

ORGANIZATION OF A GUIDANCE PROGRAM
FOR THE JUNIOR HIGH SCHOOL

by

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A PAPER

submitted to

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION

July 1948

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ACKNOWLEDGMENTS

Appreciation is gratefully expressed to Dr. Franklin R. Zeran, Associate Dean of Education, and Dr. Riley Clinton for the assistance they have given in the preparation of this paper, as to all other professors I have had in the field of guidance. Above all, acknowledgment is made to students I have taught, for it is in their interests I have tried to learn more about guidance services so that I might be better able to assist others in a counseling capacity.

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ORGANIZATION OF A GUIDANCE PROGRAM FOR THE JUNIOR HIGH SCHOOL

CHAPTER I

INTRODUCTION

Guidance is primarily knowing pupils and knowing more about pupils. The term "guidance" has been defined in many ways, but for the purpose of this paper the definition suggested by the United States Office of Education is accepted as being a broad and liberal statement suitable for guidance understandings.

Guidance, according to this definition, is

...the process of acquainting the individual with various ways in which he may discover and use his natural endowment, enhanced by special training available from any source, so that he may live and make a living to the best advantage to himself and society.
(4:46)

Guidance, as carried on in the modern school, has passed through a series of phases of development, and at present there seems to be a fairly common agreement on the scope of guidance, its objectives, and its services. It is no longer thought of as being the work of one person on the staff alone, but rather there has grown to be what can be called the "personnel point of view," which means the co-operative services of all members of the faculty.

While each school and, in fact, each pupil has different needs to be met which will alter the guidance program somewhat in each case, the fundamental principles of a good guidance program will remain about the same for all schools.

The fundamental principle of the personnel point of view is that the ultimate objectives of all guidance are self-guidance on the part of the pupil and the development of individual potentialities to an optimum through co-operative endeavors.

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, and 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. Guidance is thus vitally related to every aspect of the school--the attendance, problems of scheduling, the extra-curricular, the health and physical fitness program, and home and community relations.... (5:3)

The real test of the guidance program will be

...whether the pupils who avail themselves of its service become increasingly able to make their own choices and decisions....
(1:5)

Guidance, considered from this point of view, is a co-operative task, shared by the administrator, the counselor, home room and classroom teachers, the school nurse, the doctor, and the community.

Upon the administrator's perspective depends, ultimately, the whole scope of the guidance program which is carried out in his school system. On his understanding of the needs of students for guidance and of the services which can be made available, both within and without the school, will depend both the organization of guidance and its harmonious functioning. The personnel within the school will recognize problem areas and individual differences in abilities and interests. Their work becomes diagnostic, preventive, remedial, and developmental. The doctor and visiting nurse, thinking in terms of mental objectives to be attained as well as of well-developed bodies, will endeavor to prepare each child to meet the strains of good, healthy living in a yet strained world. The community's share in this co-operative guidance program is to attain an understanding of what is being done by the school and to augment it by providing a wholesome home-community environment.

A second inherent principle of a good guidance program is that it fits the pupils and the school and community it serves. It cannot be mass guidance without individualization. Pupils must be known individually if they are to receive the help they need. This is not easy in a large city school where the informal school contacts, so characteristic of small schools and communities, are

impossible. But the very factors which make it hard to know city children individually make it imperative to know them. Time must be planned in programs for people to become well-acquainted with these boys and girls.

Purpose of the Study

What has been said about guidance in the paragraphs above applies to guidance at all levels of education. However, since this paper deals primarily with guidance in the junior high school, its purpose is to give an exposition of guidance procedures as they are adapted to the needs which are peculiar to the early adolescent.

Statement of the Problem

Since the population of the junior high school is made up primarily of early adolescents, guidance in the junior high school will need to be adapted to the characteristics peculiar to this age level. The early adolescent is known for his vitality, his instability, his extreme sensitiveness, his quick irritability, his unstabilized emotions, his over-active imagination, and his growth and physiological changes. Because of the nature of the early adolescent, those participating in his guidance need special insight into these adolescent characteristics and must be persons of understanding.

The guidance program in the junior high school will have to be so organized that the needs of the early adolescent are met, and the junior high faculty be chosen with these needs in view.

Before organizing a guidance program for a school or re-organizing one already in progress, it is important that all those who are to co-operate have a common understanding of the principles upon which the program is to be built. The administrator, or principal, will probably find that this common understanding can be achieved through faculty conferences at which time committees can be made responsible for presenting specific data. Where there is to be a full-time counselor on the faculty, much of the development of the program may come from him, since he will doubtless be the one with most professional training in guidance. However, it is essential that classroom and homeroom teachers be made to feel from the beginning that they form an integral part of the guidance personnel. The administrator must not assume that in delegating part of his responsibility for the program that his position is less important. He must remain the dynamic mover if the program is to be a success.

All must realize that the guidance program is to include all the pupils in the school and not be limited to problem pupils. This will make it necessary that time

and opportunity for such guidance be considered in arranging daily programs. Not only the counselor but all others participating in the guidance program will need to understand the early adolescent and will have to develop a friendly, sympathetic interest in young people.

Each will have to know that guidance is the assisting of students to make wise and free choices and to think through their own problems, rather than the acceptance of advice or counsel given authoritatively.

The curriculum will have to be flexible enough to admit adaptation to pupils' needs. Furthermore, classroom teachers should be brought to realize that part of their job in the guidance program is adapting their particular subjects to the needs of the individual students who make up the class.

All should realize from the beginning the necessity of keeping complete and accurate records for each student. They should have a knowledge of the different types of tests available, know how to interpret them, and understand the place of tests in the guidance program--particularly that these are merely a help and not the basis for guidance.

CHAPTER II

ORGANIZATION

Organization of a guidance program leads to myriads of ramifications and perplexities, but organization is a necessity.

The first matter to consider in organization is personnel. Then, in turn all persons must tend to think in terms of guidance procedures.

The schools in which personnel work is functioning most effectively and contributing most efficiently to the improvement of high school education are the schools in which educational administration has assumed responsibility for providing the features essential to a good program of personnel work: (1) the services of a specially trained, qualified leader; (2) a sufficient number of selected, capable, willing, and interested workers; (3) sufficient time for adequate performance of all phases of the work; and (4) a plan of organization that makes possible the fixing of administrative responsibility and the coordination of the effort of all personnel workers. (6:231-232)

While a brief summary of the position of the personnel in guidance has been made previously, the part each will play in the projected guidance program will be given here.

The Administrator

Though it is the responsibility of the principal to promote a program of guidance services, it is the administrator of the school system who should give the initial understandings of this program and the over-all picture of what constitutes the guidance services. The administrator must not only give his support, but he must also furnish the necessary machinery for the development of such services.

Dr. Franklin R. Zeran believes that the administrator's task must consider the following as his part in establishing guidance services.

The responsibility and duty of the administrator "...is one of planning, organizing, and the co-ordinating of the efforts of all, in order to place the appropriate emphasis on the guidance program." (7:10) To achieve this goal, he maintains that

...it will be necessary for the administrator to recognize four closely related factors of the program:

1. Guidance leadership.
2. Services of special consultants.
3. The participation of all staff members.
4. An evolving curriculum and a flexibility in scheduling pupils, based on evidence of the individual pupil's needs as revealed by a functioning guidance program. (7:10)

In view of these statements, he suggests the following functions of guidance as the responsibility of the administrator:

1. Administrative.-
 - (a) Make adequate provision in the budget for carrying on the guidance program.
 - (b) Establish and maintain a cumulative record system.
2. Organizational.-
 - (a) Recognize the need and importance of a comprehensive guidance program and give it his personal support.
 - (b) Make his staff cognizant of the value, functions, and problems of guidance.
 - (c) Work out and co-ordinate the guidance program co-operatively with members of the staff.
 - (d) Provide for a guidance committee.
 - (e) Co-ordinate all available extra-school resources to aid in the program.
 - (f) Give desirable publicity to improve school, home, and community relationships.
3. Inventorying of guidance needs.-
 - (a) Take stock of existing activities and services which can be considered as serving the guidance program.
4. Personnel needs.-
 - (a) Select best-qualified individuals as counselors.
 - (b) Offer special inducements and recognition to counselors in the guidance program where extra service and training are required.
5. Scheduling.-
 - (a) Arrange the school schedule so that every pupil may have an opportunity for counseling services.
 - (b) See that ample time is allowed the counselor.

6. Equipment, supplies, and quarters.-
(a) Provide suitable quarters and facilities for the counseling service.
7. Program planning.-
(a) Evaluate and revise curricula in an endeavor to meet pupil needs.
(b) Offer extra class (co-curricular) activities to aid in all-around pupil development.
8. In-service training for staff members.
9. Evaluation of the program. (7:10)

The Principal

The principal may be considered the key individual for guidance services within his own school. This is true, even though he may not be the one best qualified. His understanding of the need and his co-operative furtherance of procedures proceeding from those appointed to work directly with the guidance program will give the movement impetus which would not exist were it to originate from another source. He may, however, delegate many of the duties and even the authority to another, but it is important that he remain ex-officio the head of the guidance services.

When a guidance program is to be organized, the principal will recognize not only the administrator's wishes, but he will be sensitive to his faculty's wishes when forming a guidance council and in-service study committees.

...Prior to the appointment of the council, the principal should ascertain as accurately as possible which staff members may occupy positions of major importance in the guidance program. Key staff members should be assigned to committee chairmanships.... (1:148)

After the principal has insured the functioning of a guidance council, he must survey with them occasionally the growth of the guidance program, its drawbacks, and its future development.

To insure the success of guidance services the principal must maintain a qualified personnel, a flexible curriculum, understanding community support, and a faculty outlook whose emphasis is placed on growth towards maturity and the realization that education and guidance are one in objective.

Finally, "...He should be fully aware of the truth of the statement that more guidance program atrophy is a result of indifference or inadequate leadership on the part of principals than for any other reason." (1:56)

The Counselor

Organization of the guidance program is something outside of the direct work of the counselor, yet there is no one who can do more to insure a good counseling program than the counselor. Since he has presumably had special training in guidance procedures, he will be an important

member on the guidance council. His knowledge of the entire field of guidance service and its application in specific school systems will be invaluable, both in building up common understandings and in suggesting procedures for the frame-work of the guidance program in this particular school.

When the services of outside agencies are needed, these are usually secured by the counselor, who assembles the necessary data.

The counselor can serve as a resource person to the community when guidance matters need to be interpreted. The present philosophy is that the parents and community should join in planning and interpreting the school program whenever possible.

In addition to his place in the total guidance program, the counselor's specific work is individual counseling. Some ways in which this can be done are to:

Present through examples the vital need of guidance.

Provide useful readings in guidance to broaden general and specific knowledge.

Keep the school aware of the best current practices in guidance.

Encourage teachers to participate in the guidance program by showing them what they can do.

Help when necessary to establish a more personal relationship between teachers and pupils.

It fits into the role of the counselor to act as a co-ordinator and a necessary person for good intra-school relationships and school-community understandings. He has the knowledge to show how special services may be utilized by the school.

He will require a flexible program, one in which continuity and time are possible, if he is to fulfill the responsibilities peculiar to his position. Among these the following may be considered:

1. Understand the whole child, and his home, school, and church background.
2. Provide counseling and adjustments for those coming to the counseling office, whether they be from observation, or by referral from the home room teacher, the subject teacher, or the community.
3. Establish procedures that will result in an individual inventory for each pupil. Make this information accessible and more understandable to school personnel, so it will contribute more to the student's individual needs.
4. Prepare personal records, do research in individual differences, and make adjustments.

5. Check with teachers for understandings of records, tests, and behavior of counselees.
6. Interview parents at home or in the office. Give educational guidance.
7. Prepare case studies for referrals to Guidance Clinic, Welfare Agencies, and Juvenile Department.
8. Check causes of irregular attendance.
9. Counsel the discouraged, the "doing-fine" type, the failing, the cynical, the misinformed, and those where outstanding endeavors are noticeable.
10. Attempt to establish a child-home-school understanding.

Considering the counselor as a person, Erickson and Smith have this to say:

There is no invariable pattern of attributes that must be present in every teacher who wishes to serve as a counselor. There are, however, certain personal qualities and characteristics common among successful counselors. The teacher who possesses many of these is more likely to become an effective counselor than is one with few or none of them. The good counselor

1. Is sympathetically and objectively interested in the success of boys and girls beyond the point of academic achievement.

2. Is a successful, popular, but not glamorous teacher, one who commands personal and professional respect.
3. Has a keen insight into human nature.
4. Is mature, experienced, alert, and patient, and possesses sound judgment.
(1:198)

The Home Room Teacher

Since the home room teacher is in a position to know each pupil more intimately than any other teacher, he obtains much information about the pupil in all his relationships: his attitudes, his studies, his difficulties with teachers, his problems of discipline, his home conditions and environment, his associates in school and out, his interests and abilities. He is, therefore, in a unique position to co-operate with the counselor. In fact, in schools where a full-time counselor cannot be employed, the home room teacher is often chosen to head the guidance program of the school. In the guidance program, he might well be expected to have an important place in the guidance council and in working committees.

The home room teacher also has many opportunities to provide training in leadership, dependability, co-operation, and social participation. Perhaps there is no better place in the school where the close intimacies of politeness and good breeding can best be noted and

initiated than in the regular home room daily routine and the special home room meetings.

Programs, school drives, sales, and competitions, conducted through the home room, can be useful too in training for organization and leadership.

It should, however, be said that it is not to be assumed that the home room can be made to include all of the responsibilities for guidance in the school. It is to be hoped, however, that the home room teacher is able to see the guidance program as whole and the relation of his part to the whole. Here, as in the case of the classroom teacher, it must be recognized that there are important phases of guidance which must be delegated to the specialists provided by the school system, such as the boys' and girls' counselors, or to outside agencies. These, in turn, must keep uppermost in mind that the closest contact with the student is made by the home room teacher. "As the family is to society, so is the home room to the school," or in another way, "a student must feel 'home base' in the home room."

The home room teacher may be considered the heart of the guidance personnel. His guidance functions may be summarized as follows:

1. He gives orientation to school life, routine matters, educational, vocational, and social problems.
2. He keeps records, reports, and attendance; does research on individual differences and adjustment problems.
3. He develops school citizenship, leadership, and personality.
4. He co-operates with subject teachers and other guidance personnel.
5. He does counseling and makes adjustments.
6. He gives to subject teachers, helpful information for the solution of problems of students.
7. He utilizes special services by referring to the counselor those needing specialized help.
8. He often clears situations involving behavior problems before they are referred to other personnel.
9. He provides follow-up of school-leavers.

The Class Room Teacher

Too often the classroom teacher has considered himself only a subject teacher and has not been concerned about pupils outside the classroom.

In a guidance program where the personnel point of view prevails the classroom teacher finds that he has a very definite place. Not only can he contribute to the guidance program, but he finds that his participation in this phase of pupil development is a definite aid to his teaching. Subjects take on a deeper, richer meaning. Better understandings of his pupils, their homes, and problems open up new avenues of approach to their interests as well as explain causes of failure, absenteeism, and school-leaving.

Every teacher, whether he is conscious of the fact or not, has an important role to play in the guidance program. The position of the classroom teacher is of such nature that he can give valuable assistance to the pupil....
(7:11)

What are the contributions of the junior high school classroom teacher to a personnel guidance program? It may be said that such contributions are limited only by his own generosity and interest. Indirectly, he contributes much, simply by making his subject live and by integrating it in the lives of his students, e.g., English becomes communication with others, and mastering the essentials of correct expression of ideas becomes a step on the ladder to adult success in life. Social studies become learning how to live with others, as individuals

and as nations. Such teaching arouses new interests in pupils and often leads to the development of special abilities in that field.

The subject teacher also has many opportunities to assist students with their civic, moral, and vocational problems through his subject field.

School subjects provide an excellent opportunity for disseminating information about occupational, educational, and training opportunities to pupils through the use of printed materials and audio-visual aids that relate subject content to these opportunities. Moreover, the exploratory nature of many high school subjects can best be emphasized by the subject teacher. (1:174-175)

Civic values operate in the classroom when developmental group activities in citizenship, leadership, and personality are made part of the classroom technique.

More directly, the teacher takes part in the guidance program of the school when he develops in himself an alertness for students' interests, aptitudes, plans, and behavior patterns and adds such information to the cumulative records of the individual students or otherwise passes on the information to the counselor. Willingness to serve on committees related to the guidance program and intelligent co-operation in the work of such groups are important contributions to a guidance program.

While the teacher should be encouraged to study and practice good interviewing and counseling procedures so

that he may assist in such work, he should know where his part of the counseling ends and that of the trained counselor begins. He should recognize his limitations and know when the time comes to refer the student to the counselor.

CHAPTER III

THE GUIDANCE PROGRAM IN OPERATION
IN A JUNIOR HIGH SCHOOL

For a definite program of guidance to operate in a junior high school, the following questions or similar ones must be asked: What has already been done? How effective has the program been? Why consider renovations? What remains to be done?

First, a director of guidance or a counselor to head up the program will need to be appointed. It will be necessary for the various personnel to work with the one assigned to head the guidance services. The guidance director should begin his work by holding conferences with the principal to learn the educational policies. The principal will work with the counselor and committees, and they in turn will work with the curriculum committee.

There will be no definite lines of division, but to bring about a common understanding there will be required special planning with those persons having special training. This will insure the best progression in each field and offer the greatest continuity to the program.

It seems logical to have the director appointed before beginning the program. This personnel director of the guidance organization may be any one of various persons within the school system. This appointment will vary

because of the size of the school, training of the one considered, and the community being served. The program is co-ordinated by the one in authority so the progress of development will be maintained and respected.

After the initial introduction of planning has been launched, the guidance program should be presented to the staff by the principal, himself. This is done to indicate that the program is not only backed by the administration by providing the personnel, but has the principal's whole-hearted support and is a co-operative program in which all the school personnel is to participate.

Perhaps there is no better way for a principal to start than to consider with his faculty the objectives of his school system, his students in attendance, and the community to which he is responsible.

In the organization of a guidance program, the administrator in co-operation with his staff members and resource workers should determine a course of action that is in agreement with the objectives of the total educational program and policies and should:

1. Continually evaluate the guidance program in the light of the needs of the community. This evaluation should be based upon criteria objectively arrived at.
2. Continually evaluate the whole structural program of the elementary school, and implement revision of

the curriculum.

3. Develop a follow-up study of elementary pupils as they become secondary pupils and of drop-outs, and evaluate their readjustment insofar as that adjustment is a result of the program.

The administrator should be cognizant of the fact that results will not be spontaneous, but that guidance is a continuous program taking into consideration the total growth of the individual child. (4:33)

From this thought-provoking outlook his faculty will recognize the need for an intensification of the guidance services if there is to be a reaching out to each child. Possibilities for the organization of special study committees will present themselves so that this information of "how this can be done" will result. Study committee reports will carry this information to faculty members.

From this vantage point the guidance director or counselor will find it profitable to work with study committees. Regular meetings of these committees will prevent duplicating their findings. Such duplication can also be avoided by forming a guidance council from representatives of the various study committees.

Erickson and Smith suggest that the use of the committee approach is excellent and that using a specific approach seems most favorable for establishing guidance-mindedness.

...The committees whose titles suggest their respective areas of study are as follows:

1. Committee on the Individual Inventory
2. Committee on Occupational Information and Training Opportunities
3. Committee on Cocurricular and Classroom Activities
4. Committee on Home, School, and Community Relationships
5. Committee on Placement and Follow-up
6. Committee on In-Service Training for Guidance (1:135)

A probable home room committee report to the guidance council and then to the faculty may help the reader to realize the importance of one study committee's work. One of the purposes of the home room committee would be to explain and to sell the program of home room understandings to the faculty, and if need be, to the system. Some of the purposes discussed would be the following:

1. To promote the idea of the home room.
2. To educate the teachers, pupils, and community about the home room.
3. To collect and make known books and materials for the home room.
4. To make available books and materials to the home room teachers.

5. To suggest uses for the materials.
6. To co-ordinate activities of the home room.
7. To evaluate the activities of the home room.
8. To develop plans for recognition of outstanding work of both pupils and teachers within the home room.

Another likely committee report to the guidance council would be teacher understandings towards individual pupil adjustments, which could result in a Charter:

1. General Outgrowths

I shall be eager to exchange information about students with teachers and counselors so that greater understandings will result.

I shall feel guidance-alertness-responsibilities towards my students.

I shall use check lists and profiles to discover needs of students.

I shall refer serious cases of maladjustment and indicative probable cases to the counselors so that the usual approach may be taken to allow intensive help and follow-ups.

2. Greater Human Relationship Outgrowths

I shall realize that a student can be helped if accepted as an individual and as a person.

I shall realize that a personal integrity is the most powerful and highest weapon a student possesses.

I must never place a student or a family on the defensive because co-operation cannot be secured in this manner.

I must realize the significance of not asking a question unless I am willing to accept the answer given.

I must accept in a therapeutic situation what students and parents say, and not try to argue them out of it.

I must realize that some cannot be spoken to because of hostile feelings toward me.

I must allow parents to express freely feelings about the pupil.

I must learn to sense that relationship of "togetherness" will bring understandings more quickly.

3. Psychological Insight

My role is not to condemn, but to perceive, understand, and help.

I must be patient as it takes time for students to change their thinking and habits.

I must realize that all behavior is completely logical when the whole picture is presented.

I must know that in unbalanced behavior, students usually over-shoot or under-shoot the normal patterns of behavior.

I must understand that childhood fixations often determine later school and adult behavior.

I must know that frustration produces rebellion, and that if students are frustrated over long period, it may lead to dire results.

I must realize that to put on pressure makes matters worse, even though it may achieve victory for a time. Nagging has the same effect.

I must use insight and accept the student as he is.

I must know that there is only one way to care for problems, and that is to train in what to do, not in what not to do.

I must know that life is collaboration, and students as well as other people should be allowed to express their opinions.

With these understandings the teachers will realize that their duties really are not added to, but lightened, since a greater number of the school personnel are sharing the responsibilities of seeing that the whole child is being reached in the light of his abilities and his environment. From the reports given by the study

committees and from the proposals made by the faculty, new avenues of approach will be opened to the study committees. When the committees have been given ample time to study their problems, they should give their reports to the faculty so that recommendations, screenings, and developments will result from them.

If in this way the counselors, subject matter teachers, home room teachers, and the principal are fostering and working out the guidance program, it becomes something vital in the school and has the possibility of being most successful. This organization must be considered the important basis for starting a guidance program. It is in such organization that the personnel see how to harmonize their efforts and functions with their specialities in the interests of the whole student. The faculty will realize that at no time in the life of the student are guidance services more important than at the adolescent period when the student is neither an adult nor a child. Also, that it is at this time that he is beginning to be confronted with meeting society's problems and his own mounting problems. Ideally he visions himself in an idealized world, and again other times as an abused individual in a very conflicting world. The teacher, through the understanding of the guidance services and his own subject field, will realize these

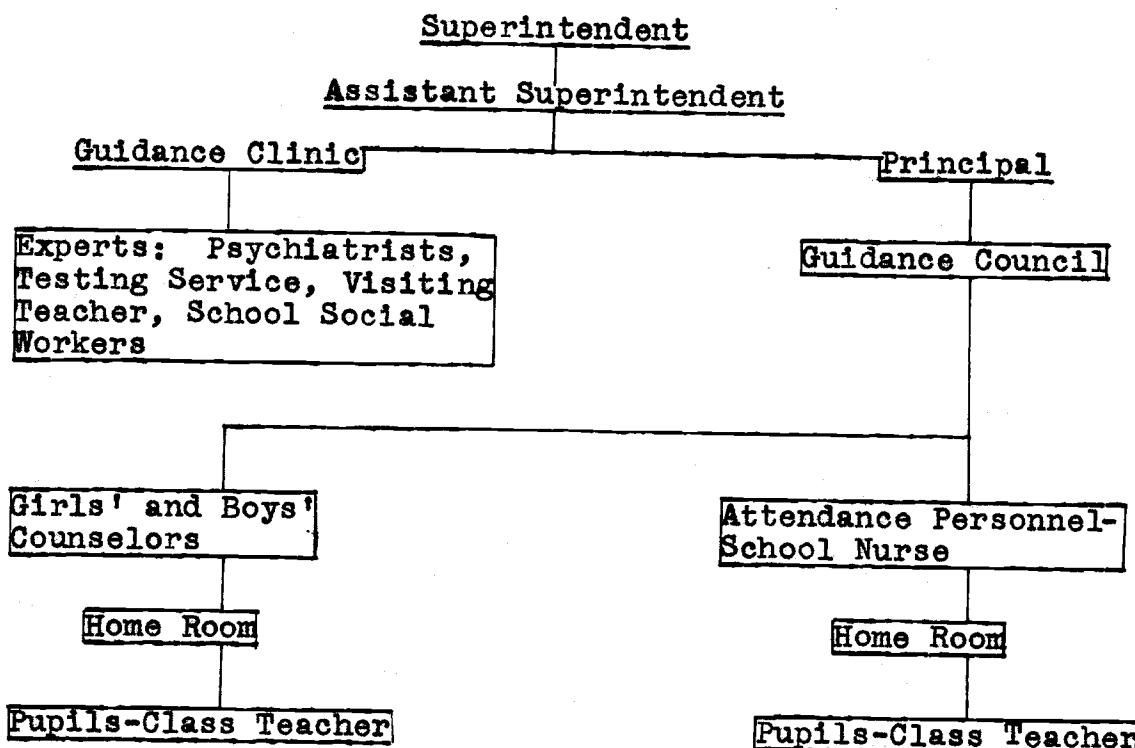
feelings of the student if he understands the whole curriculum in relation to guidance services and present day trends.

One of the most important functions of guidance is to help bring about a better distribution of young people to the offerings of the school and to vocations. In connection with this area the main responsibilities of counselors are, first, to become familiar with the opportunities for young people and to acquaint them with these opportunities; second, to know the aptitudes, interests, and achievements of individual pupils and to help the pupils understand the significance of the test data and other information concerning their aptitudes, interests, and achievements; and third, to develop a continuing program of the individual counseling which will lead young people to discover and recognize the opportunities best suited to their potentialities. (5:14)

The very basis of success in the guidance program in a junior high school will be how well faculty members, the school board, the community, and administrators are led to understand the concepts underlying good guidance practices. As stated before, this co-operative endeavor cannot be spoken of too frequently. The organization for the guidance program might appear in chart form as shown on the following page. (Chart I, page 30)

When the initial interest is procured and the developmental steps begun, the principal, guidance chairman, and the guidance council would do well to keep in mind the suggestions made by Erickson and Smith. They have

CHART I

ORGANIZATION FOR A GUIDANCE PROGRAM¹

presented a systematic plan for proceeding with development or improvement of a guidance program. These steps serve to prevent omissions of important details. The writer feels that the steps suggested are so important that they are being placed in this thesis in their entirety so they may serve to direct and co-ordinate the efforts of administrators, principals, counselors, home

¹The lines in this chart do not designate lines of authority, but are rather lines of direction.

room teachers, and classroom teachers as they work toward more effective guidance services.

Step 1

The principal should begin by appointing a Guidance Council and should serve as its chairman. This group will need to perform some functions of a quasi-administrative character. The function of the council in continuously evaluating the progress of all study committees concerned with the development of the guidance program suggests that the chairman of each of these committees be an active member. Their presence on the council will facilitate coordination and prevent duplication among the study committees that they represent.

Step 2

The inclusion of the study committee chairman on the Guidance Council requires that the principal select staff members for these positions before activating the Guidance Council. The principal should hold in abeyance the appointment of committee members until staff members have been given an opportunity to express preferences regarding the study committees on which they desire to serve (see step 5).

Step 3

The Guidance Council members should study this entire section carefully with a view to devoting an early meeting of the council to a discussion of the functions of the council, as well as those of the study committees. The leadership position of the Guidance Council requires that it be prepared to direct the work of the committees and to make occasional interpretations for staff members regarding the procedures involved in the step-by-step plan.

Step 4

When the Guidance Council has completed a satisfactory discussion of this material and agreed upon the adaptations required

to make this step-by-step procedure effective in the local situation, the plan to be followed should be carefully outlined to the faculty. Teachers should be encouraged to ask questions and to make suggestions.

Step 5

After the staff has been familiarized with the plan to be followed in organizing or improving the school's guidance activities, prepared blanks should be submitted to teachers with a request that they indicate, in order of preference, their first, second, and third choices for study committee assignment. Insofar as possible, every teacher should participate in the undertaking through active service on one of the committees.

Step 6

The Guidance Council should meet and assign teachers to the study committees. While these assignments should be made by the principal, the committee chairman and other members of the council may offer valuable suggestions as a result of having a wider personal acquaintance with members of the teaching staff than does the principal. It is improbable that every teacher can be assigned to the committee of his first choice.

Step 7

The Guidance Council should notify teachers and other staff members of their respective committee assignments, together with the name of the chairman and other members with whom they are to work.

Step 8

The Guidance Council should make available to each study committee chairman a minimum of one copy of the suggestions for committee procedure contained in this section. The members of each committee should study carefully the entire section, in order to gain a clear perspective of the suggested procedure for developing a

guidance program. A knowledge of the functions and objectives of each study committee will aid the members of all committees to avoid duplication of effort as they proceed with their respective studies.

Step 9

Each committee should be required to submit a regular progress report from time to time, usually no less frequently than every third week, until the committee concerned has completed its study. A progress report form will be found in the Appendix. The school should reproduce a sufficient number of these forms for its own use. The form suggested provides space to allow the council to write the date the report is due before passing the blanks out to the committees.

Step 10

When all study committee assignments have been made, the chairman should call their respective groups together and outline a plan of approach to the problems to be studied. Committees having sufficiently large memberships might find it advisable to assign parts of their study to smaller groups or to individuals, in order to facilitate progress.

Step 11

Committees should now proceed with their studies, preparatory to making their first progress reports on or before the date suggested by the Guidance Council. If a committee has nothing to add to earlier reports, the regular form should be filled out with a notation to that effect. Observance of this practice by all committees will keep the Guidance Council informed of the progress and the continuous application of each study group to the task assigned.

Step 12

The Guidance Council should meet following each dead-line date for progress reports from

the study committees. They should criticize constructively each report, so that helpful suggestions may be made immediately available to the committee concerned. The studies of a given committee might at times tend to border upon or overlap those of one or more other committees. If duplication of effort is to be avoided, the Guidance Council must serve as a clearing house for the study groups.

Step 13

When all committees have submitted final progress reports, the Guidance Council should summarize all recommendations contained in them.

Step 14

A complete report of recommendations made by the study committees should be given to the staff as a whole, with adequate time permitted for discussion and action. It may be desirable to have several periodic faculty meetings to report progress and to consider problems arising from committee reports.

Step 15

The members of the Guidance Council should stand ready to assist the principal and the staff to carry out the approved recommendations of the committee. This step presents a crucial point in developing the guidance program, for it is at this juncture that the final groundwork must be laid for getting the guidance program into action. If the interest of staff members in the program is to be maintained, the approved recommendations culminating from the efforts of the study committees must be carried out without unnecessary delay. Among the recommendations that might need to be carried out are

1. To provide for and install a new cumulative record system
2. To obtain additional standardized tests
3. To have printed or duplicated necessary

- copies of the follow-guidance forms:
(a) personal data sheet, (b) student plan sheet, (c) interview summary blanks, (d) progress report forms, (e) cumulative record forms
4. To secure for the library additional educational, occupational, or training information materials, or professional books or periodicals for teachers
 5. To initiate and secure needed cocurricular activities
 6. To inaugurate a plan for promoting better understanding between the school and the community

Step 16

The principal should designate a staff member to head up the guidance program. This person, who may also serve as a counselor, should direct the activities of other staff members in the program. In selecting a head counselor, the principal should consider training, experience, and willingness to attain greater effectiveness through additional professional training; experience in guidance and related activities; interest in the guidance of pupils; the ability to get along with and to lead others; and the amount of time that this person can be granted free from classroom duties to carry out the functions involved in directing the guidance program.

Step 17

If more than one counselor is needed, others should be appointed in order that they may work with the head counselor in activating the guidance program. It is desirable, whenever possible, to allow one counseling period daily for each sixty to seventy-five pupils enrolled in the school. However, it is better to increase the ratio of pupils to counselor than to have no counseling service at all.

Step 18

The council should agree upon the mechanics of the counseling service. Among the factors to be considered in

this connection are these:

1. With what class or group shall we begin counseling?
2. What plan shall we follow for assigning pupils to counselors?
3. How can counselors be provided with offices or vacant classrooms in which to carry out counseling interviews?

Step 19

Each counselor should work out a definite plan for scheduling initial interviews with counselees. Such a plan will materially aid the counselor to get acquainted with counselees and to assemble additional personal data about pupils for use in subsequent interviews.

Step 20

The administrator should be responsible for providing the counselors with the necessary supplies and materials to be used in the program. Likewise, he should be prepared to encourage and assist other counselors to make use of professional materials.

Step 21

The Guidance Council should now summarize and evaluate the steps that were to have been carried out prior to the inauguration of the counseling service. The following check list will help to carry out such an evaluation.

1. Have all committees satisfactorily completed their studies?
2. Has the Guidance Council approved essential recommendations of the committees?
3. Does the staff understand and approve the objectives of the guidance program?
4. Do staff members consider the program worth while, and is each willing to do his part in it?
5. Have the recommendations approved by the Guidance Council been sufficiently classified to justify beginning the

- counseling service?
6. Have counselors been appointed?
 7. A beginning guidance program usually should not attempt to provide individual counseling for all pupils. Starting with one class will afford counselors with valuable experience, which may be utilized in assisting other counselors as the counseling service is expanded. Therefore, has the Guidance Council selected the group with which counseling is to begin?
 8. Has an in-service training program been planned?
 9. Are cumulative record and counselor's record forms provided?
 10. Have counselors familiarized themselves with the section The Counselors Go To Work, in order that they may proceed with the program in accordance with the plan to be used in the school?
(p. 137-142 Erickson & Smith)

CHAPTER IV

THE USE OF THE CASE STUDY METHOD
IN THE JUNIOR HIGH SCHOOL

The study of behavior problems by counselors, child guidance clinics, and by psychiatrists has broadened our knowledge of children's difficulties.

...Before the days of the child guidance center, the "bad boy" was treated as an isolated human being and perhaps looked upon as an inherently wicked creature, or at all events a delinquent who had to stand alone and bear the full responsibility for his crime. Few ever looked into the home and parent-child relationships in an attempt to understand the bad boy. And fewer still perhaps ever cast the least suspicion on the prim, sedate, well-intentioned and perhaps pious teacher who had to suffer so much from the innate depravity of the bad boy. (3:331)

All teachers and counselors can be brought to realize the truth recognized by Monseigneur Flanagan and made the foundation of his famous Boys' Town: "There is no such thing as a 'bad' boy." By taking an active part in the school's guidance program, the teacher can avoid the criticism implied in the quotation given above and be a positive factor in adapting youth to wholesome living instead of being contributory to his feeling of insecurity and unacceptableness.

The case study method of guidance procedures now used in many schools, was taken over from the social

worker. It is the scientific approach to individual counseling. However, the user of the method must keep in mind that the object being studied is a human being, and as such is immeasurably more important than the method. Therefore, though an outline is set up and followed in the counseling procedure, this outline must be made to fit the case, not the case the outline.

Depending upon the areas in which the student reveals need for help, emphasis must necessarily shift in each case reported.

It is recognized that any item of the individual inventory, whether it be a test score, a teacher's mark, a fact about the pupil's health, or whatever it may be, can only be interpreted in the counseling situation in the light of other pertinent items. (4:23)

The outline which follows suggests areas which the counselor might explore in order to help the student realize and make use of his potentialities. Unless it is used with flexibility, its value will be greatly minimized. The reader will readily see many places in the outline at which both the home room and classroom teachers might assist the counselor.

Identifying Information for Case Study

Statement of the areas in which help is desired
(the problem)

By persons referring the student

By student himself

School Situation

Previous school history

Recorded tests -- with interpretation

Present school situation -- scholastic record

Scholastic abilities, interests, and goals

Social and Emotional

Relationships with people -- students, teachers,
etc.

Participation in school activities

Boy and girl friendships

Use of leisure time

Out of school activities

Religious interests

Avocations

Goals

Vocational

Vocational tests -- interpretations

Interests, aptitudes, and knowledge

Previous work experience

Future plans -- goals

Health

Recorded material from physician and nurse

Previous treatment and recommendation

Limitations to activities, study, etc.

Student's own attitudes

Home Situation

Student's attitude toward parents and siblings

Economic and social status

Inter-family relationships

The information secured from the use of this or a similar outline, together with other data contributed by other sources, makes up the student's "personal inventory." Progressive notes on the case during the counseling procedure should be recorded since they indicate the direction in which treatment is moving. The counselor must always examine all the data available before drawing a conclusion. Many cases are deep-seated and surface interpretations may give a false appearance to the case. However, it is not necessary to gather all the facts before anything is done. One can proceed cautiously and gather facts as he goes along.

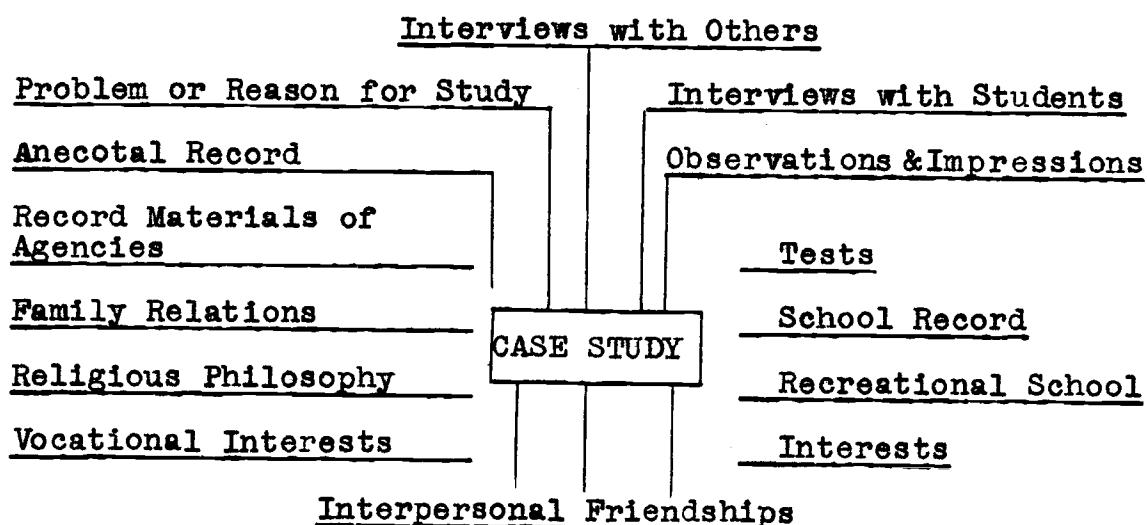
When it is necessary to refer a student to the Guidance Clinic for further specialized help, the case study method proves its worth, for the counselor will be able to get most of the data for his report to the clinic from the student's folder. That this is true is indicated in the following outline and chart for referrals to a Guidance Clinic:

Referrals to Guidance Clinic

Pertinent facts from history
 Areas which show strength
 Areas which show need for help
 Tentative diagnostic statement, showing causes and effect relationships. Plan or areas toward which treatment has been directed
 Use of school resources
 Use of community resources
 The student himself
 Progressive notes on the case

CHART II

CHART SHOWING PROBABLE PHASES FOR STUDY IN A CASE HISTORY



Suggested Outline for Referrals of Case Studies

Referral to Dr. _____

Surname _____ Given Name _____ Birth Date _____

Address _____ Birth Place _____

Parent's Name _____ Phone _____

If parents are: Separated Divorced Widowed

(Circle whichever applies)

List other children and dates of birth:

1. Reason for Referral:

2. Family Picture:

Parent-child and family relationships

Your experience with the family if pertinent
to this referral

3. Personal History:

Health Report. Include serious illnesses which
might have retarded development or be affecting
behavior. Usual habits that may throw light on
the child's attitude toward school -- day
dreaming, sleep habits, out late at night, etc.

4. School History:

Present school and grade placements

Record of school progress, grades failed or
skipped

Record of mental tests

5. Recreational Activities and Interests:

Vocational interests

Other aptitudes and interests

6. Personality - Character - Appearance:

Timid or aggressive

Is he accepted by others?

7. School and Community Resources:

What measures have been tried so far?

Perhaps the greatest service rendered by the Guidance Clinic is its interpretation of the student to his counselor, his teachers, and his parents. The clinic provides training in mental hygiene, not only to the student, but also to all those who are focusing attention upon his development. Thus a united effort can be made for his improvement instead of conflicting individual efforts.

The case study method also provides a permanent record of the case after it has been dismissed. It may be kept in the school guidance files for later follow-up or passed on to the next school in which the student enrolls.

CHAPTER V

SUMMARY

Perhaps the most successful guidance program will be reached when every teacher has a rich background in social relationships, psychiatry, psychology, and mental hygiene. It has been reiterated in the literature on guidance that systematic assistance should be given to all students to enable them to make adjustments to the variety of problems met in every-day living. The closest contact will doubtless be the home room. The home room teacher will thus be able to do much of the general counseling. This would leave the counselor to be more helpful to individuals needing the most help, to help in co-ordinating the guidance program, and to make referrals of special students to the Guidance Clinic.

For all those who would participate in a successful guidance program a code of reminders is suggested:

Youth longs to talk his problems over intelligently but finds few able to help him.

No other work takes more time and patience than does this work.

Surprise and shock have no place in a counselor's reactions.

Confidences should be treated as confidences.

Personal cheerfulness is one of the strongest arguments for success.

Cultivate an attractive personality.

Be courteous in all circumstances.

Be a leader.

Be sincere in all dealings.

Be fair in judgments.

Be loyal.

Realize that there is no "problem child."

Mathewson aptly states:

The client, counselor, and institution, then, the dominating conception in counseling must be an educative one: the attainment of an educative aim by educative means. Three crucial subconcepts are involved:

1. The highest possible self-realization of the individual, consistent with social obligations and moral values, is the controlling aim.

2. This aim may be effectively pursued by free activation of the individual powers of learning, adjustability, development, and integration, on the level of conscious comprehension and evaluative reasoning.

3. By means of this activation of individual educability, improved immediate adjustment and orientation of the individual may be effected and the individual's power of satisfactory self-direction may be permanently increased. (2:24)

The organization of a school guidance system must of necessity co-operate with all agencies if it is to achieve the optimum of personal and group progress.

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