are all areas of the problem recognized or are important factors neglected?

8. Is the process of helping the individual a continuous affair—a long-time relationship?

9. Are resources for aid made more clearly available?

10. Does the student become increasingly self-directive, or does he become more dependent upon the counselor?

11. Is this relationship a mutual exchange of ideas or is it a pouring-in process?

12. Does the student feel at ease? Is the association informal? Friendly?

13. Is the interview used for disciplinary purposes?

14. Is the counselor capable? Does he know the student? Situation?

15. Is the conference held in the proper setting?

16. Does the counselor guard against dangerous suggestions?
17. Is the process efficient in terms of time? Effort?

18. Does the student and the counselor feel satisfied? Has it been as inter-creative process? Has progress been made?

19. Does the preliminary meeting interest the student in securing further help?

20. Does the counselor stop when the problem has been solved? Is the counselor overattentive? Over-solicitous?

21. Are the attitudes and feelings of the student taken as a matter of fact or as being true even though students appear to be in the wrong? Does counselor recognize sincerity of student?

22. Does the procedure vary with the situation? Does the pattern vary with the individual?

23. Does the counselor respect the confidence of the student?

24. Is the counselor a good listener?

25. Are other individuals and other sources of aid utilized?¹⁴

To introduce a guidance program in a secondary school, there are several considerations that should be taken to insure its success. The faculty should become familiar with the purposes and services of a guidance program and willing to accept certain responsibilities. Such activities as faculty meetings, group study, and committee reports will be helpful. They should make a survey of activities in the school, and evaluate these activities as to the needs of the pupils.

¹⁴Hamrin and Erickson, op. cit., pp. 278-279
After necessary primary study has been made, the best qualified teacher should be selected to lead out in this work if the school cannot afford a specialist. The best qualified teachers who have had the most success in unorganized guidance activities should be successful in conducting the guidance committee work. After an analysis and evaluation of the unorganized guidance activities have been made the activities which show weaknesses should be strengthened and the superfluous activities should be dropped. Certain facts about pupil population in reference to stability, withdrawals, age-grade distribution, mental ability, mastery of the tools of learning, and educational and occupational interests are important data in introducing a guidance program.

The plans for introducing and developing a guidance program should be projected to cover a period of several years. Immediate attention in introducing a guidance program should be focused on the most important and urgent activities which are likely to show marked improvements during the first year. These early successes in introducing a guidance program will tend to increase the interest and understanding in guidance of the whole school personnel.

After the school personnel has determined what guidance activities will constitute the school's program, best results should be obtained if the various responsibilities are assigned specifically to some one person or group; otherwise, what is
everybody's business will soon become nobody's business.
The performance of specific tasks assigned to members should
be planned with correlated contributions from them to the
guidance program, if it is to function effectively for pupils,
school, and community.
CHAPTER V

SUMMARY

As stated in the introduction, the problem of this study is to determine the development of a sound guidance program and how to introduce it. The major considerations in this study are the soundness of a guidance program sociologically, psychologically, democratically, and practically in its role in development and introduction in a secondary school.

This brief study in the field of guidance is not an attempt to make a thorough study of guidance with all of its implications. It is an attempt to set up certain criteria of soundness in developing and introducing a guidance program in a secondary school.

For the purpose of this study, guidance is defined as that part of the school program which is most concerned with assisting the individual in becoming more effectively oriented to his present situation. The basic factors of guidance are to assist the student to plan more carefully his future in terms of his needs, interests, abilities, opportunities, and social responsibilities. The basic outcomes of guidance are to assist the student to become more effectively oriented to the present, to make better plans for the future, and to enjoy a better standard of living.

The interest of the writer in guidance was stimulated through his experiences with secondary school youth. A careful study of writings on guidance was made to obtain an understanding
of its implications. Through his experiences in studying guidance as a student and a teacher, the writer feels that one of the greatest needs in the secondary school is a more thorough understanding of what constitutes a sound guidance program. Throughout this study, there is a close relationship between the development and introduction of a sound guidance program. This study is delimited to the soundness of a guidance program sociologically, psychologically, democratically, and practically, because the writer feels that these are basic.

Three related studies have been named and their similarities and differences to this study explained.

The Andrews' study deals with the whole program of guidance and its implications, while this study is confined to soundness of certain educational phases of guidance. McKissick made a study of the community school idea with an interest in the thinking and practices in the communities and schools. In Sanders' study of democracy in a community situation, certain democratic assumptions were validated by applying them to certain community situations.

When our nation was young, children were guided and educated in their homes or in private or church schools. Since that time the public schools assumed the responsibility for the educational growth of the child. In recent years there has been an increase in the complexity of our modern society. Students need to gain some understanding of the complex nature of the
society in which they live and in which they are preparing to serve more adequately.

The whole school should attempt to prevent, identify, and remedy the social maladjustments of students. They should be led to realize the necessity of participation in social life of the school to meet the need of some training for this responsibility. It is believed that there will be some carry-over from these experiences to adult life. Social adjustment necessitates group activity; therefore, the teacher should organize the group for social outcomes.

A sound guidance program in a democratic society must emphasize the individual and his development. Our democracy is built on the structure of the right of the individual to help formulate policies and regulations which will affect him. Schools have taken too much for granted. It is essential for someone to start a group functioning democratically. The school should provide education and guidance in the limitations and advantages of democracy as compared with other types of government.

The faculty of a school should recognize and desire skills in guidance before attempting it. Child guidance must begin with a recent study of each child to determine his needs. A group of teachers must realize the need for an adequate training in guidance techniques before guidance work is attempted. After the preliminary study the next step is to develop all the data which are essential to an understanding of each child. The school is then ready to undertake a guidance program. Guidance
is not a task that can be handed down from above. It must originate in local interest and the desire to serve the needs of the students.

In developing a guidance program a study should be made of the functions of the school, the purpose of the school with respect to the individual pupil, and the functions of the teacher in regard to the school and the individual pupil. Following this study an analysis should be made of the community, of the school, and of the individual pupil. After the representatives of the community are invited to participate, the school is ready to develop a guidance program. The needs of the pupils can be met only through cooperative planning and functioning of the school, the home, and the community.

The approach to introducing a guidance program should be cautious. The prerequisite to a guidance program is the realization of its need. The guidance program in any school should be based upon the needs of the pupils comprising the group.

The first appearance of guidance was vocational guidance. The philosophy of a guidance program is to fit each individual into better living situations.

The primary purpose of a guidance program is to help the student to help himself in respect to his interests, abilities, and opportunities. Guidance must be a unitary function since all aspects of a person's development are interrelated. There should be a definite plan to care for the guidance function in every school.
CONCLUSIONS

The writer believes that the data justify the statement that the following conclusions are essential to the introduction and development of a sound guidance program.

1. A sound guidance program must be built into the life and work of the school.

2. A sound guidance program must be made to integrate with all of the other activities of the school.

3. A sound guidance program must be adapted to the school.

4. A sound guidance program must be built into the school.

5. A sound guidance program must be conceived in terms of the school.

6. A sound guidance program must begin with an attack on specific problems.

7. A sound guidance program must start slowly, with definite services, and must develop gradually as the abilities and insights of pupils, parents, and teachers develop.

8. A sound guidance program must be developed cooperatively.

9. A sound guidance program must begin with people interested in guidance.

10. A sound guidance program must be built around a common core of the school staff.

11. A sound guidance program must capitalize on teacher interests and abilities.

12. A sound guidance program must be built around the felt needs and the real interest of teachers.
13. A sound guidance program must stress the assets and contributions of the teacher.

14. A sound guidance program must be characterized by activity.

15. A sound guidance program must be an active program of doing.

16. A sound guidance program must be started as a school program of services.

17. A sound guidance program must arouse and stimulate community interest.

18. A sound guidance program must build into the life and work of the community.

19. A sound guidance program must be concerned with the best development of the "total" individual.

20. A sound guidance program must provide for the importance of human values.
RECOMMENDATIONS

The writer believes that the data justify the statement that the following recommendations are essential to the introduction and development of a sound guidance program.

1. That the guidance program be administered in terms of the needs, interests, abilities, and opportunities of the pupils.
2. That guidance services be available to all pupils at all educational levels.
3. That guidance be so organized that all pupil experiences are co-ordinated and related.
4. That the guidance program be organized to enlist the understanding, interest, ability, and energy of every member of the school staff.
5. That the guidance program be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences.
6. That the administration of the guidance program insure planned services which are purposeful and unified.
7. That the guidance program be administered so that specialists in counseling may constantly seek to strengthen teachers.
8. That the guidance program be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and community.
9. That the guidance program be so administered that person-contacts and the "human-touch" are provided.

10. That the guidance program help members become increasingly able to guide themselves.

11. That frequently, guidance workers attempt to change situations rather than attempt to fit the individual to his present circumstances.

12. That guidance be maintained as a continuous process.

13. That there be a definite plan to care for the guidance function in every school.
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