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A SURVEY OF GUIDANCE IN THE NEBRASKA
SECONDARY SCHOOLS 1969-70

by
Ross A. Pilkington

A DISSERTATION

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The Graduate College in the University of Nebraska
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For the Degree of Doctor of Education
Department of Secondary Education

Under the Supervision of Professor Rex K. Reckewey

Lincoln, Nebraska

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A Survey of Guidance in the Nebraska Secondary

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BY

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PREVIEW

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R.P.

PREVIEW

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PREVIEW

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PREVIEW

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Because of the National Defense Education Act and the importance placed on guidance by the North Central Association of Colleges and Secondary Schools, the decade of the sixties witnessed growth in guidance programs in the Nebraska secondary schools. Nebraska educators are now asking, "Where are we in guidance in the Nebraska secondary schools?"

I. THE PROBLEM

Statement of the problem. The basic purposes of this study were to: (1) determine general characteristics of the guidance workers in the Nebraska secondary schools; (2) describe the Nebraska secondary school counselors' working environment; and (3) determine current practices of counselors in the Nebraska secondary schools and the guidance services and activities provided for students in these schools by the guidance worker.

Significance of the problem. "The faster a movement develops, the more crucial becomes the need for periodic and strategic analysis of its direction."¹ So it is with the guidance movement in Nebraska. There is a need for a state-wide study to determine the scope and

¹Herman Peters, "Guidance in Ohio" (unpublished experimental project under the National Defense Education Act, Ohio State University, Columbus, Ohio, 1961), p. 10.

stature of guidance in the Nebraska secondary schools if we are to provide direction for the future of guidance in the state and chart a course of progress, development and improvement.

Anthony Riccio, President of the Association for Counselor Education and Supervision, in his letter of endorsement for this study stated:

I definitely feel a descriptive study of the counselor's practices and guidance and counseling activities available to the secondary school students in Nebraska would contribute significantly to the improvement of guidance programs in that state. We must know what is being done in the field of guidance and counseling before we can improve the programs and services to students.

The results of this study would be valuable to Nebraska counselors and school administrators and especially valuable to counselor educators in Nebraska in their efforts to improve counselor education programs which would hopefully improve guidance programs in the Nebraska schools.²

Richard Blake, chairman of the counselor education program at the University of Nebraska at Omaha, cited two events making this study timely and appropriate. Since Nebraska recently lost National Defense Education Act support and because the Nebraska Personnel and Guidance Association adopted the statement, "The Function and Environment of the Secondary School Counselor in the State of Nebraska", Blake related that guidance services in Nebraska may well be on the brink of significant changes. He emphasized we do not have an accurate, systematically established description of current practices and without this information it would be

²Riccio's letter of endorsement in Appendix A.

difficult to accurately know what changes might take place during the next few years.³

Donald Dean, Administrative Director of the Nebraska State Guidance Services strongly endorsed this study. He felt this study was very important because the results might:

1. Describe the current status of the counselors' role and guidance program activities in the state. Descriptive information has not been accumulated previously in as sophisticated a manner as is suggested by the requirements of doctoral level research;
2. Provide baseline data for assessing future growth, development and progress in guidance and counseling;
3. Provide information of assistance in identifying strengths and weaknesses in current programming and thus assist in the isolating of priorities for future action by the State Department of Education, educational institutions preparing counselors, local schools, professional associations, and perhaps the legislature;
4. Provide evidence to substantiate or refute critics and criticisms of counselors and guidance program activities; and
5. Stimulate interest in and concern for initiation, evaluation, expansion, and improvement of guidance programs among Nebraska educators generally.⁴

Len Hamsa, President of the Nebraska Personnel and Guidance Association, stated: "We need to find out in the state where 'we' actually are in guidance and this type of study would be of great assistance to the secondary schools in the State of Nebraska."⁵

³Blake's letter of endorsement in Appendix A.

⁴Dean's letter of endorsement in Appendix A.

⁵Hamsa's letter of endorsement in Appendix A.

An investigation of the literature revealed very little current and significant information available concerning present practices of counselors in the Nebraska secondary schools, guidance services provided for students in such schools, the general characteristics of counselors or the working environment of the Nebraska secondary school counselor. The absence of such information suggests this investigation should prove valuable to administrators, counselors and counselor educators in the State of Nebraska.

II. LIMITATIONS OF THE STUDY

This research was limited to an investigation of the guidance programs in the public and private secondary schools in Nebraska. No effort was made to determine the status of elementary guidance in Nebraska.

Data assembled in this research was primarily descriptive in nature. The author did not attempt to evaluate specific guidance programs of Nebraska schools.

The author felt the information concerning guidance programs in the Nebraska secondary schools sought in this study could best be furnished by the guidance personnel. Thus, only guidance personnel were used to describe the extent and nature of guidance services and activities currently provided in the Nebraska secondary schools. This is not to suggest that student, faculty, or administration evaluations would not be valuable. Perhaps a future study could investigate

the opinions and attitudes of these groups, but it was not deemed feasible to include them in this study at this time.

III. DEFINITIONS OF TERMS USED

Guidance. The continuous process of assisting an individual to develop to the maximum of his ability. The process should also assist the individual in adjusting to his environment.

Guidance program. That part of the total educational program which provides these five services: (1) the counseling service, (2) individual inventory service, (3) information service, (4) placement service, and (5) follow-up service.

Counseling. A professional service in which a specially trained counselor working in a one-to-one relationship assists a counselee to better understand himself so he can make his own decisions and solve his own problems.

Individual inventory service. That part of the guidance program which collects and interprets data relative to an individual in an attempt to help him better understand himself. This service is also referred to as the individual appraisal service.

Information service. That part of the guidance program which provides the student with accurate, up-to-date information in one or more of the following: (1) occupational information, (2) educational information, and (3) personal-social information.

Placement service. That part of the guidance program which assists a student to gain entry into a college, trade school, military service, or regular or part-time employment. This phase of the guidance program also assists a student in making proper course selections from the total curricular offering of the school.

Follow-up service. That part of the guidance program that is designed to keep in touch with former students in an attempt to evaluate the effectiveness of the guidance program as well as the curriculum of the school.

Counselor. In this study the counselor is the person given counseling and guidance responsibilities in the school. He may or may not have been fully certified as a guidance counselor with a guidance endorsement from the State Department of Education.

Counselee. Used synonymously in this research with the terms client or student.

Secondary school. The term secondary school refers to all private and public junior and senior high schools in Nebraska.

Guidance director. The person designated to head or direct the guidance program in any secondary school.

Teacher-counselor. A term referring to a teacher who also has counseling responsibilities.

N.S.E.A. Abbreviation for the Nebraska State Education Association.

N.E.A. Abbreviation for the National Education Association.

N.P.G.A. Abbreviation for the Nebraska Personnel and Guidance Association.

A.P.G.A. Abbreviation for the American Personnel and Guidance Association.

Guidance committee. The committee used by counselors to assist them in planning and conducting a guidance program.

Orientation. The program for orienting new students to a school.

Group guidance. A technique used by a counselor to disseminate relative information to two or more students at the same time.

Referral. This term refers to a situation wherein a counselor refers a counselee to another agency or person. A referral may also occur when a person or agency refers a student to a counselor.

In-service training program. A program designed by a counselor to assist the faculty in understanding the various facets and purposes of the guidance program.