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AN ANALYSIS OF TEXTBOOKS ON PRINCIPLES OF GUIDANCE

A DISSERTATION
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Norman, Oklahoma
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AN ANALYSIS OF TEXTBOOKS ON PRINCIPLES OF GUIDANCE

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AN ANALYSIS OF TEXTBOOKS ON PRINCIPLES OF GUIDANCE

CHAPTER I

INTRODUCTION

The present period in American education is one of widespread examination of existing practices, of experimentation, and of evaluation. Extended investigations are under way to define the characteristics and educational needs of youth in modern society. Efforts to develop an improved education have encouraged more careful analysis of student needs and more careful appraisal of new conceptions and procedures.

Many schools have introduced guidance services in response to recognized needs. These needs arise from a modified conception of education, new features in the curriculum and administration of the school, and changed conditions in society. One of the favorable signs of our times is the willingness of guidance leaders to analyze what is done in relation to the needs to be served and to make adaptations in practice when supported by experience and new evidence.

The American people have become definitely education-minded. Publicly supported schooling through the secondary

level is accepted generally as a state responsibility. Each state has enacted compulsory school-attendance laws which set minimal drop-out age. Rising birth rates and increased interest in education have brought hordes of young people into our schools. In the United States, during the school year 1963-64, the pupil enrollment (5 to 17 years) totaled approximately 41,536,886. Of these, 26,375,458 were enrolled in the elementary school and 15,161,428 were enrolled in the secondary school.¹

The increase in the number of children and adolescents who are expected to be receiving formal school training has caused serious consideration of the problems of administration, organization, and guidance. An almost unavoidable situation of mass education has given rise to and, for many years to come, will continue to intensify many problems. Guidance may permeate the entire educational structure and effect a thorough going reorganization, or it may become simply the greatest educational fad of the century. Orderly concepts must replace the present uncritical acceptance of anything and everything as guidance.

The growth needs of children supply the frame of reference for determining the character and content of guidance work, therefore, the major goals of education become the

¹Research Report 1964-R17, "Estimates of School Statistics, 1964-65," Research Division - National Education Association (December 1964), p. 5.

chief objectives of those who plan the guidance program. The administrators, teachers, and guidance workers need to agree upon principles in order to promote and insure a smoothly functioning program of guidance.

Background of the Study

The textbook holds a dominant place in the typical school in America from the first grade through college. Caswell expresses this idea in the following statement:

Next to the teacher himself, the textbook probably exerts greater influence than any other factor upon the curriculum of American Schools....²

Since the intellectual heritage of the race has been deposited largely in books their importance cannot be minimized. The increase in the number of the books and the amount of page content typically found in individual texts from year to year gives weight to this thought. Any careful analysis of the instruction program today reveals that the most nearly universal stimuli to pupil learning in the classroom are the teacher, the interaction between students, and the textbook.

An analysis of previous textbooks throws much light on what was taught in the past. More specifically, from such analysis there can be determined more or less clearly the

²Hollis L. Caswell, "What Are Textbooks For?," The Phi Delta Kappan, XXXIII (January, 1952), p. 241.

objectives of teaching the different subjects and the nature of the content taught in the different subject fields.

Notable research studies have been done in the analysis of the content of history, biology, and geography textbooks. A careful investigation revealed only two studies in guidance which concentrated on an analysis of textbooks in this area. Fredenburgh's study purported to survey the field of guidance and student personnel. In his conclusion he stated:

There is fairly conclusive evidence to suggest that a notable absence of a consistently patterned common ground upon which professional writers base their survey treatment of the principles and practices of guidance and student personnel work.³

A more recent study was the work of Cribbin⁴ whose doctoral dissertation contained detailed analysis of two hundred textbooks in guidance from 1935 to 1950. In this study he drew together the statements common to virtually all of the texts concerning purpose, ethics, and common principles of guidance.

An examination of the professional literature in the area of guidance revealed that no common core of principles was recognized by all authors. The absence of

³F.A. Fredenburgh, "Critical Analysis of Textbooks Surveying the Field of Guidance and Student Personnel," Occupations, XXI (May, 1943), p. 652.

⁴James J. Cribbin, "An Analysis of the Theological, Philosophical, Psychological, and Sociological Principles of Guidance Presented in Textbooks Published Since 1935," Philosophical Foundations of Guidance. Carlton E. Beck (New York: Fordham University, 1963), p. 30.

efforts aimed toward arriving at these principles indicated the need for investigation in this particular area.

Statement of the Problem

The central focus of this study was the identification and isolation of stated and implied basic principles of guidance through a systematic examination of introductory guidance textbooks. The subsidiary aspect of the problem was to determine the number and percentage of books containing basic principles of guidance. Also, an attempt to determine whether a change in emphasis was expressed by authors in their statement of guidance principles through the past twenty years.

Purpose of the Study

The purpose of this study was to determine the number and percentage of books that contain principles of guidance. The results of the study should provide a compilation of a common core of principles for counselor-trainees, administrators, teachers, and textbook writers.

Limitations of the Study

The limitations under which this study was conducted are the following:

(1) Only selected introductory textbooks on guidance published in the United States from 1942 to 1962 were analyzed.

(2) The textbooks included were limited to those

which contained stated and implied principles of guidance. (Some authors classified principles under terms, such as the following: concepts, assumptions, and fundamentals.)

(3) The principles included were limited to those pertaining exclusively to guidance as a function.

Although the writer made every effort to secure textbooks which contained principles of guidance, there exists the likelihood that some texts were not procured. The multiplicity of books directly concerned with guidance posed another problem. A third weakness was inherent in the human element of error and interpretation. The "strength" or "excitement value" with which the principle was stated or implied involved subjective judgment.

Operational Definitions

Guidance is probably the most discussed subject in the field of education. Hardly a professional meeting in the field is without a guidance section or division. A school system today without something called a guidance program is considered a definite anachronism.

Terminology problems can arise in any field where abstractions form an essential part of the language. The terminology of the guidance movement has been subject to many interpretations. Gradually there is evolving a wider acceptance of a standard definition of terms.

Words are so much a part of our everyday life that there is a tendency simply to use them without giving

conscious thought to their literal meanings and their more general connotations. The words "guidance" and "personnel" give an indication to some of the semantic difficulties current in the field at the present time. According to J. Walter Dietz, the "tower of Babel had nothing on the guidance and personnel field when it comes to need for a common language. We must agree among ourselves on what we are talking about."⁵ Resolution of terminology issues is more necessary now than ever before because recent research and developments in other areas of knowledge have compounded the existing confusion in guidance-personnel terminology and have led to inconsistencies and paradoxes in the use of language.⁶

The individual writer is always faced with the necessity of defining those terms which he finds essential to his discussion. In this study, definitions of terms have been chosen from various sources, since those offered by any single author were not appropriate in all cases. The following definitions are more functional as a frame of reference for this study:

Aim -- "A conscious or symbolic representation of the end sought."⁷

⁵J. Walter Deitz, Modern Issues in Guidance-Personnel Work. Ruth Barry and Beverly Wolf (New York: Columbia University, 1957), p. 60.

⁶Ibid., p. 61.

⁷Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, Green and Co., 1958), p. 21.

Assumption -- "A judgment accepted as if true in a train of reasoning, though it has not been proved."⁸

Characteristic -- "Properly, a unique feature -- one found only in the particular instance."⁹

Classification Unit -- "The basis on which the content of communication is analyzed or classified."¹⁰

Concept -- "The idea that represents a number of individual instances, all of which have something in common."¹¹

Content Analysis -- "A research technique for the objective, systematic, and quantitative description of the content of communication."¹²

Education -- "Progressive or desirable changes in a person as a result of teaching and study. Occasionally applied also to changes that result from experience ("the school of hard knocks") but not to those resulting from maturation, so far as these can be abstracted."¹³

Enumeration Unit -- "The basis on which the content of communication is tabulated."¹⁴

Function -- "An ongoing process; activity rather than

⁸Ibid., p. 47.

⁹Ibid., p. 48.

¹⁰Bernard Berelson, "Content Analysis," in Gardner Lindzey (ed.), Handbook of Social Psychology (Cambridge, Mass: Addison Wesley Publishing Company, 1954), pp. 448-517.

¹¹English and English, op. cit., p. 105.

¹²Berelson, op. cit., p. 18.

¹³English and English, op. cit., p. 169.

¹⁴Berelson, op. cit., p. 135.

inactivity. This idea is particularly evident in functioning: a functioning unit."¹⁵

Fundamental -- "Anything that a given author holds to be of major importance."¹⁶

Goal -- "The end result, immediate or remote, which an organism is seeking."¹⁷

Guidance -- "Helping a person to find and select the opportunities and activities that will yield maximum satisfaction and profit, esp. in school (educational guidance) and in his life work (vocational guidance). Instruction, counseling, and testing are methods of guidance. It usually includes both fact-giving and interpretation. Guidance involves consideration of available opportunities, of the qualities needed for the job (job analysis), and of the possession by the individual of the abilities, interests, and other personal characteristics desirable in the situation."¹⁸

Objective -- "That at which one aims."¹⁹

Personnel Work -- "Activities or matters other than curriculum instruction concerned with bringing each pupil or student into the educational environment of the educational institution in such condition and under such circumstances

¹⁵English and English, op. cit., p. 217.

¹⁶Ibid., p. 219.

¹⁷Ibid., p. 227.

¹⁸Ibid., p. 234.

¹⁹Ibid., p. 352.

as will enable him to obtain the maximum benefit from his environment; involves such activities as enrolling, orienting, housing, disciplining, testing, and counseling."²⁰

Policy -- "Management or procedure based primarily on material interest, rather than on higher principles."²¹

Practice -- "The occurrence of a specifiable response or group of responses in the presence of a specifiable stimulus situation."²²

Principle -- "A guiding maxim of conduct."²³

Service -- "The performance of a task for the benefit of others whether voluntarily, by request, or to fulfill a social need."²⁴

Organization of the Study

The first chapter of the study contains an introduction and a background of the study, statement of the problem, purpose of the study, limitations of the study, operational definitions, and organization of the study. Chapter II includes a discussion of the method of investigation. Chapter III is devoted to the analysis and interpretation of data. Chapter IV contains a summary and discussion.

²⁰Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 294.

²¹A. Merriam Webster, Websters New Collegiate Dictionary (Springfield, Mass: 1956), p. 653.

²²English and English, op. cit., p. 400.

²³Ibid., p. 407.

²⁴Good, op. cit., p. 369.

CHAPTER II

METHOD OF INVESTIGATION

In the development of this study the content analysis method of research was utilized.¹ The first step taken in the study involved an intensive investigation of Books in Print, the Cumulative Index, bibliographies, and textbook publishers' catalogs. A list of 112 titles of introductory guidance textbooks was secured. A study of each book's preface, foreword, and/or introduction, table of contents, and index was undertaken to determine if the text were appropriate according to the limitations as stated in Chapter One. The procedure resulted in a list of nineteen books which contained stated or implied principles of guidance. These books are listed in Appendix A.

A survey was made of the section of each book that was devoted to a discussion of principles of guidance. The writer attempted to answer the following questions while examining each of the nineteen selected textbooks: "Was the principle stated?" "Was the principle implied?" "Was the principle listed under the term principle or was it called an

¹Bernard Berelson, "Content Analysis," in Gardner Lindzey (ed.), Handbook of Social Psychology (Cambridge, Mass: Addison Wesley Publishing Company, 1954), pp. 448-517.

assumption, a concept, or a fundamental?"

A principle was recorded as a stated principle if it were appropriate according to the operational definition assigned to the term "principle." A principle was recorded as an implied principle if it were not a complete sentence or if the discussion that followed the statement had implications that it also was appropriate according to the operational definition given in Chapter One. The term—assumption, concept, or fundamental—was used by some authors instead of the term "principle." These were included as stated or implied principles in this study.

Isolation and Listing of Principles

The principles of guidance found in the nineteen books were isolated and listed. As the principle was found it was recorded on a card containing the names of the authors of each book and the date of publication. The page number of the book which included the principle was written under the name of its author to aid rechecking. When another book contained this principle, the page number was likewise recorded under the appropriate author. After checking all books in this manner, they were rechecked to find if any of the principles had been overlooked. A total of 179 principles was compiled from the nineteen selected textbooks. These principles are listed in Appendix B.

Comprehensive List of Principles

After thorough examination of the principles included in the nineteen textbooks, a classification of the principles was made. This classification incorporated all of the 179 principles of guidance which were isolated and listed. The following is a compilation of twelve comprehensive principles prepared by the writer for this study:

1. Guidance respects individual worth, dignity, and variation, therefore, it should be flexible.
2. Guidance should not only be limited to those who give observable evidence of its need, but rather it should be extended to all persons who can benefit from the service.
3. Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern.
4. Guidance is a continuous process.
5. Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people.
6. Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent, scientifically gathered information and data are utilized to help pupils in the solution of their problems.
7. Guidance is an integral part of the total program of education.

8. Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student.

9. Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership.

10. Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective.

11. Guidance requires the services of adequately trained personnel.

12. Guidance refers to the process of putting into effect guidance and personnel services. The guidance program should be under constant planned evaluation.

Number and Percentage of Books

The number of books containing each principle as stated or implied was recorded on a chart. A plus sign (+) was used to indicate a stated principle and a minus sign (-) was used to indicate an implied principle. The totals were obtained for both stated and implied principles by counting the plus signs and minus signs which were recorded. Table 1 on the following page shows the comprehensive principles of the study, the authors and date of publication from which the principles were formulated, and whether the principles are stated or implied.

TABLE 1. -- COMPREHENSIVE PRINCIPLES OF GUIDANCE COMPILED FROM PRINCIPLES
FOUND IN NINETEEN TEXTBOOKS BY AUTHORS AND DATE
OF PUBLICATION

	Authors and Date of Publication																	
	1944	1945	1947	1948	1950	1950	1951	1951	1953	1954	1954	1955	1956	1957	1960	1960	1960	1961
	Reed	Chisholm	Erickson and Smith	Cox, Duff, and McNamara	Lefever, Turrell, and Witzel	Wrenn and Dugan	Jones	Smith	Hatch and Dressel	Little and Chapman	Strang	Willey and Andrew	Winters	Atuckle	Crow and Crow	Humphreys, Trexler, and North	Mortensen and Schuller	Researched and Hayden
+ STATED PRINCIPLE																		
- IMPLIED PRINCIPLE																		
PRINCIPLE																		
Guidance respects individual worth, dignity, and variation, therefore, it should be flexible. (4, 15, 25, 35, 63, 64, 65, 70, 85, 94, 100, 112, 149, 150, 151) ^a	+			-	+		---			+	-		++	+	++		+	-
Guidance should not only be limited to those who give observable evidence of its need, but rather it should be extended to all persons who can benefit from the service. (2, 9, 29, 38, 46, 58, 66, 73, 84, 110, 126, 135, 153, 172) ^a	-	-	-		+	+	-	+	+	+			+	+	+	-		-
Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern. (10, 24, 31, 60, 74, 111, 116, 124, 138, 142, 144, 152, 167, 173) ^a	-	-			+	+		+			-	+	+		+	-		-
Guidance is a continuous process. (11, 28, 47, 56, 71, 89, 91, 125, 157, 163, 179) ^a		-			+	+			-	+		+	+		+	-		+
Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people. (3, 48, 59, 88, 97, 103, 128, 137, 146, 165, 174) ^a						+		+	+	+	-	+		+		+	-	-
Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent, scientifically gathered information and data are utilized to help pupils in the solution of their problems. (5, 21, 34, 39, 76, 97, 98, 102, 114, 117, 166) ^a	+	-	-	-	-					+		-			+		+	-
Guidance is an integral part of the total program of education. (13, 14, 30, 44, 51, 62, 75, 90, 92, 101, 108, 109, 129, 131, 160, 161) ^a	+	-	-	+	-			+	-	+		+	-		-	+	+	+
Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student. (3, 6, 7, 12, 26, 41, 42, 57, 67, 68, 69, 72, 93, 104, 113, 119, 127, 130, 140, 141, 154, 156, 162, 164, 176, 177) ^a	+	-	-	+	+	+	+	+			-	+	+	+	+	-	-	+
Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership. (16, 18, 22, 23, 32, 43, 49, 61, 79, 80, 81, 82, 95, 105, 106, 120, 122, 123, 134, 136, 145, 159, 168, 169, 175) ^a	+	-	-	---	---	-	---	+	-		-	+	+		-	-	+	+
Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective. (17, 40, 86, 99, 116, 143, 147, 155, 178) ^a	-	-	-	-	+					+	-	+				-		
Guidance requires the services of adequately trained guidance personnel. (19, 27, 33, 36, 50, 55, 77, 78, 83, 107, 121, 132, 133, 148, 158) ^a	+			-	+			+	+		-		+		+		-	
Guidance refers to the process of putting into effect guidance and personnel services. The guidance program should be under constant planned evaluation. (1, 20, 37, 45, 52, 53, 54, 96, 115, 139, 170, 171) ^a	-			-				+	---			-		+	-			-
Total Number of Principles in Each Book	16	7	7	12	14	8	7	10	11	7	10	11	11	4	14	7	9	8

^a Each number listed within the parentheses identifies the stated or implied principle from which the comprehensive principle was formulated. The numbers represent the footnote to the references shown in Appendix B.

Percentages were obtained for the number of books used in treating each comprehensive principle, based on a total of nineteen books used in the study. The presentation of these percentages facilitated a more adequate analysis of the number of books containing each of the twelve comprehensive principles. Table 2 presents the number of books and percentages for stated and implied principles analyzed in this study.

TABLE 2. -- PRINCIPLES OF GUIDANCE AND THE NUMBER AND PERCENTAGE OF THE NINETEEN BOOKS IN WHICH THE RESPECTIVE PRINCIPLE WAS STATED OR IMPLIED

PRINCIPLE	STATED		IMPLIED	
	N	%	N	%
Guidance respects individual worth, dignity, and variation, therefore, it should be flexible. (4, 15, 25, 35, 63, 64, 65, 70, 85, 94, 120, 112, 149, 150, 151) ^a	7	37	4	21
Guidance should not only be limited to those who give observable evidence of its need, but rather it should be extended to all persons who can benefit from the service. (2, 9, 29, 38, 46, 58, 66, 73, 84, 110, 126, 135, 153, 172) ^a	8	42	6	32
Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern. (10, 24, 31, 60, 74, 111, 118, 124, 136, 142, 144, 152, 167, 173) ^a	6	32	5	26
Guidance is a continuous process. (11, 28, 47, 56, 71, 89, 91, 125, 157, 163, 179) ^a	7	37	4	21
Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people. (3, 48, 59, 88, 97, 103, 128, 137, 146, 165, 174) ^a	7	37	4	21
Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent, scientifically gathered information and data are utilized to help pupils in the solution of their problems. (8, 21, 34, 39, 76, 87, 98, 102, 114, 117, 167) ^a	4	21	7	37
Guidance is an integral part of the total program of education. (13, 14, 30, 44, 51, 62, 79, 90, 92, 101, 108, 109, 129, 131, 160, 161) ^a	6	42	6	42
Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student. (5, 6, 7, 12, 26, 41, 42, 57, 67, 68, 69, 72, 93, 104, 113, 119, 127, 130, 140, 141, 154, 156, 162, 164, 176, 177) ^a	10	53	9	47
Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership. (16, 18, 22, 23, 32, 43, 49, 61, 79, 80, 81, 82, 95, 105, 106, 120, 122, 123, 134, 136, 145, 159, 168, 169, 175) ^a	6	32	11	58
Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective. (17, 40, 86, 99, 116, 143, 147, 155, 178) ^a	3	16	3	26
Guidance requires the services of adequately trained guidance personnel. (19, 27, 33, 36, 50, 55, 77, 78, 83, 107, 121, 132, 133, 148, 158) ^a	6	32	7	37
Guidance refers to the process of putting into effect guidance and personnel services. The guidance program should be under constant planned evaluation. (1, 20, 37, 45, 52, 53, 54, 96, 115, 139, 170, 171) ^a	2	11	6	32

^aEach number listed within the parentheses identifies the stated or implied principle from which the comprehensive principle was formulated. The numbers represent the footnote to the references shown in Appendix B.

CHAPTER III

ANALYSIS OF THE DATA

Examination of textbooks on principles of guidance revealed wide variation in the principles included by writers and the presentation given these principles. None of the nineteen selected books treated every principle of the study. The particular principles chosen for discussion by a given textbook writer may reflect what he perceives as most important in the area of guidance. This was apparent in this analysis of textbooks on principles of guidance, however, certain principles emerged which were given treatment by a majority of textbook writers. Table 3 presents the comprehensive principles, the authors and date of publication, the number, and the percentage of books for stated and implied principles of guidance.

Treatment of Each Principle

Investigation of Table 3 reveals that of the twelve comprehensive principles formulated in the study, no principle was listed by all of the nineteen selected books.

Guidance respects individual worth, dignity and variation, therefore, it should be flexible. Seven books, or 37%, stated this principle. Four books, or 21% implied this

TABLE 3. -- COMPREHENSIVE PRINCIPLES OF GUIDANCE COMPILED FROM PRINCIPLES FOUND IN NINETEEN TEXTBOOKS BY AUTHORS, DATE OF PUBLICATION, NUMBER, AND PERCENTAGE

+ STATED PRINCIPLE - IMPLIED PRINCIPLE	Authors and Date of Publication																			Number of Books	Percentage of Books
	Reed 1944	Chisholm 1945	Erickson and Smith 1947	Cox, Duff, and McNamara 1948	Lefcove, Turrell and Weitzel 1950	Kern and Dugan 1950	Jones 1951	Smith 1951	Hatch and Bressel 1953	Little and Chapman 1953	Strong 1953	Willey and Andrew 1955	Waters 1956	Arbuckle 1957	Crow and Crow 1960	Humphreys, Traxler, and North 1960	Mortensen and Schmiller 1960	Rosecrance and Hayden 1960	Miller 1961		
PRINCIPLE																				S I	S I
Guidance respects individual worth, dignity, and variation; therefore, it should be flexible. (4, 19, 25, 35, 63, 64, 65, 70, 85, 94, 100, 112, 149, 150, 151) ^a	+			-	+		+	+		+	-		+	+	+		+		-	7 4	37% 21%
Guidance should not only be limited to those who give observable evidence of its need, but rather it should be extended to all persons who can benefit from the service. (2, 9, 29, 34, 46, 58, 66, 73, 84, 110, 126, 135, 153, 172) ^a	-	-	-		+	+	-	+	+	+			+	+	+	-		-		8 6	42% 32%
Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern. (10, 24, 31, 50, 74, 111, 116, 124, 134, 142, 144, 152, 167, 173) ^a	-	-			+	+		+			-	+	+		+	-		-		6 5	32% 26%
Guidance is a continuous process. (11, 28, 47, 56, 71, 89, 91, 125, 157, 163, 179) ^a		-			+	+			-	+		+	+		+	-		-	+	7 4	37% 21%
Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people. (3, 48, 59, 88, 97, 103, 126, 137, 146, 165, 174) ^a						+		+	+	+	-	+		+		-	+	-	-	7 4	37% 21%
Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent, scientifically gathered information and data are utilized to help pupils in the solution of their problems. (8, 21, 34, 39, 76, 87, 98, 102, 114, 117, 166) ^a	+	-	-	-	-					+					+		+		-	4 7	21% 37%
Guidance is an integral part of the total program of education. (13, 14, 30, 44, 51, 72, 79, 93, 92, 101, 108, 109, 129, 131, 160, 161) ^a	+	-		+	-			+	-	+		+	-		-	+	+	-	+	8 8	42% 42%
Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student. (5, 6, 7, 12, 26, 41, 42, 57, 67, 68, 69, 72, 93, 104, 113, 119, 127, 130, 140, 141, 154, 156, 162, 164, 176, 177) ^a	+	-	-	+	+	+	+	+			-	+	+	+	+	-	-	-	+	10 9	53% 47%
Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership. (16, 18, 22, 23, 32, 43, 49, 61, 79, 80, 81, 82, 95, 106, 106, 120, 122, 123, 134, 136, 145, 159, 168, 169, 175) ^a	+	-	-	-	-	-		+	-		-	+	+		-	-	+		+	6 11	32% 58%
Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective. (17, 40, 86, 99, 116, 143, 147, 155, 178) ^a	-		-	-	+				+	+	-		+				-			3 5	16% 26%
Guidance requires the services of adequately trained guidance personnel. (19, 27, 33, 36, 50, 55, 77, 78, 83, 107, 121, 132, 133, 148, 158) ^a	+			-	+			+	+		-		+		+	+	-			6 7	32% 37%
Guidance refers to the process of putting into effect guidance and personnel services. The guidance program should be under constant planned evaluation. (1, 20, 37, 45, 52, 53, 54, 96, 115, 139, 170, 171) ^a	-			-				+	-			-			+	-			-	2 6	11% 32%
Total Number of Principles in Each Book	16	7	7	12	14	8	7	10	11	7	10	11	11	4	14	7	9	6	8		

^a Each number listed within the parentheses identifies the stated or implied principle from which the comprehensive principle was formulated. The numbers represent the footnote to the references shown in Appendix B.

S - Stated Principle is top figure.

I - Implied Principle is lower figure.

^a Refers to number and percentage of books.

principle.

Guidance should not only be limited to those who give observable evidence of its need, but rather it should be extended to all persons who can benefit from the service. Eight books, or 42%, stated this principle. Six books, or 32%, implied this principle.

Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern. This principle was stated by six books, or 32% of the books. This principle was implied by five books, or 26% of the books.

Guidance is a continuous process. Seven books, or 37%, stated this principle and four books, or 21%, implied this principle.

Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people. This principle was stated by seven books, or 37% of the books. This principle was implied by four books, or 21% of the books.

Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent scientifically gathered information and data are utilized to help pupils in the solution of their problems. This principle was included as a stated principle by four books, or 21% of the books. It was included as an implied principle by seven books, or 37% of the books.

Guidance is an integral part of the total program of education. Eight books, or 42%, stated this principle. Likewise, eight books, or 42%, implied this principle.

Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student. Ten books, or 53%, stated this principle. This was the greatest number of books treating one of the comprehensive principles as a stated principle. Nine books, or 47%, implied this principle.

Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership. This principle was stated by six books, or 32% of the books. Eleven books, or 58%, implied this principle. This was the largest number of books recorded for an implied principle in this study.

Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective. Three books, or 16%, stated this principle. Five books, or 26%, implied this principle. This was the second smallest number of books recorded for an implied principle.

Guidance requires the services of adequately trained guidance personnel. This principle was stated by six books, or 32% of the books. Seven books, or 37%, implied this

principle.

Guidance refers to the process of putting into effect guidance and personnel services The guidance program should be under constant planned evaluation. This principle was recorded as a stated principle by two books, or 11% of the books. This was the lowest number of books listed for a stated principle in this analysis. Six books, or 32%, implied this principle.

Textbook Space Devoted to Principles

An interesting facet of the study is the observation concerning the amount of space in each of the selected textbooks devoted to principles of guidance. One would assume that a direct relationship exists between the title of the book and the context contained in that book. From the information presented in Table 4, it is readily apparent that the majority of the textbooks used in this study include an extremely limited coverage of the principles of guidance.

The 1951 edition of Jones's text devoted 21 pages to a discussion of principles of guidance. This was the highest number of pages used by any author in the study. The most thorough treatment of principles was found in the 1950 edition of Lefever, Turrell, and Weitzel's text. They devoted 20.5 pages to their discussion of this topic. In the 1960 edition of Humphreys, Traxler, and North, 14 pages were given to the treatment of principles of guidance. The remaining sixteen authors devoted much less space to this topic. They are

TABLE 4. -- NUMBER OF PAGES IN EACH TEXTBOOK DEVOTED TO PRINCIPLES OF GUIDANCE

Author	Date of Publication	Total Pages of Textbook	Pages Devoted to Principles
Reed	1944	496	1.5
Chisholm	1945	433	3.5
Erickson and Smith	1947	276	4.5
Cox, Duff, and McNamara	1948	439	2
Lefever, Turrell, and Weitzel	1950	577	20.5
Wrenn and Dugan	1950	71	.5
Jones	1951	630	21
Smith	1951	379	6
Hatch and Dressel	1953	179	3
Little and Chapman	1953	324	2.5
Strang	1953	491	2
Willey and Andrew	1955	653	2
Warters	1956	358	1.5
Arbuckle	1957	397	2
Crow and Crow	1960	463	2.5
Humphreys, Traxler, and North	1960	414	14
Mortensen and Schmuller	1960	436	4
Rosecrance and Hayden	1960	373	3
Miller	1961	464	2

as follows: Smith, 6 pages; Erickson and Smith, 4.5 pages; Mortensen and Schmueller, 4 pages; Chisholm, 3.5 pages; Rosecrance and Hayden, 3.5 pages; Hatch and Dressel, 3 pages; Crow and Crow, 2.5 pages; Cox, Duff, and McNamara, 2 pages; Strang, 2 pages; Willey and Andrew, 2 pages; Arbuckle, 2 pages; Miller, 2 pages; Reed, 1.5 pages; Warters, 1.5 pages; Little and Chapman, .5 page; and Wrenn and Dugan, .5 page.

A fluctuation in the amount of textbook space devoted to each principle was clearly evident. Some authors used only one line or sentence to express a principle, whereas, other authors used as many as four pages in their treatment of the same principle.

The number of principles listed in each of the textbooks varied greatly, also. The range was a low of four principles in one book to a high of sixteen principles in another book. These are listed in Table 5.

Interpretation of the Data

The analysis of textbooks on principles of guidance was concerned with the number of books containing these basic principles. Of the twelve principles formulated in this study, no principle was listed by all of the books.

Eleven of the nineteen books, or 58%, contained four of the comprehensive principles formulated for this study. They are the following principles:

"Guidance respects individual worth, dignity, and variation, therefore, it should be flexible.

TABLE 5. -- NUMBER OF PRINCIPLES PRESENTED IN
EACH TEXTBOOK

Author	Date of Publication	Number of Principles
Reed	1944	16
Chisholm	1945	7
Erickson and Smith	1947	7
Cox, Duff, and McNamara	1948	12
Lefever, Turrell, and Weitzel	1950	14
Wrenn and Dugan	1950	8
Jones	1951	7
Smith	1951	10
Hatch and Dressel	1953	11
Little and Chapman	1953	7
Strang	1953	10
Willey and Andrew	1955	11
Warters	1956	11
Arbuckle	1957	4
Crow and Crow	1960	14
Humphreys, Traxler, and North	1960	7
Mortensen and Schmuller	1960	9
Rosecrance and Hayden	1960	6
Miller	1961	8

"Guidance is a unified process which considers the student as a whole. It touches every phase of an individual's life pattern."

"Guidance is a continuous process."

"Guidance is fundamentally a preventive function. It has limits, and must not undertake to be all things to all people."

Fourteen of the nineteen books, or 74%, contained three of the comprehensive principles formulated for this study. They are the following principles:

"Guidance should not only be limited to those who give observable evidence of its need, but rather should be extended to all persons who can benefit from the service."

"Guidance is an integral part of the total program of education."

"Guidance is a function in which many people participate. The cooperation of the home, the school, the church, and the community is essential. Guidance is most successful under some type of organization and leadership."

Eight of the nineteen books, or 42%, contained two of the comprehensive principles formulated for this study. They are the following principles:

"Guidance is counsel - not compulsion. It is democratic and cannot be imposed upon anyone with the assurance that it will be effective."

"Guidance refers to the process of putting into effect guidance and personnel services. The guidance program should be under constant planned evaluation.

Ten of the nineteen books, or 53%, contained one of the comprehensive principles formulated for this study. It is the following principle:

"Guidance employs scientific methods for studying behavior. Guidance is effective only to the degree that pertinent, scientifically gathered information and data are utilized to help pupils in the solution of their problems."

Sixteen of the nineteen books, or 84%, contained one of the comprehensive principles formulated for this study. It is the following principle:

"Guidance seeks to assist the individual to become progressively more able to help himself. Ultimate decision rests with the student."

Nine of the nineteen books, or 47%, contained one of the comprehensive principles formulated for this study. It is the following principle:

"Guidance requires the services of adequately trained guidance personnel."

The findings of this study corroborate those of Fredenburgh and Cribbin. There is a notable absence of a consistently patterned common ground upon which writers in this field base their treatment of the principles of guidance and student personnel work.

A review of the preceding discussion shows that the amount of textbook space devoted to principles of guidance varied with the books included in the study. The least number of pages noted was .5 while the greatest number was 21 pages. The number of principles listed by the authors of the nineteen books ranges from four principles to sixteen principles. These findings also suggest a lack of consistency among writers in the treatment of principles of guidance.

The books used in this study were limited to a period of twenty years, from 1942 to 1962. There were no books appropriate for the study from the 1942 or the 1943 group. Neither were any of the books in the 1962 group appropriate. Therefore, all of the books analyzed were from the years 1944 to 1961, inclusive. Eight books were included in the first ten year period and eleven books included in the latter ten year period. It would be difficult to make any comparisons concerning these earlier and later publications since the number of books was not evenly distributed through the twenty year period. There was no evidence that the more recent textbooks had better treatment of the principles of guidance than did the earlier texts.

CHAPTER IV

SUMMARY AND DISCUSSION

The central focus of this study was the identification and isolation of stated and implied basic principles of guidance through a systematic examination of introductory guidance textbooks. The subsidiary aspect of the problem was to determine the number and percentage of books containing basic principles of guidance. It was also an attempt to determine whether a change in emphasis was expressed by authors in their statement of guidance principles through the past twenty years. The sources used in this study were limited to the textbooks in introductory guidance published during the period 1942 - 62. The same number of books were not used in the period 1942 - 52 that were used in 1952 - 62, therefore, it was not possible to make any positive statements concerning a change in emphasis by the authors. There was no evidence that the more recent texts had better treatment of principles than did the earlier texts.

Through investigation of textbook bibliographies, published indexes, and textbook publishers' catalogs, nineteen textbooks on principles of guidance were found to be appropriate for this analysis. After these books were procured,

a survey was made of the section of each book that was devoted to a discussion on principles of guidance. The term—principle; assumption, concept, and fundamental—was used by the various authors for these principles. A total of 179 principles were isolated and listed. From this group a comprehensive list of twelve principles was formulated. A principle was recorded as a stated principle or implied principle if it were appropriate according to the definition assigned to the term "principle."

The number of books containing stated and implied principles was entered on a chart and the totals were obtained. Percentages were then computed on the basis of the nineteen books selected for the study. The percentages facilitated a more adequate analysis of the number of books containing each comprehensive principle within the total number of books.

Examination of the textbooks on principles of guidance revealed wide variation in the number of principles included by each book and the presentation given these principles. One textbook writer listed four principles in his book, whereas, another textbook writer listed sixteen principles. This differentiation in treatment of the principles was manifested throughout the analysis. Some books had only a list of the principles of guidance, while other books presented a discussion of the principles. Obviously, no two

authors will ever present the same principles in the same manner. What may be considered by one to be of value in illuminating his discussion may be disregarded completely by another, or, at least placed in a more subordinate position. Thus, focus of treatment was largely dependent upon the context in which each author perceives the principles of guidance.

There was a wide variation in the amount of textbook space devoted by each book to principles of guidance. The majority of the textbooks used in this analysis included an extremely limited coverage of principles. One text contained a total of 496 pages, yet only 1.5 pages were devoted to principles. The least amount of space recorded for any text in the study was .5 of a page. The greatest amount of space devoted to principles was 21 pages. The text containing this number had a total of 630 pages.

Semantic difficulties were evident in the writings of the various authors. Many commonly used terms peculiar to the field of guidance were not defined, or when defined, the definitions varied from author to author. Terminology tangles complicated the writer's attempt to classify the 179 principles under one of the twelve comprehensive principles formulated for this study. The intangible nature of guidance work requires that guidance workers be doubly careful that their language is well defined.

In view of the wide variation existing among texts,

it appears unwise to rely on a single textbook for courses in introductory guidance. Of the nineteen books included in this study, no single text afforded treatment of all of the principles of the study.

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APPENDIXES

APPENDIX A

LIST OF BOOKS ANALYZED IN THE STUDY

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APPENDIX B

STATED AND IMPLIED PRINCIPLES OF GUIDANCE FROM WHICH COMPREHENSIVE PRINCIPLES WERE FORMULATED

The term—principle, assumption, concept, and fundamental—was used in the 179 principles of guidance which were found in the nineteen selected textbooks examined in this study. The list of the twelve comprehensive principles was formulated from the following:

"Guidance refers to the process of putting into effect guidance and personnel services. It is action."¹

"Guidance refers to helping, assisting, and clarifying—the problems of those who are disturbed."²

"Guidance implies the understanding of human behavior so that preventive action may be taken with regard to problems and difficulties."³

"Guidance concerns itself with the individual child. This latter point does not mean that guidance refers only to work in individual situations, but rather that the prime concern of the guidance worker is the individual child, whether that child is alone with a counselor in his office, or one of many other children with a teacher in the classroom."⁴

"Guidance as a process of self-realization..."⁵

¹Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 6.

²Ibid.

³Ibid.

⁴Ibid.

⁵Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 4.

"Guidance as a constructive process..."⁶

"The individual as the final decider..."⁷

"A rational procedure..."⁸

"Guidance of all pupils..."⁹

"Guidance serving the whole child..."¹⁰

"Continuous and anticipatory guidance..."¹¹

"Guidance consists in helping pupils to set up objectives that are for them dynamic, reasonable, and worth while, and in helping them, so far as possible, to attain these objectives."¹²

"The major fields in which guidance is necessary are health, vocation, avocation, education, and human relations."¹³

"The idea of guidance is inherent in all efforts to educate."¹⁴

"The kind and amount of guidance needed varies greatly with different children and in different situations and at different times."¹⁵

"The need for guidance is particularly acute today because of:

- a. Increased complexity of our social organization.
- b. Rapidity of change in our social organization.

⁶ Ibid., p. 4.

⁷ Ibid.

⁸ Ibid., p. 5.

⁹ Ibid., p. 6.

¹⁰ Ibid., p. 7.

¹¹ Ibid.

¹² Philip W. L. Cox, John Carr Duff, and Marie McNamara, Basic Principles of Guidance (New York: Prentice-Hall, Inc., 1948), p. 15.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

- c. The changing character of sanctions as determined by:
 - (1) The home.
 - (2) The community.
 - (3) The church.
- d. The industrial situation.
- e. The economic situation.
- f. The demands of life in a modern democracy."¹⁶

"This new concept of guidance is largely a result of democratic tendencies in educational administration. The proper development of a guidance program is dependent on these same tendencies."¹⁷

"The major work of guidance must be done by classroom and homeroom teachers."¹⁸

- "The work of the guidance specialist is:
- a. To stimulate, guide, and check the guidance activities of teachers.
 - b. To give specialized expert help where necessary."¹⁹

"A research and measurement program is an essential part of successful guidance work."²⁰

"An adequate, accessible, and flexible system of records is necessary for good guidance work."²¹

"The proper adaptation of curriculum and method to the needs of individual pupils is best promoted through guidance activities of teachers working in a democratically organized school system."²²

"Provision for and promotion of guidance activities is a major responsibility of administrative officers."²³

"Every aspect of a person's complex personality pattern constitutes a significant factor of his total displayed attitudes and form of behavior. Guidance services which are aimed at bringing about desirable adjustment in any

¹⁶ Ibid.

¹⁸ Ibid.

²⁰ Ibid.

²² Ibid.

¹⁷ Ibid.

¹⁹ Ibid.

²¹ Ibid.

²³ Ibid., p. 16.

particular area of experience must take into account the all-round development of the individual."²⁴

"Although all human beings are similar in many respects, individual differences must be recognized and considered in any efforts aimed at providing help or guidance to a particular child, adolescent, or adult."²⁵

"The function of guidance is to help a person (1) formulate and accept stimulating, worthwhile, and attainable goals of behavior, and (2) apply these objectives in the conduct of his affairs."²⁶

"Existing social, economic, and political unrest is giving rise to many maladjustive factors that require the co-operation of experienced and thoroughly trained guidance counselors and the individual with a problem."²⁷

"Guidance should be regarded as a continuing process of service to an individual from young childhood through adulthood."²⁸

"Guidance service should not be limited to the few who give observable evidence of its need, but should be extended to all persons of all ages who can benefit therefrom, either directly or indirectly."²⁹

"Curriculum materials and teaching procedures should evidence a guidance point of view."³⁰

"Although guidance touches every phase of an individual's life pattern, the generally accepted areas of guidance include concern with the extent to which an individual's physical and mental health interfere with his adjustment to home, school, and vocational and social demands and relationships, or the extent to which his physical and mental health are affected by the conditions to which he is subjected in these areas of experience."³¹

²⁴Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1960), p. 42.

²⁵Ibid.

²⁷Ibid.

²⁹Ibid.

³¹Ibid., p. 43.

²⁶Ibid.

²⁸Ibid.

³⁰Ibid.

"Parents and teachers have guidance-pointed responsibilities."³²

"Specific guidance problems on any age level should be referred to persons who are trained to deal with particular areas of adjustment."³³

"To administer guidance intelligently and with as thorough knowledge of the individual as is possible, programs of individual evaluation and research should be conducted, and accurate cumulative records of progress and achievement should be made accessible to guidance workers. Through the administration of well-selected standardized tests and other instruments of evaluation, specific data concerning degree of mental capacity, success of achievement, demonstrated interests, and other personality characteristics, should be accumulated, recorded, and utilized for guidance purposes."³⁴

"An organized guidance program should be flexible according to individual and community needs."³⁵

"The responsibility for the administration of a guidance program should be centered in a personally qualified and adequately trained chairman or head of guidance, working co-operatively with his assistants and other community welfare guidance agencies."³⁶

"Periodic appraisals should be made of the existing school guidance program. The success of its functioning should rest on outcomes that are reflected in the attitudes toward the program of all who are associated with it—guiders and guidees—and in the displayed behavior of those who have served through its functioning."³⁷

"Guidance services for all pupils..."³⁸

"Objective pupil data are essential..."³⁹

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Clifford Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 3.

³⁹ Ibid.

"Counseling is a necessary service..."⁴⁰

"The guidance program does not regiment..."⁴¹

"Every pupil needs to plan..."⁴²

"The guidance program as a community service..."⁴³

"Guidance as a staff service..."⁴⁴

"A guidance program is a program of services..."⁴⁵

"Guidance services are for all concerned..."⁴⁶

"Guidance services are for all school levels..."⁴⁷

"Guidance services are primarily preventative in nature..."⁴⁸

"The teacher plays a vital role..."⁴⁹

"The program of guidance services needs trained personnel..."⁵⁰

"The program of guidance services requires coordination..."⁵¹

"The guidance program uses and improves on present practices..."⁵²

"Guidance services are not an added activity..."⁵³

⁴⁰ Ibid., p. 4.

⁴² Ibid., p. 5.

⁴⁴ Ibid.

⁴⁵ Raymond N. Hatch and Paul L. Dressel, Guidance Services in the Secondary School (Dubuque, Iowa: Wm. C. Brown Company, 1953), p. 18.

⁴⁶ Ibid., p. 19

⁴⁸ Ibid.

⁵⁰ Ibid.

⁵² Ibid.

⁴¹ Ibid.

⁴³ Ibid., p. 6.

⁴⁷ Ibid.

⁴⁹ Ibid.

⁵¹ Ibid., p. 20.

⁵³ Ibid.

"Guidance services are a group of facilitating services..."⁵⁴

"Training background of guidance workers presupposes certain elements..."⁵⁵

"Take time to solve problems and make decisions..."⁵⁶

"Let the counselee develop his own insights..."⁵⁷

"Consider most individuals as average, normal persons..."⁵⁸

"Problems arise out of situations..."⁵⁹

"Problems are interrelated..."⁶⁰

"The integration of effort is essential..."⁶¹

"Guidance services must be an integral part of the organization..."⁶²

"The differences between individuals in native capacity, abilities, and interests are significant..."⁶³

"Variations within the individual are significant..."⁶⁴

"Native abilities are not usually specialized..."⁶⁵

"Race, color, and sex have little or no relation to aptitudes and abilities..."⁶⁶

⁵⁴Ibid.

⁵⁵Ibid., p. 21.

⁵⁶J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (Chicago: Science Research Associates, Inc., 1960), p. 65.

⁵⁷Ibid., p. 66.

⁵⁸Ibid., p. 67.

⁵⁹Ibid., p. 70.

⁶⁰Ibid., p. 71.

⁶¹Ibid., p. 73.

⁶²Ibid., p. 77.

⁶³Arthur J. Jones, Principles of Guidance and Pupil Personnel Work (New York: McGraw-Hill Book Company, Inc., 1951), p. 101.

⁶⁴Ibid.

⁶⁵Ibid.

⁶⁶Ibid.

"Many important crises cannot be successfully met by young people without assistance..."⁶⁷

"The school is in a strategic position to give the assistance needed..."⁶⁸

"Guidance is not prescriptive but aims at progressive ability for self-guidance..."⁶⁹

"Guidance is primarily dedicated to implementing the essential concern of democracy for the dignity and worth of the individual..."⁷⁰

"Guidance is a lifelong process..."⁷¹

"Guidance seeks to assist the individual in becoming progressively more able to guide himself..."⁷²

"The guidance service should be extended to all, not simply to the obviously maladjusted..."⁷³

"Guidance deals with the whole person, but any aspect of guidance may serve as an avenue of approach or means of developing rapport..."⁷⁴

"Since guidance is a unitary process, provision must be made for all its interrelated aspects..."⁷⁵

"'Guiding' in the absence of data is quackery..."⁷⁶

"Guidance workers need special preparation..."⁷⁷

"Guidance workers should rigorously observe a code of ethics..."⁷⁸

⁶⁷Ibid.

⁶⁸Ibid.

⁶⁹Ibid.

⁷⁰D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance (New York: The Ronald Press Company, 1950), p. 31.

⁷¹Ibid., p. 32.

⁷²Ibid., p. 35.

⁷³Ibid., p. 36.

⁷⁴Ibid., p. 38.

⁷⁵Ibid., p. 39.

⁷⁶Ibid., p. 40.

⁷⁷Ibid., p. 41.

⁷⁸Ibid., p. 42.

"Some one staff member in the school should be responsible for the guidance of each student..."⁷⁹

"Guidance workers should be assigned to students on some definite basis..."⁸⁰

"When two or more staff members are engaged in guidance, someone should 'Head Up' the work..."⁸¹

"The guidance worker should become thoroughly acquainted with all available guidance agencies or services..."⁸²

"Guidance activities are of two kinds: group and individual—not all workers are equally competent in both fields..."⁸³

"Guidance is inclusive. It is based upon the assumption that all pupils need guidance."⁸⁴

"Guidance is flexible. Its method changes with individual and group needs for guidance."⁸⁵

"It is democratic. Guidance cannot be imposed upon anyone with assurance that it will be effective."⁸⁶

"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."⁸⁷

"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."⁸⁸

⁷⁹Ibid., p. 44.

⁸⁰Ibid., p. 45.

⁸¹Ibid., p. 48.

⁸²Ibid., p. 49.

⁸³Ibid.

⁸⁴Wilson Little and A.L. Chapman, Developmental Guidance in Secondary School (New York: McGraw-Hill Book Company, Inc., 1953), p. 267.

⁸⁵Ibid.

⁸⁶Ibid.

⁸⁷Ibid.

⁸⁸Ibid., p. 268.

"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."⁸⁹

"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."⁹⁰

"Guidance is a continuous process. This has often been stated, and apparently there is quite general consensus as to this characteristic of guidance."⁹¹

"Guidance as it exists in American schools has deep roots in our culture and heritage. Guidance shares with the total educational effort participation in our basic American values and, by virtue of this participation, is also subject to the conflicts which exist in American values. Guidance cannot be a thing of the school alone, but must be conscious of its relation to the total contemporary scene and its historical backgrounds."⁹²

"Guidance is assistance to the individual in the process of development, rather than a directing of that development. The balance of assistance and direction at any one time, however, must be chosen with due regard to the maturity of the individual. Moreover, those engaged in the guidance should recognize that in any interaction with others on a complex level some communication of values is probably involved. Elimination of all value communication during guidance is neither possible nor desirable, but the person in a guidance role needs to be aware of and accept responsibility for the personal evaluations which he communicates."⁹³

"The appropriate area of functioning of guidance lies between primary concern with subjective states on the one hand and primary concern with external social conditions on the other. Here we specifically follow Mathewson (5, p. 227). Or to put the matter in the terminology which we used in earlier chapters: guidance operates in the zone

⁸⁹Ibid.

⁹⁰Ibid.

⁹¹Carroll H. Miller, Foundations of Guidance (New York: Harper and Brothers, 1961), p. 449.

⁹²Ibid.

⁹³Ibid.

in which the individual's own unique world of perceptions interacts with the external order of events in his life context. It is here that the choice points and problems arise which are the distinctive concern of guidance."⁹⁴

"Guidance is a function in which many people participate: the parents, the teacher, the counselor, the school psychologist, the nurse, the visiting teacher, the school social worker, and those who provide special forms of assistance, such as remedial teaching, or welfare assistance. Persons in administrative roles participate by providing guidance services."⁹⁵

"Guidance draws insights and methods from many disciplines, but it is not a branch of any one of the disciplines as such, rather, it applies the results of research toward the solution of practical problems."⁹⁶

"Guidance has limits. It must not undertake to be all things to all people. It has limits as to its area of appropriate functioning, such as we indicated in number 4 above. Guidance also has limits on what it can accomplish. These limits are imposed by the fact that many of the external factors in the life context of the individual are not amenable to immediate and substantial change by means within the scope of guidance. Guidance should therefore define its goals realistically and with appropriate modesty."⁹⁷

"Ultimately, guidance is more nearly an art than a science. While guidance should always be alert to the maximum utilization of the tested results of science, guidance practice must often make decisions on the basis of best judgment in the absence of complete scientific verification. Moreover, since the individual is a unique and developing historical system, it is doubtful that his future course of development as an individual can ever be completely predicted."⁹⁸

"Guidance has goals, derived from the needs and values of a democratic community and nation..."⁹⁹

⁹⁴Ibid., p. 450.

⁹⁵Ibid.

⁹⁶Ibid.

⁹⁷Ibid.

⁹⁸Ibid.

⁹⁹Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1960), p. 16.

"Guidance respects individual worth, dignity, and variation..."¹⁰⁰

"Guidance (Pupil Personnel Work) is a recognized area of education..."¹⁰¹

"Guidance employs scientific methods for studying behavior..."¹⁰²

"Guidance is fundamentally a preventive (developmental) function..."¹⁰³

"Guidance helps the individual improve, grow, and mature..."¹⁰⁴

"Guidance is dependent upon leadership..."¹⁰⁵

"Guidance is a part of a team effort..."¹⁰⁶

"Guidance services are professional..."¹⁰⁷

"Guidance is an integral part of education. It begins in the home and continues throughout school life and initial work life. It serves as a facilitating and integrating agency in all areas of life."¹⁰⁸

"Vocational guidance has a social and an individual aim. It is a co-operative factor in the social economy of the time. It is a direct responsibility of the educational system."¹⁰⁹

"Individuals, both youth and adult, face many problem situations."¹¹⁰

"The unitary character of individual problems and the necessity for unity in performing guidance functions must be recognized."¹¹¹

¹⁰⁰ Ibid., p. 17.

¹⁰² Ibid.

¹⁰⁴ Ibid.

¹⁰⁶ Ibid.

¹⁰⁸ Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press, 1944), p. 53.

¹⁰⁹ Ibid.

¹¹¹ Ibid.

¹⁰¹ Ibid.

¹⁰³ Ibid., p. 18.

¹⁰⁵ Ibid., p. 19.

¹⁰⁷ Ibid.

¹¹⁰ Ibid.

"Persistent and consistent recognition of individual differences is essential to guidance service. Progress in analysis of the individual is dependent upon progress in the psychology of individual differences."112

"Self-evaluation is an important factor in individual growth."113

"A scientific attitude and the use of scientific methods is essential in dealing with human problems."114

"The humanitarian or service motive is fundamental to successful guidance."115

"The major function of the counselor is to assist the individual in securing all possible information upon which to base his decision."116

"Cumulative records are essential to individual guidance."117

"Making contacts with others is important both for personality growth and for personality integration."118

"Ultimate decision in any area of life rests with the counselee."119

"Educational administration must assume responsibility for guidance service."120

"Leadership must be delegated to specially prepared personnel. The entire faculty must participate."121

"Guidance services properly performed should keep the educational system in close contact with community needs and its guidance facilities."122

112 Ibid.

114 Ibid.

116 Ibid.

118 Ibid.

120 Ibid.

122 Ibid.

113 Ibid.

115 Ibid.

117 Ibid.

119 Ibid.

121 Ibid., p. 54.

"Adequate time for the performance of guidance functions is a prerequisite to success."123

"Personnel work: A unitary function..."124

"Guidance as a continuous process..."125

"A service for all..."126

"Guidance as non-prescriptive..."127

"Preventive and developmental aspects..."128

"The family-of-occupations theory..."129

"Guidance services are those identifiable aids provided by staff members for assisting the individual to make appropriate choices, plans, interpretations, and adjustments..."130

"Guidance activities are involved in the achievement of the goals of education. Though guidance and instructional activities are an integral part of the total educational process, the methods and techniques of the two activities often differ..."131

"The guidance program requires the services of one or more appropriately and adequately trained guidance workers; it is a major responsibility of these workers to provide competent leadership in the guidance program..."132

123 Ibid.

124 Francis C. Rosecrance and Velma D. Hayden, School Guidance and Personnel Services (Boston: Allyn and Bacon, Inc., 1960), p. 16.

125 Ibid., p. 17.

126 Ibid., p. 18.

127 Ibid.

128 Ibid., p. 19.

129 Ibid.

130 Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), p. 82.

131 Ibid., p. 83.

132 Ibid.

"The guidance program must be actively supported by the functional preparation of teachers in guidance activities appropriate to their individual interests and aptitudes..."¹³³

"The organizational pattern of the guidance program should be based upon a knowledge of the problems and needs of pupils, as well as upon the competencies and interests of staff members..."¹³⁴

"The services of the guidance program should be made available to all pupils in the elementary and secondary schools and to adults in the community..."¹³⁵

"The cooperation of parents, patron, and interested community agencies is essential to an effective guidance program..."¹³⁶

"Guidance services should be essentially preventive rather than curative..."¹³⁷

"The guidance program is founded upon the concept of the totality of personality moving in an environment which is comprehensive in nature..."¹³⁸

"The guidance program should be under constant planned evaluation..."¹³⁹

"Respect for every person..."¹⁴⁰

"Self-direction and self-guidance..."¹⁴¹

"Understanding..."¹⁴²

"Personal relationship..."¹⁴³

¹³³Ibid., p. 84.

¹³⁵Ibid., p. 86.

¹³⁷Ibid., p. 87.

¹³⁹Ibid.

¹⁴⁰Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 34.

¹⁴¹Ibid.

¹⁴³Ibid.

¹³⁴Ibid., p. 85.

¹³⁶Ibid.

¹³⁸Ibid.

¹⁴²Ibid.

"Influence of the environment..."¹⁴⁴

"Coordination..."¹⁴⁵

"Prevention..."¹⁴⁶

"Social usefulness..."¹⁴⁷

"Professional preparation..."¹⁴⁸

"Adaptability..."¹⁴⁹

"Personnel work is concerned with the student as an individual and as a member of various groups—home, neighborhood, school, community, national, and world. 'The development of students as whole persons interacting in social situations is the central concern of student personnel work and of other agencies of education.'"¹⁵⁰

"Individual differences in student needs, abilities, interests, and goals must be recognized and provided for as far as possible by the school."¹⁵¹

"Personnel work is concerned with the whole student. 'The concept of education is broadened to include attention to the student's well-rounded development—physically, socially, emotionally and spiritually, as well as intellectually.'"¹⁵²

"Personnel services are for all students, not for the maladjusted students alone. To serve all students, the work must be preventive and developmental, as well as diagnostic and remedial."¹⁵³

"Personnel work is concerned largely with choices to be made by the student and with adjustments in terms of the individual and his needs. More recently statements of

¹⁴⁴ Ibid.

¹⁴⁶ Ibid.

¹⁴⁸ Ibid.

¹⁵⁰ Jane Warters, High School Personnel Work Today (New York: McGraw-Hill Book Company, Inc., 1956), p. 49.

¹⁵¹ Ibid.

¹⁵³ Ibid.

¹⁴⁵ Ibid., p. 35.

¹⁴⁷ Ibid.

¹⁴⁹ Ibid.

¹⁵² Ibid.

this principle have been expanded to emphasize the importance of studying the influence of the environment and the interrelations of individual and the environment, and of making the school environment one conducive to good development on the part of both teachers and students."¹⁵⁴

"Personnel work implies counsel but not compulsion. This is presented by some writers as the principle of respect for the individual—respect for his right to self-determination."¹⁵⁵

"Personnel work seeks to assist the individual to become progressively more able to help himself."¹⁵⁶

"Personnel work is a gradual and continuous process. It is strongly advocated that the process continue beyond the school years, that guidance be available to the individual as long as he needs it. A popular saying is that 'guidance should extend from the cradle to the grave.' Strang wisely recommends an earlier beginning—with the education of the parents."¹⁵⁷

"Personnel workers need professional knowledge and training in the use of specialized techniques for an adequate understanding of individual students."¹⁵⁸

"Organization is needed to make personnel work effective."¹⁵⁹

"Personnel work and instruction are complementary services. Because they serve the same general objectives in education, they are closely related and at times overlapping services."¹⁶⁰

"Guidance is a function of education and directly contributes to the realization of the school's total objectives..."¹⁶¹

¹⁵⁴ Ibid.

¹⁵⁶ Ibid., p. 50.

¹⁵⁸ Ibid.

¹⁶⁰ Ibid.

¹⁶¹ R.D. Willey and D.C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper, 1955), p. 27.

¹⁵⁵ Ibid.

¹⁵⁷ Ibid.

¹⁵⁹ Ibid.

"Guidance is primarily dedicated to assisting the individual; by so doing, it also assists society..."¹⁶²

"Guidance is a lifelong process. Parents, siblings, kinfolk, family, friends, church workers, teachers, and trained experts give assistance, some of which may be called guidance. Professional knowledge and competence is required to assist individuals with many personal problems."¹⁶³

"Guidance emphasizes self-understanding, self-determination, and self-adjustment. Those who guide have respect for individual worth and a knowledge of the importance of individual development. They assist the pupil to learn facts about himself which he could not otherwise obtain. Assistance is given in accepting responsibility for improving himself and society."¹⁶⁴

"Guidance should emphasize prevention of maladjustment rather than be limited to correction or remediation. Assistance should be extended to all normal individuals as well as the obviously maladjusted. In fact the existence of an 'average', 'typical', or 'normal' person from the guidance point of view is a nonentity. Every individual has his own peculiar abilities, interests, needs, assets and liabilities."¹⁶⁵

"The guidance worker is efficient in the collection and interpretation of data. Data systematically collected, should be employed wherever applicable but always within a frame work which regards the individual as a unique human being."¹⁶⁶

"Guidance is a unified process which considers the individual as a whole; thus we should think of life guidance rather than educational guidance, vocational guidance, health guidance, and so on. Guidance assists the individual to integrate all of his activities in terms of his potentialities and environmental opportunities."¹⁶⁷

"The guidance program flourishes most effectively under some type of organization and leadership. Organization must proceed very slowly, however, and should not be imposed onto any school but should emanate from the constituents of the school. This includes parents, pupils,

¹⁶² Ibid.

¹⁶⁴ Ibid.

¹⁶⁶ Ibid.

¹⁶³ Ibid., p. 28.

¹⁶⁵ Ibid.

¹⁶⁷ Ibid.

teachers, specialists, and administrators. Cooperation and earnestness of purpose should permeate all participants in guidance activities."¹⁶⁸

"Every member of the school staff plays a role in the guidance program. Guidance is not limited to the assistance of a few specialists; rather it is rendered by the entire school personnel. The role of the teacher as a key person in the guidance program should be clearly defined. He should have a specific understanding of guidance services; likewise guidance specialists whose primary functions are outside of the classroom should have familiarity with classroom procedures. All guidance workers, and this includes the classroom teacher, need special preparation. This preparation should include a thorough grounding in the necessity of adhering strictly to a code of ethics."¹⁶⁹

"It is futile to classify guidance into compartmentalized services without any attempt at integration. The integration of all services must be evaluated in terms of the whole child."¹⁷⁰

"There should be a continuous study of the effect of guidance on pupil behavior. In other words, it is essential that periodic appraisals should be made of the existing guidance program."¹⁷¹

"Guidance is concerned with all students, not only with special or 'problem' students."¹⁷²

"Guidance is concerned with the 'whole' student, not with his intellectual life alone."¹⁷³

"Guidance is concerned primarily with prevention rather than cure."¹⁷⁴

"Guidance is more than just the activity of a specialist; it involves the whole school staff."¹⁷⁵

¹⁶⁸Ibid.

¹⁷⁰Ibid., p. 29.

¹⁷²C. Gilbert Wrenn and Willis E. Dugan, Guidance Procedures in High School (Minneapolis: The University of Minnesota Press, 1950), p. 3.

¹⁷³Ibid.

¹⁷⁵Ibid.

¹⁶⁹Ibid.

¹⁷¹Ibid.

¹⁷⁴Ibid.

"Guidance is concerned with the choices and decisions to be made by the student."¹⁷⁶

"Guidance is concerned with developing student self-understanding and self-determination."¹⁷⁷

"Guidance is 'counsel'—not 'compulsion.'"¹⁷⁸

"Guidance is a continuous process through out the school life of each student."¹⁷⁹

¹⁷⁶Ibid.

¹⁷⁸Ibid.

¹⁷⁷Ibid.

¹⁷⁹Ibid.