

THE PRINCIPAL'S ROLE IN GUIDANCE

While the administrator may not be actually engaged in guidance work, it does not mean that his own guiding hand is not there. The general of the army does not have to be in the front lines although this does not mean that he does not go there himself at all. He is the brain of the army in battle. Under the same token the Principal's presence may not be necessary in the classroom but it does not mean his influence there is totally absent. There are however, definite aspects of the guidance program wherein the Principal is actually involved.

1) **Planning the Guidance Program.** — It is the job of the Principal to set down the blueprint of the guidance program. To do this he makes consultation with his staff as well as with parents and possibly with the cooperation of other educative agencies. Two heads are better than one, so runs the oft-repeated dictum — Better still, many heads are better than two. The guidance program therefore should reflect the combined opinions of the teacher, the school administrator, the parents, the church and other social and civic agencies.

2) **Setting the Guidance Service.** — Having planned what to do, he next sees to it that the right teacher with the right temperament and training takes charge of the program. It cannot be gainsaid that much depend upon the right selection of the guidance teacher. The whole framework depends so much upon the way he manages the guidance services. No teacher should be assigned to do guidance work who needs guidance herself. This means that the guidance teacher should be one who has no problems of personal adjustment. She must have a pleasant personality, must love children, and must love the work above all.

3) **Supervising the Guidance Activities.** — The Principal, cannot, by any means, dissociate himself from the Guidance Program. Having planned it, his

next job would be to see to it that it serves the purpose for which it was created. His continued close supervision over the activities of the whole school cannot fail to notice if there is anything amiss in it.

4) **Research in Guidance.** — Guidance is a rich field for investigation and study. The Principal should be in a position to develop a climate for research work in his school. Through his experience and maturity of judgment coupled with his peculiar position to set up special services in school, he should be able to make needed research in guidance.

5) **Cooperation With Other Educative Agencies.** — Guidance work is a cooperative undertaking. It involves the school, the home, the church, other social and civic organizations. The more people cooperating in the task of guiding children and youth the better it is for the child. The Principal should be in a position to get the cooperation and interest of those agencies.

Aside from the purely administrative aspects of the Program the Principal performs other services that are actually involving guidance work, to wit:

1. **Consultative Service.** — The Principal is the consultant. Teachers engaged in the guidance activities, get his advice, and ask for his opinions on moot questions.

2. **Personal Interview.** — The Principal interviews other members of the non-teaching personnel to see wherein they could fit in the common task of educating children.

3. **Student or Pupil Interview.** — Often pupils see the Principal rather than the guidance teacher for advice. The Principal cannot but satisfy the child's craving for his attention and avail himself of his mature judgment.

4. **Conference with Parents.** — Guiding the child is a common job of both parents and teachers. The closer relation there is between the parent and the teacher, the better it is for the child.

Secondary Schools

Guidance and Counselling

By Gaudencio V. Aquino

EDUCATIONAL authorities are agreed that guidance is a function of the secondary school. Like any other of the school's major functions guidance of youth should be accorded due attention. In the minds of secondary people — the principal, the special guidance worker, the teacher — guidance must have meaning, and in their efforts to provide this vital service — guidance for all youth — they must

allow concepts of guidance, the modern ones especially, to find expression.

PURPOSES OF SECONDARY EDUCATION

Probably the most widely quoted purposes of secondary education are those enumerated by the U.S. Commission on the Reorganization of Secondary Education. The Commission, after considerable study

and deliberation, set forth the following seven purposes which have been referred to as "Cardinal Principles of Secondary Education": (1) Health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character.

Inglis has suggested three fundamental aims of secondary education: (1) the social-civic aim, (2) the economic-vocational aim, and (3) the individualistic-vocational aim.

Briggs has delegated ten special functions to secondary education and presented them in the following order: (1) integration, (2) satisfaction of needs, (3) revelation of the racial heritage, (4) exploration of interests, attitudes, and capacities, (5) systematization and application of knowledge, (6) establishment and direction of interests, (7) guidance, (8) differentiation, (9) methods of teaching and learning, (10) retention and direction of pupils.

Briggs elaborates on number 7 above as follows: "The school should determine to guide students, on the basis of results of personnel studies, as widely as possible into advanced study or vocations in which they are most likely to be successful and happy."

The over-all purpose of secondary education may be assumed to be the guidance of the adolescent in the achievement of an intelligent and satisfying adjustment to his immediate environment. This statement implies two things: (1) an awareness of the nature of the cultural, social, political, and economic environment in which young people of today live, and (2) knowledge of individual students — their strengths and their weaknesses, their aims and ideals, their personal and social needs — thus bringing to light bases for reanalyzing the school's services in order to help young people adjust to their immediate environment.

Other sets of purposes of secondary education could be presented but essentially, there is general agreement on the purposes of secondary education. It is also clear that in every set of purposes of secondary education the function of guidance is either specifically mentioned or strongly implied, and that guidance is not conceived as a service to be set apart as an autonomous appendage to the already existing school program, but is rather accepted as an integral part of all the functions performed by the secondary school.

Needs of Youth

What are the needs of in-school youth? The following is a list of "The Imperative Needs of Youth of Secondary School Age" as defined by adult authorities in Secondary Education:

(1) All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experiences as well as education in the skills and knowledge of their occupation.

(2) All youth need to develop and maintain good health and physical fitness.

(3) All youth need to understand the rights and duties of the citizen in a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

(4) All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

(5) All youth need to know how to purchase and use goods and services intelligently, understanding the values received by the consumer and the economic consequences of their acts.

(6) All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world of man.

(7) All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

(8) All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

(9) All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

(10) All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

What Guidance is About

There are indications that the meaning of guidance is not clear to a great many people. There is a need therefore to know what guidance is all about.

Jones gives the following definition of guidance:

Guidance involves personal help given 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 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 in

groups or individuals, but it always is designed to help individuals even though they be in a group.

Wrinkle and Gilchrist declare that:

Guidance... means to stimulate and help the student to set up worthwhile, achievable purposes and to develop abilities which will make it possible for him to achieve his purposes. The essential elements are (1) the setting up of purposes, (2) the provision of experiences, (3) the development of abilities, and (4) the achievement of purposes... Teaching without intelligent guidance cannot be good teaching, and guidance without good teaching is incomplete. Teaching and guidance are inseparable.

Spears gives another noteworthy statement about guidance in this fashion:

A really good guidance or personnel program in a school depends not so much upon the tests and the techniques employed, but rather upon a whole-staff consciousness of, and participation in, effective personnel work. The program is to be judged by neither the thickness of the cumulative record folder nor the number of standardized test scores therein. None of these trippings — not even a staff of trained counsellors — can make up for the absence of a soft spot in the heart of the classroom teacher for her pupils as individuals, all different, all important. This close feeling of the teacher for individual pupils is the keystone of school guidance.

Spears states further that "an effective guidance program helps a youth to see clearly four things: (1) Where he has been; (2) Where he is now; (3) Where he is going; and (4) What he has with which to get there."

Harrin and Erichson believe that:

Guidance in the secondary school refers to that aspect of 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...

One more author, Davis, opines that:

Guidance (1) is merely individualized education, (2) includes the diagnosis of a pupil's difficulties and cooperation between teacher and pupil in their correction, and (3) is a service which should be involved in any teaching situation.

A careful consideration of the meaning of guidance as described in the preceding paragraphs will yield the following summary, given in the form of key ideas.

1. Guidance is personal service.
2. It is the full responsible development of the individual pupil that counts.
3. The inseparability of guidance and education is acknowledged.

4. Guidance is continuous.

It must be borne in mind that just as learning or education cannot be precisely defined, it is impossible to give guidance a definition that is perfect and forever satisfactory. The above definitions are presented in the conviction that guidance is more than a work; it is a big idea, composed of many ideas and concepts, replete with purpose and form.

Areas of Guidance

In the secondary school guidance services are usually designed for application in three large areas of life. These areas are conveniently identified as educational, vocational, and personal and social. They are not discrete areas. They are intimately related. They are, in fact, inseparable. For example, in a certain school where emphasis is placed upon vocational guidance the vocational counselor works intimately with all other school personnel on matters of guidance, curriculum, evaluation, testing and measuring, supervision, and all other phases of a school that is a going concern. It is impossible to guide pupils properly without knowing everything possible about their home and family backgrounds, their health records since early childhood, their progress through school since the beginning, their work accomplishments outside of school their personal social habits, their purposes, and so on.

Of the three areas of guidance just mentioned, vocational guidance has enjoyed the greatest emphasis in the past. In more recent years, however, increased attention has been given to educational guidance as it relates to the personal and social adjustment of young people, and the latter has rapidly come into prominence as an obligation of the secondary school.

The Problem of Youth

In order for secondary school people to have bases for functional guidance services there is an imperative need on their part to identify and establish the problems about which boys and girls in secondary school worry most.

Sometime in 1942 Little and Chapman began a research into the nature of the problems of most concern to secondary school youth. The study was conducted for almost ten years. The utmost care with which the research was undertaken insured a valid and pertinent body of information. Upon final classification and arrangement of data, the following problem areas, named in order of rank, were found to define in a general way the nature of youth's major problems: (1) social adjustment, (2) family relations, (3) the use of time, (4) the future, (5) personality (6) part-time jobs and money, and (7) health.

The different types of problems under each problem area were classified as follows:

1. Social Adjustment
 - How best to get along with boy or girl friends
 - How to feel socially accepted
 - How best to entertain
 - How best to choose friends
 - How best to get information and make decisions about love and marriage
 - How to secure facilities for recreation
 - How to dress
 - How to acquire social ease
 - How often to have dates; when to get home
 - How best to meet people
2. Family Relations
 - Disagreement between child and parents or matters of standards
 - Lack of understanding between parents and child
 - Conflicts between brothers and sisters
 - Incompatibility, broken home, neglect
 - Too little time with parents
 - Inability to get along with relatives
3. The Use of Time
 - How to budget time wisely
 - How to study
 - How best to spend leisure time
 - How to deal with the time-consuming nature of school subjects
4. The Future
 - Deciding on a vocation
 - Continuing formal education
 - Succeeding academically
 - Succeeding vocationally
5. Personality
 - How to develop a good memory
 - How to overcome lack of interest
 - How to develop tolerance, tact, and broad-mindedness
 - How to attract friends
 - How to develop physical attractiveness
 - How to develop taste in the selection and wearing of clothes
 - How to develop character and poise and to overcome selfconsciousness and timidity
6. Part-time Jobs and Money
 - How to get enough money to do things that have to be done
 - How to get a part-time job
 - How to earn money and go to school
 - How to get along on a part-time job
 - How to spend money wisely
 - How to save money
 - How to find suitable part-time work
7. Health
 - Sufficient sleep

Abnormal weight
 Teeth, eye, ear, nose, throat trouble
 Physical fitness
 Proper diet for good health
 Effect of smoking and drinking upon health; nervousness; nail biting

Organizing the School for Guidance

The success of the guidance function in the secondary school depends in large measure upon organization, administration and supervision. Little and Chapman define each as follows:

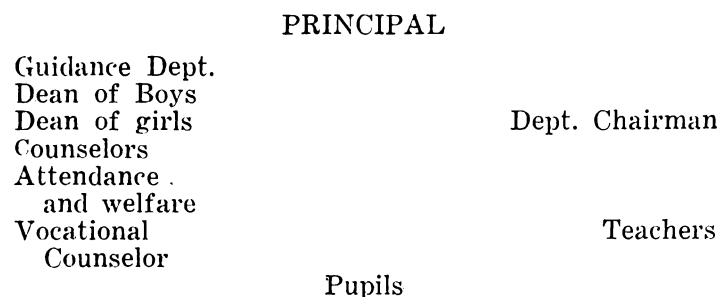
1. Organization. — It involves getting the right people into proper places at appropriate times, with sufficient materials with which to work effectively.

2. Administration — It involves keeping controls and lines of communication clear and flexible so that the right people continue to have less and less difficulty in becoming situated in areas where their efforts will be most fruitful, of resource materials to be used at given times and in given places.

3. Supervision — It is that phase of educational administration which has as its greatest concern providing professional leadership in the attainment of educational objectives. It seeks to draw out the best qualities of each personality among faculty and pupils alike, and it stimulates and assists each person to increase his own powers to the maximum. It seeks to establish unity of purpose and action among school personnel to the end that the satisfactory achievement of agreed-upon objectives is practically assured, and it inspires people constantly to rise to still greater heights.

Supervision aids in the collection, the assimilation, and to interpretation of pertinent data and information, and it assists each individual to become increasingly proficient in the use of these. It aims toward effecting needed changes in the nature of the school's service to pupils; in curriculum content and organization, and in methods, by helping each professional worker understand basic reasons for changes and by riding each person in the mastery of new techniques which he must possess if desirable changes are to be effected, thus preserving his individual integrity. Such responsibilities are primarily those of the secondary school principal.

An example of organization for guidance is shown in the following chart:



The Role of the Principal

The principal is a key official upon whose leadership the success of the school's program depends. If the principal is to provide leadership in effecting the dynamics of guidance and instruction in his school, he must:

1. Have a deep conviction that "There are no misfit children. There are misfit courses of study, misfit textbooks, misfit teachers... The child is what education is for."

2. Realize that guidance is only one of the major functions of secondary education.

3. See the secondary school and its several functions in proper relationship to one another and to another and to the total education of young people.

4. Devote himself seriously to an examination of modern concepts of guidance. This should give him more substantial bases for planning his own leadership activities which are directed toward improved guidance in his school.

The major concepts of guidance may be summarized as follows:

1. Guidance is inclusive. It is based upon the assumption that all pupils need guidance.

2. Guidance is flexible. Its method changes with individual and group needs for guidance.

3. It is democratic. Guidance cannot be imposed upon anyone with assurance that it will be effective.

4. Guidance is scientific. It can be effective only to the degree that pertinent scientifically gathered information and data are utilized to help pupils in the solution of their problems.

5. It is preventive. Guidance aims to prevent maladjustment. To be sure, maladjustment is treated; but to delay the application of guidance until the child is obviously out of harmony with himself and with his group would be to defeat its very purpose.

6. It is continuous. Guidance is a service to children which begins when they enter school and ends when they have found their places in their chosen fields after leaving school.

7. Guidance is an integral part of the total program of education. Guidance is a whole-school enterprise, and it functions best when principal, special guidance workers, teachers, and pupils accept and work to achieve essentially the same major goals.

Because of his position of leadership, the principal should take some steps that are essential if guidance is to be a reality in the secondary school. Spears

suggests the following as those that must be done by the schools:

1. See to it that every guidance counselor is one who places the worth of personalities before the worth of subjects.

2. Provide the means whereby guidance workers who see the inadequacies of the curriculum can also serve in helping to change it.

3. Establish a whole-staff consciousness of, and participation in, effective personnel work.

4. Establish the classroom as the basic guidance unit, rather than the special counselor's office.

5. Let half of the guidance staff's time be spent in helping teachers to improve their ways of working with and appreciating youth.

6. Rather than growing it as a separate plant graft guidance onto the already existing curriculum where necessary to accommodate this emphasis upon individual differences and personal worth.

The Homeroom

The homeroom as it is known today is a new device and it came into being as a result of demands made upon the schools to offer guidance services. Although many administrators have seized upon the homeroom period as a convenient time for expediting administrative routine, it is now rapidly coming to be thought of as an appropriate place for guidance in the school second only to the classroom.

Current use of the homeroom may be conveniently classified into two categories: (1) as an administrative device and (2) as a center for educational guidance. Certain administrative functions that are commonly performed in the homeroom are checking attendance, collecting data for the administration, distributing report cards, reading announcements issued from the principal's office, promoting fund-raising campaigns, and distributing supplies.

Certain educational-guidance functions of the homeroom will fall in to the following groups: (1) registering and classifying pupils; (2) acquainting pupils with the various course plans; (3) interpreting school rules and regulations; (4) instructing pupils in the use and care of the school plant; (5) correlating the homeroom with the broader educational-guidance services carried on in the schools as a whole; and (6) teaching school and community citizenship.

It is said that the most satisfactory way for an individual to solve his personal and social problems is to work as a member of a group. The homeroom accommodates the ideal group. Through the homeroom group guidance is made possible. And when students meet in a group where each is familiar with

the others, a pupil even without participating in discussions or raising a question frequently receives invaluable help.

The Homeroom Teacher

The homeroom teacher is a key guidance worker. She has the deep conviction that guidance services are needed to meet the needs of the students. Because she understands the unique nature of personality, she rules out formularized, rule-of-thumb techniques of counselling. She makes each individual pupil a subject of intensive and continuous study. She studies the pupil, and she comes to know the pupil's habits and ways of thinking, his ideas, his aims, his problems. The effective homeroom teacher is understanding, sympathetic, resourceful. She does not need to know all the problems of each student. She tries to know some of the problems as sound bases for planning homeroom activities, for she feels almost certain that most of the pupils have the same or very similar difficulties. As time goes on, she will be able to identify many of the most pressing worries of her group. The homeroom teacher employs techniques suitable to the occasion for guidance. She may use the group discussion, the panel, or the report as the case may be. She and her students may invite someone from outside the school to meet with the group. She and her students may go on excursions as means of gathering facts and developing understanding. She uses the demonstration technique.

The homeroom teacher-counselor views the business of gathering information and data about each of her pupils as an important on-going process, and acts accordingly. She utilizes tests of various kinds, observes each pupil in her homeroom systematically, records her observations, and compares her findings with those of other homeroom teachers.

Forever Harnessed

*God set this up with purpose cons since;
With quake and deluge scooped the sandy waste;
With glacial wedges split a mountain's heart
And poured a river where His finger traced.
The desert had its way with all things green
And man, grown desperate, scamed the tortured whole
And pl'ed his skills to curb the water's rush...
Behold the placid lake in its blue bowl!*

*So God and man contrived. Once thunder-strong,
Once lightning-swift, now beggared and resigned,
The river, like some aging serpent crawls
Leaving its pulsate power far behind
Forever harnessed to cement and steel
And docile to a hand upon a wheel.*

—F. H. W.

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Always Take

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