371.42 HIL

CONTENTS

PREFACE

	PART I MEANING AND PURPOSE IN	
	GUIDANCE	1
1.	Guidance in Schools	3
	The Dilemma of the Counselors	3
	Meaning for Guidance	5
	The Two-fold Goal, Some Examples, The Three Basics of Guidance	
	The Guidance Function	10
	The Guidance Services	12
	Summary	15
	Readings	16
2.	The Need for and Purposes of Guidance in Schools	17
	The Determination of Need	18
	Manpower Utilization Depends Upon Freedom of Choice, The Necessary Guidance Learnings	
	Guidance Learnings in a Time of Change	25
	Essential Qualities in "Teaching" the Guidance Learnings	26
	Guidance Learnings and Children's Needs	29
	Children's Needs and Guidance Learnings in a Particular	
	School	32
	Current Issues in Guidance	34
	Summary	40
	Readings	41
3.	Cumulative Guidance in Elementary and Secondary Schools	43
	Do We Need Guidance in Elementary Schools?	43
	Developing Guidance in Elementary Schools	45
	Procedures, Problems, and Issues	47
	"Dimensions" of Elementary School Guidance	49
	The Counselor in Elementary Schools	51
	Role Definition, More Specific Counselor Duties, Coun-	

vii

69

selor Preparation For Elementary School Guidance, Summary Transitions to the Secondary School 55 Expanding Guidance Needs in the Secondary School 56 Junior High School Guidance Services 59 Guidance in the Senior High School 61 64 Guidance in the College 66 Summary 67 Readings

PART II IMPROVEMENT OF GUIDANCE IN SCHOOLS THROUGH EFFECTIVE MANAGEMENT

× 1

4.	Leadership and Involvement for Better Guidance	71
	Who Is Involved in Guidance?	71
	The Lines of Leadership	74
	The Functions of the Director	77
	The Bases for Administrative Decisions in Guidance	78
	Organization for Staff Involvement	- 83
	The System-Wide Council, The Building Guidance Com-	
	mittee, Informal Group Sessions of Staff	
	Summary	92
	Readings	93

5. Definition of the Roles and Functions of School Counselors 95 Why Roles and Functions Need Definition 95 Why Definition of Counselor Role and Functions Is So Difficult 97 Who Is Responsible for Defining Roles and Functions? 100 **Types of Roles** 102The APGA Role and Function Statements 104 The APCA Committee on Professional Preparation and Standards 105 The American School Counselor Association Statement of Policy and Guidelines 110 An Assessment of the ASCA Policy and Guidelines Statement 125The Policy Statement, The Guidelines The Wrenn Report and the ASCA Report 129

A Few General Comparisons, A Few Specific Comparisons

6.

The Impact of the ASCA Statements The ASCA Statements and Issues in Counselor Function, Using the ASCA Statement	133
The School Counselor's Supportive Role Defining the Roles and Functions of Elementary School	135
Counselors	137
Summary	140
Readings	142
Definition of Guidance Roles and Functions of Teachers and Others	143
The Teacher's Guidance Roles and Functions 1. The Teacher's Supportive Functions, 2. The Teach- er's Consultative Functions, 3. The Teacher's Referral Functions, 4. The Teacher's Service Functions, In Summary	143
The Guidance Roles and Functions of the School Librarian	150
The General Administrator's and Supervisor's Guidance Roles	151
and Functions	151
1. The Administrator's and the Supervisor's Supportive Functions, 2. The Administrator's and the Supervisor's	
Consultative Functions, 3. The Administrator's and the	
Supervisor's Referral Functions, 4. The Service Functions	
of Administrators and Supervisors	
Guidance Functions of the Board of Education	155
1. The Supportive Functions of the Board of Education,	
2. The Board's Consultative Functions	120
The Roles and Functions of Parents in Guidance	156
1. The Supportive Functions of Parents, 2. The Consul-	
tative Functions of Parents, 3. The Referral Functions of	
Parents, 4. The Service Functions of Parents	
Guidance Roles and the Functions of Other Pupil Personnel	
Workers	159
1. The Supportive Functions of the Other Pupil Personnel	
Workers, 2. The Consultative Functions of the Other	
Pupil Personnel Workers, 3. The Referral Functions of	
the Other Pupil Personnel Workers, 4. The Guidance	
Service Functions of the Other Pupil Personnel Workers	
The Guidance Roles and Functions of the Pupils	163
1. The Supportive Functions of the Pupils, 2. The Con- sultative Functions of the Pupils, 3. The Pupils' Referral	
Functions, 4. The Service Functions of the Pupils	
Summary	165
Readings	166

xi

Cont	ents
------	------

7.	Guidance Resources and Relations Identifying the School's Guidance Resources The Need to Take Stock, A Classification of Guidance Resources, Types of Resources, The Guidance Resources		
Inventory and Its Uses Parental Resources and Relations Community Resources and Relations in Cuidance	178		
		Community Resources and Relations in Guidance	183
		State and Federal Resources and Relations	191
		Types of Assistance Given by State and Federal Agencies	101
		Summary	197
		Readings	198
8.	Staff	Growth, Facilities, Budget, and Time for Guidance	200
		Staff Growth and Development in Guidance	200
		Staff In-Service Development as an Administrative Func- tion, The Importance of Attitudes and Values in In- Service Education	
		Principles of Staff Development and In-Service Growth	205
		Physical Facilities for Guidance	210
		A Point of View, The Facilities Known to Be Needed, Location of Facilities, Floor Plans for Guidance Facilities	
		Finance and Budgeting of Guidance Services Factors to Include in Guidance Costs	214
		The Management of Time	218
		Summary	222
		Readings	223
9.	Rese	arch and Evaluation in Guidance	225
		The Role of Research	226
		Current General Status of Research in Guidance	228
		Some Sources to Examine, Some Conclusions Reached	
		The Local Guidance Research Program	231
		Centers of Attention and Needed Facts, Strategy in the	
		Local Guidance Research Program	
		The Evaluation of Guidance Services	236
		Some Aids to Process Evaluation	237
		The Evaluation of Guidance in Elementary Schools	242
		Studying the Outcomes of Guidance	244
		Student Reactions to Their School Experiences	249
		Conclusions from the Ohio Study, Recommendations for Conducting Student Evaluation Studies	
		Summary	253
		Readings	255

٩

•

	PART III	CURRENT CONCERNS AND NEW	
		DIRECTIONS IN GUIDANCE	257
10. Th	e New Vocat	tional Guidance	259
	What Is W	rong with Vocational Guidance?	259
	Some Facts	about Work in America	261
	The M	fain Theses of This Treatment Are	
	The Curren	t Career Crisis	263
	Career and	the Person	266
		Development Research Findings	268
		ocational Guidance	278
		uidance Learnings, Principles of Educational and	
		onal Guidance, Program Emphases	005
	Summary		285 286
	Readings		200
11. Gu	uidance and th	ne Gifted	288
		Individual Differences	288
	Identif	ication of Differences, Attitudes Toward	
	Differe	ences	
		nd the Achievement of the Intellectually Gifted	293
		able Expectations, The Onset of Underachieve-	
	,	Characteristics of Gifted Underachievers	
		to High Aspiration	301
		f the Gifted	303
		or the Gifted Underachiever	305
	Summary		306
	Readings		308
12. Th	e Guidance o	f Disadvantaged Children and Youth	309
	Who Are th	e "Disadvantaged"?	309
	Can Guidan	ce Meet the Needs of the Disadvantaged?	315
	Conditions f	for Effective Guidance of the Disadvantaged	316
		Minority Groups	318
	Guidance, tl	he Misbehaving Child, and Discipline	324
		nd the Dropout	330
		tion of Early Withdrawal from School	334
		of the Economic Opportunity Act	338
		the Physically and Mentally Handicapped	340
	Summary		343
	Readings		345

xiv	1 Cor	ntents
13.	The Management of Testing in Guidance	347
	Purposes and Sources in Studying Children	348
ļ	Testing and Other Means of Child Study	352
	Effects of Testing Upon the Attitudes of Students and Others	354
	Allaying Competitiveness in Schools	357
	Criteria for Usable Information about Children	358
{	Principles of Scope and Sequence in the School's Testing	
	Program	360
ł	Impact of Testing on Teacher Attitudes	368
	Interpretation of Test Results to Pupils and Parents	370
1	The Evaluation of the School's Testing Program	372
1	The School Testing Program Inventory	377
[Summary Readings	379
	Readings	019
14.	The Improvement of Guidance Through Preparation of School	
ļ	Counselors	380
	Essential Elements in the Education of Professionals	380
	Current Concern About Counselor Education	382
]	Professional Associations and Counselor Education	384
	ASCA's Counselor Education Proposals	386
	APGA Committee on Professional Preparation and Role	388
	The Wrenn Report and Counselor Education	392
	The Association for Counselor Education and Supervision Standards	393
	Issues and Concerns in the Selection, Education, Certification,	090
	and Placement of School Counselors	406
	The Certification of School Counselors	418
	The State and Federal Impact on Counselor Education	420
	The Evaluation and Accreditation of Counselor Education	422
	The Professionalization of the School Counselor	423
	The Preparation of Elementary School Counselors	424
	Summary	427
	Readings	430
15.	Guidance in a Changing World	431
201	The Capacity to Keep on Learning Is the Key to the Future	431
	Do Children Also Change?	434
	How Fares the Guidance Function in Today's Schools?	435
	Commitment to Freedom Is Essential for Guidance	436
	Guidance Must Have Clarity of Purpose and Function	437
	Systematic Guidance Must Involve the Child from Early	
	Childhood	440

Contents

The Guidance Effort Is at Best a Community Effort	442
The Roles and Functions of Guidance Workers Must Never	
Be Rigid	443
The Better Education of Guidance Workers Is a Concern of	
the Whole Profession	444
The Management of Guidance Services Demands Creative	
Leadership	445
The Improvement of Guidance Services Requires Research	
and Evaluation	446
There Is a New Look in Vocational Guidance	448
Guidance for "All" Demands Special Emphases to Meet	
Special Needs	450
Tests and Testing Must Be Improved in Today's Guidance	
in Schools	451
The Guidance Worker of Tomorrow Must Be a Humdinger!	453
Readings	454

APPENDICES

A. The Guidance Resources Inventory	456
B. North Central Association Self-Study Guide for High School	
Guidance and Counseling Programs	464
C. Secondary School Guidance Program Inventory	470
D. Student Inventory of Guidance Awareness (SIGA)	476
E. High School Student Opinion Poll	478
F. Student Evaluation Instrument Used in Ohio University	
Study	480
G. School Testing Program Inventory	486

AUTHOR INDEX

497

503

SUBJECT INDEX

X۷