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An Evaluation of Junior High Guidance Services in Taiwan, Republic of China

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This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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AN EVALUATION OF JUNIOR HIGH GUIDANCE SERVICES

IN TAIWAN REPUBLIC OF CHINA

(TITLE)

BY

Chen-ku Hwang

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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CHAPTER I

INTRODUCTION

Background

Guidance as an informal function of adults is probably as old as the Chinese civilization itself. It is believed that guidance began when the first cave mother tempered the growing antisocial behavior of her young offspring with his father's war club. Techniques have been modified somewhat since that time, and guidance now deals with far more than anti-social behavior.

Nowadays, the need for guidance in our schools has become much greater during the past generation, because of the many changes in our economic, industrial and social life. Such changes have created many new problems of adjustment for our children, and the public has turned to the school for assistance in helping them meet the challenges these problems present. In the past decade, the school programs have reflected more and more the added responsibilities of helping students with the personal and social adjustments which they must make to cope effectively with these changes in the society.

On the industrial scene, there has been a rapid growth in the number and complexity of occupations for which students must be prepared to enter. Technological advances and the introduction of automation from the West, especially from the United States, will continue to increase the tempo of change and growth in the Republic of China. Therefore, the Chinese junior high schools must begin the process of exploration and

adjustment to these new industrial conditions.

In the realm of personal and social adjustment, many factors have to be considered in guiding early adolescents. Owing to the rapid industrialization in Taiwan, there is a continued trend of population change from rural to more urban areas and from cities to surrounding suburbs. Also, the proportion of married women who work has been continuing to rise. A new pattern of parental relationships and family control is evolving from changes in the traditional masculine and feminine roles. In the society of modern China, morals and social codes influenced by the Western civilization continue to shift, causing anxiety and frustration to young adolescents who are beginning to search for personal and self-ego in these two important aspects of their growth and development.

During the past decades, there has been an increasing public demand that education be extended to all children, and that school programs be developed to meet adequately the needs, interests and abilities of the heterogeneous student body. As a result, the compulsory education system expanded to nine years and a new program of differentiated curricula which is suitable to students' particular needs was introduced in 1968. Most of all, the guidance program was officially established at the junior high school level as an integral part of curricula to promote the growth and development of each student. This opened a new era in the history of Chinese Education.

Statement of Problem

The guidance service was initiated in Taiwan in 1956. Two years later, the Chinese Guidance Association (CGA) was founded. With the expansion of free education in 1968, the guidance service was formally

embedded in junior high schools as an important part of curriculum.

During the past two decades, especially in the years after 1968, a great deal was achieved by specialists, school principals, teacher-counselors, teachers, administrators, parents and communities striving for the developments and improvements of the guidance services, even though no evaluation has been made against a complete criteria, except several province-wide surveys done by private studies. And besides, it is apparently known that the effectiveness of a guidance program is difficult to measure, for the results are not frequently obvious and too often can not be seen until long after the student has left school. This may seem discouraging to the teacher-counselor who is accustomed to measuring the results of his teaching by students' test scores.

In light of this, it has become increasingly apparent to the writer that a pressing need exists for evaluating the guidance services in junior high schools in Taiwan before further steps will be taken.

On the other hand, as a Chinese proverb goes, "one will be rewarded more when compared with others". In this study the North Central Evaluative Criteria is applied to Taiwan junior high school guidance services, though there exists some insufficiencies, in an attempt to find out their present strength and weaknesses, which are the prerequisites to the improvement of guidance service.¹

And further more, there seems few English editions published on the evaluation of Taiwan junior high schools' guidance services, the writer, with an intention for the reader to better understand the framework of guidance service in Taiwan, will try to make his contribution through describing the guidance practices in Taiwan junior high school

¹Guidance Services Evaluative Criteria, Section 7, 4th Edition, 1969, by National Study of Secondary School Education. Washington D.C.

and offering some suggestions for the improvements of those practices.

Procedure

The purpose of this study is to describe the current guidance practices at junior high schools in Taiwan, Republic of China, to evaluate those practices and to offer some suggestions for the improvement.

In order for the reader to better understand the framework within which the Taiwan junior high schools operate, the historical review, and the basic philosophy and policy are first of all dealt with as they affect the guidance service. A complete analysis of these guidance practices is followed by using two province--wide surveys done respectively by Chen Kuan-hon (1972) and Chang Chih-shan (1974).

The evaluation will be made mainly in the aspects of organization, staffs, services, and research & evaluation against the North Central Evaluative Criteria for Guidance Services in an attempt to determine the strengths and weaknesses, which are of great help to Chinese guidance activities. In the last part of this paper, the improvements suggested are those which are most needed and which can be attained in the near future, and by which Taiwan knows its next steps.

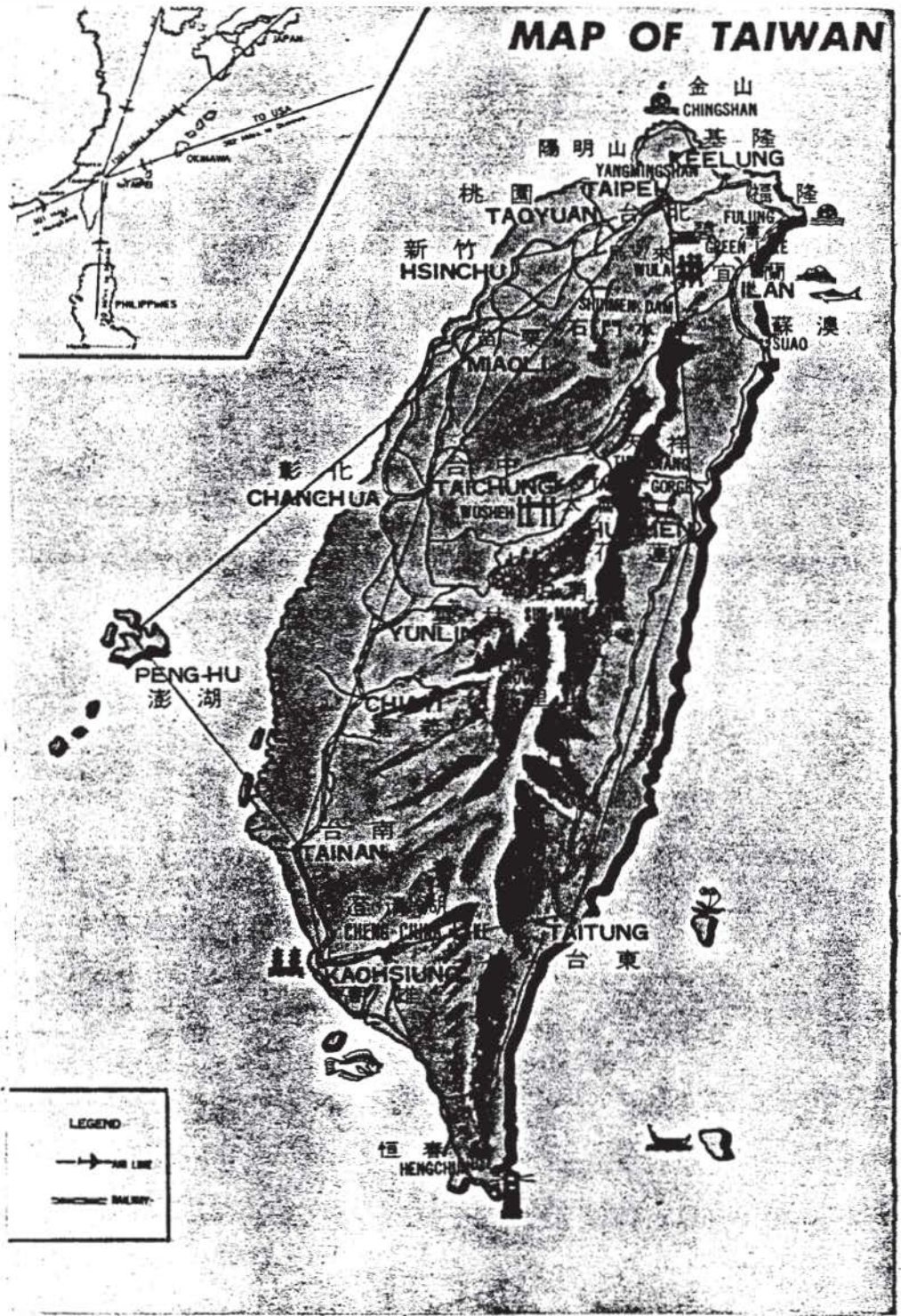
Definitions

The study of the literature of guidance reveals considerable confusion in terminology. There is also evidence, however, that this confusion is only surface deep. Beneath this surface turmoil lies a strong foundation of agreement and congruent thinking. Taking this into consideration, the writer will attempt to clarify some of the common terms used in this study.

Taiwan, Republic of China

Taiwan, also known as Formosa, is an island and also the smallest

MAP OF TAIWAN



LEGEND
—— AIR LINE
- - - - SEA LINE

province of China, situated about 100 miles off the southeastern coast of the Chinese mainland, and between Japan and the Philippines on a line running north-southeast. The island has an area of 13,808 square miles slightly larger than Massachusetts and Connecticut combined. In 1940, when the Chinese Communists over ran the mainland, the Republic of China temporarily moved its government to Taiwan and the 16 million people are now carrying on the struggle for Chinese freedom.²

Guidance

Guidance is the process of helping a person develop and accept an adequate and integrated picture of himself and his role in the world of everyday living, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society. The guidance process should result in a student being more capable of self-understanding and self-direction in obtaining his needs in a democratic society.³

Guidance Services or Guidance Programs

Guidance is a pattern of services which implement the accepted plan of activities including the services of individual inventory, counseling services, placement, and follow-up.⁴ Guidance Service and Guidance program are synonymous terms used in this study.

Counseling

Counseling is usually defined as a process to help essentially normal people toward overcoming obstacles to their personal growth, wherever these may be encountered, and toward achieving optimum development of their

²More information about Taiwan, Republic of China, will be obtained by corresponding with Chung Hwa Information Service P.O. Box 337, Taipei, Taiwan, Republic of China.

³Harold F. Cottingham and William E. Hopke: Guidance in the junior high school, McKnight and McKnight Publishing Company 1961, p. 42.

⁴Ibid., p. 43.

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personal resources.⁵ Counseling, therefore, is a face-to-face relationship. The student assumes responsibility for making his own plans and decisions. In the counseling process the student grows in abilities of self-analysis, self-direction, and self-development.

Teacher-counselor:

This term, as used in this study, refers to a teacher who is usually released from two to four hours of teaching each week for the purpose of counseling. Most of the teacher-counselors in Taiwan junior-high schools are well prepared through pre-service and in-service education for their counseling functions.

Homerom Teacher:

Upon entering junior high schools, the youngster usually encounters a markedly different school environment. As a consequence, he may lose the feeling of security, the sense of belonging which the homelike atmosphere of the elementary school has fostered in him. In order to meet this vital need for the adjustment of adolescents, the homeroom teacher is designated to discover students' problems and offer sympathetic help in solving them, and to help develop all phases of his personality.

As a result, the homeroom teacher is the key person of conducting the guidance programs in Taiwan junior high schools.

Placement:

The placement includes all those activities within and outside the school, which are designed to assist the student in taking the next step. Currently, two types of placement service are taking place in Taiwan junior high schools. One is educational placement encouraging students to continue their education, the other is vocational placement aiming at arranging trainings and jobs for students. It is through this placement

⁵ American Psychological Association, Division of Counseling Psychology. Committee on Definition. Counseling Psychology as a speciality, American Psychologist, 1956, ii, 282-285.

that the school fulfills its obligation of putting its products on the market.

Follow-up:

The follow-up means those activities which measure the results of the guidance service in its efforts to meet the needs of individual students and fulfill purposes of junior high schools.

It is the desire of the writer that these brief descriptions of terminology would aid to better interpret the material in the remaining chapters. It is not expected that all will agree with viewpoints, but it is hoped that the reader and the writer are congruent in their conceptions.

CHAPTER II

A HISTORICAL REVIEW, BASIC PHILOSOPHY AND CURRENT POLICY

A Historical Review

The guidance program as an organized effort in modern Chinese educational system started in 1956, when the number of the overseas Chinese youth who went back to Taiwan for advanced studies was drastically increasing. The overseas Chinese students were facing very severe adjustment problems which might have been derived from their different environments and educational backgrounds in foreign countries where they had lived. With the purpose of enabling their coping with their personal and economic problems, and their academic studies, the Chinese Ministry of Education combined with Overseas Chinese Affairs Commission started an experimental project of guidance services in 1956. Under this project the universities and colleges where the overseas students were studying were asked to establish a Committee of Overseas Students Affairs to serve the overseas students only. In the next year, a series of guidance workshops were presented to the administrators of the Committees and the junior faculty members of the universities and colleges. There a lot of specific topics were discussed around segments of both guidance principles and practices. In the meantime, many teachers both at secondary and college levels were selected and sent to the United States for learning advanced theories and techniques in the field of guidance. In 1958, the experiment proved to be a great success, which led to the establishment of short-term sessions for speeding up the preparation of teachers at secondary education level as teacher-counselors; before that time, the homeroom

teachers had been the vital elements in an unorganized guidance program, even though they did not have any specific knowledge of techniques in guidance. This was the very beginning stage of guidance in Taiwan.

Then it was in the December of 1958, under the unanimous support of many educators, psychologists, sociologists, and school counselors, the Chinese Guidance Association (CGA) was founded with an idea to develop thoroughly the guidance services in Chinese schools and communities. Under CGA's efforts and leadership the guidance activities in Taiwan have been blooming for more than a decade, and also the CGA has many splendid achievements. A few of the most important ones will be enumerated:

1. The spreading of guidance theories:

Up to now there has been published no less than one hundred Chinese editions focusing on the theories of guidance. The blooming publications in the guidance field resulted from continuous research and field studies done by returned students from the United States and counselors at various levels, especially in junior highs. The publication of the periodical of "Guidance Monthly" and guidance series sponsored by Publication & Sale Department, CGA., has really been of great help to the guidance movement in Taiwan.

2. The training projects of the personnel:

Generally speaking, there are two ways of cultivating the guidance personnel; one is to formally train counselors at the college level. Students whose majors are guidance & counseling, education, sociology, psychology, and educational psychology, would be qualified as elementary and secondary school counselors, while the other is short-session in-service training, usually for six weeks. The junior high school teachers, who want to become counselors, should attend the in-service training usually offered in summers working at least for twenty (20) semester credits.

A two credit course "Education and Career Guidance" is one of the basic requirements to those college students who have intentions to be a junior high teachers after graduation. This course, as it is believed, will improve their professional mutual understandings between teachers and counselors.

3. Experiments and Research:

As soon as the CGA was established in 1958, many experiments were carried out in more than thirty schools, ranging from elementary to colleges, with a desire to find out the most suitable guidance system to be used in Chinese educational institutions. After ten years of continuous studying and researching (from 1958 to 1968), a solid foundation was completed for developing a nationwide guidance system in junior high schools in 1968.

In 1967, The Convention of the Asian Association for Educational and Vocational Guidance was held in Taipei, Taiwan. The representatives of the meeting unanimously agreed to establish a permanent institute -- The Asian Regional Association for Educational and Vocational Guidance -- for promoting the practical work at different levels of schools in Asian countries. Now Dr. Li Wen is the president of ARAVEG, the two vice presidents are Prof. Fujimoto K. of Japan, and Miss Chidehana of Thailand. The ARAVEG functions as a consultant to the guidance developments in Asian countries.

4. Community guidance and counseling:

In order to expand the effects and influences of the guidance services in schools, the community guidance and counseling centers were founded in every city and county under the help and support from the CGA. Among the most prominent, are the National Placement Center, Youth Guidance Committee, Teacher Chang's Line and Service, Sister Hsu's Mail Box, Life--line

International, and Mother's Classroom. Thus, the guidance services are not only developing in schools, but also blooming in every community.

In 1968, when junior high schools, which include the seventh, eighth and ninth graders, had been expanded and revolutionized by the impact of nine-year education, the school guidance services was considered as an integral part of curriculum conducted cooperatively between teachers and students.

In 1972 the Ministry of Education declared "the Standard Requirements for Junior High Schools Guidance and Counseling Activities", which became the basis for guidance services committed in junior highs. From then on, the guidance services in Taiwan have entered a new era, and a lot will wait ahead to complete.

Basic Philosophy

The major purpose of all schools guidance programs is to provide assistance for the individual. Each program must recognize the integrity and dignity of the individual in its attempt to help him attain his greatest potential. Guidance services are recognized as an integral part of the educational system and also it is necessary to augment those existing services, which are designed to help each child become a productive member of our society.

In junior high schools there are at least five main purposes emphasized for the guidance services:

1. Helping students adjust to the environments, be self-realized and self-oriented.
2. Understanding the variety of students' abilities, aptitudes, interests, personalities and individual problems as the base for proper instructions and orientation.

3. Helping students cultivate the adequate attitudes, methods and habits of learning with a desire to give them the proper education, to develop the potentialities for self-actualization.
4. Facilitating students to set up the positive interpersonal relationships and aim of life so as to promote their normal developments.
5. Providing students with the current career information and the developmental tendency in a sense to cultivate students' career interests, suitable choice and good preparation both for their own future and social welfare.

In order to implement the above mentioned five main purposes, the guidance service in junior high has primarily administered in two functions:

1. Group guidance:

Each class has at least scheduled one period of curriculum hours for group guidance administered by the homeroom teacher with the help and cooperation of the teacher-counselor in this grade. The emphasis of the group guidance service is arranged respectively according to the different grades. For instance, in the seventh grade the emphasis would be put on personal and educational guidance, while to eighth grade more attention is paid to educational and vocational guidance, and during their last year in junior high, the ninth grade, either vocational information to those who are looking for jobs or going to the job training centers, or educational guidance to those who want to go on to further studies is stressed.

2. Individual counseling:

Individual counseling is mostly carried out by homeroom teachers, teacher-counselors of the respective grade and the executive secretary at any time when the student feels in need of help during school hours or

after school.

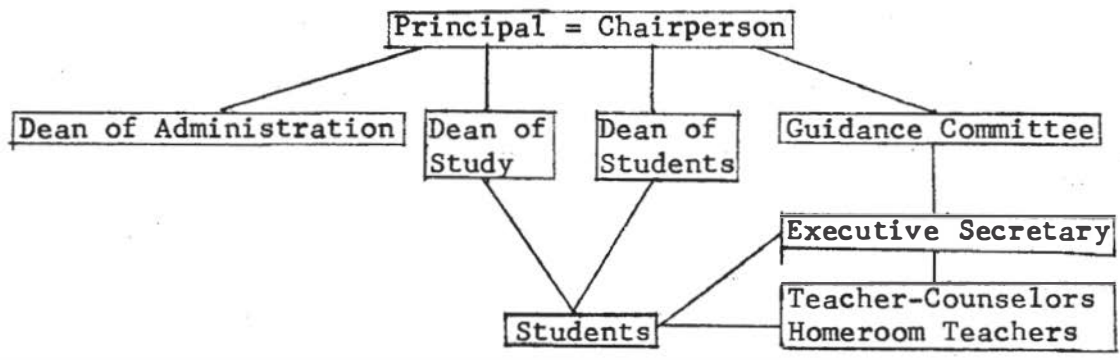
In the meantime, visiting home is an important part of the current individual counseling program.

Current Policy

A. Administrative System

In 1968 when free education was expanded to nine years in Taiwan every junior high school was asked to establish a guidance committee on the base of "The Standard Requirements for Junior High Schools Guidance Services" regulated by the Chinese Ministry of Education, of which the principal of the junior high is the chairperson, the homeroom teachers and other teachers, whose college major or minor is guidance, psychology, education or sociology, are the members.

Therefore, the guidance services has become an integral and important part of the junior high school administrative system, though there is always some modifications in accord with the individual school requirements and environments. The typical model of the administrative system of the guidance service is like the following:



The members of an active and effective guidance committee would help to develop, coordinate, and suggest the administration of research topics for in-service programs. At the same time, they would also carry out these suggestions and recommendations, since they are teacher-counselors

and homeroom-teachers themselves. Besides, they would also serve as a sounding board for suggestions and comments by faculty and parents.

B. Personnel Qualifications:

In order to implement the main purposes and the functions of the guidance services in junior high schools, it is imperative that personnel should have appropriate preparation and attitudes for the guidance programs.

The formal organized preparation of the Chinese junior high school counselors is now only at the college level. A person who wants to be awarded a Teaching Certificate in Guidance must meet the following standards:

1. Have a bachelor's degree in one of the following majors: Guidance, education, psychology, educational psychology or sociology.
2. Have more than one year's successful teaching experience.

On the other hand, owing to the great need of the teacher-counselors in 1968, when free education was extended to nine years, a kind of four to six weeks in-service session was offered by several universities and colleges, such as National Normal University, National Chengchi University and Educational College. These short term training sessions have been offered for many years for the junior high school teachers who wanted to be a teacher-counselor. They were required to complete a minimum of twenty (20) semester hours of the following approved course work in the field of guidance, before they were qualified as teacher-counselors.⁶

⁶The Chinese Ministry of Education: A Directory of Colleges and Universities in Taiwan, Republic of China, Chinese Edition, 1975, pp. 159-160.

<u>Courses</u>	<u>Semester Hours</u>
General Psychology	4
Sociology	2
Theories of Guidance	3
Developmental Psychology	3
Educational Statistics	3
Analysis of Educational & Vocational Information	2
Theories and Practicum of Counseling	3
Educational and Psychological Testing	3
Mental Hygiene	2
Studies of Youth Problems	2
Group Counseling	2
Educational Psychology	3
Educational Guidance	2
Vocational Guidance	2
Organization & Administration of Guidance Services	3
School and Community Development	2
An Introduction to Social Work	2
Theories of Personality	3
Special Child Psychology	2
Educational Investment and Manpower Supply	2

C. Roles and Responsibilities of the Guidance Personnel Chairperson

The chairperson is primarily the highest administrator of providing leadership and support in the individual school. Through his knowledge of the school system and community, he is always in a position to initiate and provide essential services for students. He should consider the

1. Supervises teacher-counselors and homeroom-teachers in cooperation with the chief administrators.
2. Implements guidance policies and plans the academic year's guidance programs.
3. Improves the individual counseling services and case-studies and group guidance techniques in each class led by homeroom-teachers.
4. Organized, coordinates and administrates all aspects of the program including the budget and testing program.
5. Diagnoses, classifies, analyzes students' data.
6. Seeks out information about all available guidance literatures for the in-service training programs.
7. Seeks out information and cooperations from all sources to strengthen the guidance services.
8. Conducts and organizes research projects, and follow-up studies.
9. Evaluates the guidance programs at the end of each semester, and submits a monthly progress report to the chairperson and the members of the committee concerning the services and activities of the guidance.

Teacher-counselor

Currently, the specialized person in junior high schools' program of guidance services is usually known as the teacher-counselor, He is neither an administrator nor a supervisor, he is a member of the teaching staffs, besides teaching, he will serve 600-1250 students. Therefore, how well-prepared he is professionally for his position will affect the program of guidance services. However, of at least equal import are such personal characteristics as tact, abilities to listen, to lead, to follow, to take suggestions, to accept others' ideas in place of his own,

and even to admit he can be wrong. Furthermore, how he sees himself and his job are affecting factors.

Generally speaking, the responsibilities of a teacher-counselor include the following:

1. Counseling students individually or in groups.
2. Administering the testing program.
3. Obtaining the cooperative participation of the teaching colleagues in the guidance program.
4. Assisting in the development of in-service programs and participating in those areas of special competence.
5. Encouraging teachers to identify students needing assistance and also those having special talents.
6. Identifying the students of academic under-achievements and seeking to meet his specific needs such as job training programs, in an effort to salvage him so that he may complete his formal education and be a skilled productive citizen.
7. Providing help in developing and carrying on case-conference.
8. Referring students needing assistance beyond his competency.
9. Interpreting guidance services to parents and to the community by participating in PTA meeting and by preparing articles for school publications.
10. Recommending to the executive secretary supportive guidance services that will meet the needs of the students, the school, community and society.
11. Working with the executive secretary to evaluate the guidance program and the work of the homeroom-teachers.

Mostly in a large junior high school there are several teacher-counselors whom would be appointed as head-counselors of grade-counselors

in a system where teacher-counselors are assigned to their students according to the grades. In other words, there is one teacher-counselor in each grade of the junior high schools. The grade-counselor would facilitate a more effective organizational structure within the guidance program and with teacher and students within a particular grade.

Homeroom teachers

There is a definite need for well-prepared guidance specialists in each junior high school, especially when we have a very short history of officially organized guidance programs. But it is definitely realized that without the active cooperation of the homeroom teacher, the specialists could not succeed, for the homeroom teacher is directly and intimately involved in all of the guidance activities of the students. Theoretically, each teacher is not a counselor, but every teacher is a member of guidance team. However, currently in Chinese junior high schools, the homeroom teacher, being responsible for taking care of his class, would more often than not find that, since there is seldom a teacher-counselor available at time needed, if a student is to receive any assistance it is up to him to provide it.

In light of the above situations, the following functions indicate the primary responsibilities of the homeroom teachers in the guidance services:

1. To observe and analyze students' behaviors in order to ascertain when an incident is significant, and also to be sure that it is not out of context.
2. To counsel student and provide him with facts about himself and his environment as a basic framework for thinking logically about his goals and then relating them to his abilities.
3. To develop homeroom and activity materials during the homeroom

and guidance service period, such as orientation, personal-social relations, testing and occupational information.⁷

4. To visit students' homes of his own class at least once each semester so as to observe students' environmental conditions, interpersonal relationships of the family, and to facilitate the great involvement of parents in the school.
5. To participate in case conferences and request that the student as well as the parent participates in the case conferences.
6. To assist students whenever possible, and refer those whose needs are beyond his competency.
7. To participate in in-service training programs.

D. Physical Facilities

It is well realized that without proper physical facilities even the best counselor will be severely handicapped. As a matter of fact, the actual physical layout of the guidance centers will vary owing to size of the school, personal preference, funding, etc., but there are certain basic elements which should be present to contribute to the overall success of the program. In light of this, the Chinese Ministry of Education regulated the "Standards Physical Facilities for the Guidance Services in Junior High Schools" in 1969. According to this regulation, each junior high school must have its fiscal year budget for developing guidance programs. The following mentions only the essential parts of the equipments:

1. Each junior high school must have a guidance center with several teacher-counselors offices, counseling booths, testing center and conference room.

⁷In Taiwan, the homeroom teacher of the junior high schools is scheduled one homeroom hour and one guidance hour each week to take care of his class individually and in group.

2. The teacher-counselors offices should be private, attractive and comfortable. For it is aware that comfortable chairs, good lighting, privacy and no outside disturbances are absolutely important in creating a feeling of comfort, trust, closeness and confidentiality.
3. The guidance center should be located to be accessible to all students. However, if a decision is required about which end of the building, the center should be away from the principal's and dean of students disciplinary offices. This gives students a sense of security.
4. The testing center is asked to have as many currently applicable educational and psychological tests as possible.
5. It is advised that within the counselor's office, the counselor should have his locking file cabinet, and a tape recorder or a video recorder.

CHAPTER III

AN ANALYSIS OF CURRENT GUIDANCE SERVICES

As indicated in previous chapters, the guidance services in Chinese junior high schools have laid down its foundations in the past ten years and are starting to bloom in the coming years. It is now apparently the adequate time to look through the current activities, and to find out where we are now so that we can prepare for the future strenuous efforts.

Much of the materials analyzed in this chapter come from two province-wide surveys respectively done by Chen Kuan-hon in 1972 and Chang Chih-shan in 1974 and the writer's many years experience in consulting junior high school guidance programs in southern Taiwan. In attempting to present a vivid picture of current practice, the analyses are focused on its administrations and services.

An Analysis of the Current Administrations

Planning the program:

The planning of the over-all guidance activities is to be the function of the guidance committee composed of the principal--as the chairperson--the executive secretary, teacher-counselors, and homeroom teachers. The Chen's survey indicated that 90.1% of the junior high schools in Taiwan established the guidance committee and worked out the calendar for the yearly programs.⁸ But in considering carrying it into

⁸Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972. pp. 14-16.

execution, the Chang's report, after close examination of 371 junior high schools in Taiwan in 1974, found that:⁹

1. Less than half (42.05%) of them had their yearly programs prepared beforehand and carried out satisfactorily.
2. 52.20% had plans but didn't execute them thoroughly.
3. The rest, 5.66%, didn't even have any plans.

Financing the programs:

It is believed that the products of the junior high schools are supposed to be well-adjusted individuals who are good citizens able to earn a living and to make a significant contribution to the society which provided them education. If this is the major task of education, then more money should be invested to turn our better products in the future. But, as a matter of fact, financing the service has become a major stumbling block. In the majority of junior highs, the staffs of the guidance centers were not able to find enough money to do the things they wanted most to do. The Chang's report showed the following, after surveying 346 junior highs around Taiwan:¹⁰

<u>Budgets</u>	<u>Number of Schools</u>	<u>Per Cent</u>
Independent budget	94	27.17
Guidance budgets as a part of students extra-activity budgets	153	44.22
Guidance budgets as a part of students disciplinary budgets	70	20.23
Others	29	8.38
TOTAL	346	100

As indicated above, only 27.17% of the guidance centers had their own

⁹Chang Chih-shan; Current Junior High School Guidance Services in Taiwan.--A report to National Construction Convention, 1974, p. 15.

¹⁰Ibid., p. 25.

exclusive budgets to develop the guidance programs. More than half of the centers were not given sufficient financial support from the school authorities, who considered the guidance services a part of either students' activities or discipline. The guidance centers, even the counselors, were not highly esteemed and given neither the spiritual nor the financial supports they should deserve. In this way, the guidance centers found it very difficult to fulfill their planned programs for the benefit of students. Actually the success of the guidance services depends far more on the school authorities' awareness of the needs of students and a desire to meet these needs.

The Qualification of personnel

In most majority of the junior high~~s~~ the guidance services were carried out by teacher-counselors and homeroom teachers.¹¹ But the qualification of them ~~were~~^{were} disappointing. As pointed out in Chang's report, 31.98% of the junior high schools employed unqualified personnel to plan and execute guidance programs.¹² It meant that none of them had majored in education, psychology, sociology, or guidance in colleges, nor took short-term sessions offered by some universities in summers.

Besides the qualification, the teacher-counselors were commonly over-loaded with their teaching and counseling work. They were required to teach eighteen to twenty hours per week above counseling with individual students, only 49.5% of the schools reduced their load two to three teaching hours, and only 31.9% of them offered extra payment to teacher-counselors.¹³ The counselors' qualification and the current working

¹¹Ibid., p. 17.

¹²Ibid., pp. 12-14.

¹³Chen Kuan-hon: A Survey of Junior High School Guidance Programs in Taiwan, 1972, p. 54.

conditions greatly jeopardized the prospects of guidance services in junior high schools.

Physical facilities

The Chinese Ministry of Education regulated "The Standards of Physical Facilities in Junior High Schools" in 1968. Now, the majority of the junior highs have guidance centers. Of them, as indicated in Chang's report, 58.57% equipped with teacher-counselors private offices, 50.58% with interviewing booths and material exhibition lounges, and 34.97% with testing centers.

The teacher-counselor offices could relatively be said private and comfortable with chairs, desks, bookcases, and locking files cabinets. But owing to the economic reasons, there are only 2.89% of the schools equipped with electronic facilities such as tape-recorders, video-recorders, slides projectors, psychological films, etc.

An Analysis of Services

The individual inventory services

1. The cumulative forms:

Knowledge, understanding, appreciation and acceptance of one's self is essential for satisfactory adjustment to situations both now and in the future, and especially for making wise decisions with regard to plans for present and future training and occupational goals. It is also the ultimate aim of all organized programs of guidance services. However, in the past, often with each teacher having a heavy student load, mostly one to fifty-five, teachers found it very difficult to know each individual, now after having an organized program of guidance service,

it was imperative that teachers know their students. They should have ready access to information about each student in any ever-changing areas, such as home and community environment, health, social development, personal qualities, school history, abilities, aptitudes, achievements, interests, vocational plans and experiences and goals. Therefore, it is necessary that a cumulative record be started on his entrance into school and maintained throughout his school career.

In Taiwan, there are some forms available:

1. National Cumulative Records: developed by the Chinese Ministry of Education.
2. Guidance Cumulative Forms: developed by Taiwan Provincial Department of Education.
3. CGA's Personal Record Folder.
4. The Students Record Forms: mimeographed by local junior high schools.

In general, the contents of the forms fill in seven areas:

1. Family background;
2. Physical development;
3. Educational development;
4. Records of reward and punishment;
5. Psychological testing results;
6. Emotional and social developments;
7. Interviewing records.

The activities which were increasingly used for collecting information about students and leading to a better understanding of

the individual were:¹⁶

<u>Activities for collecting information</u>	<u>Per Cent</u>
1. Writing an autobiography	76.5
2. Psychological testing	75.1
3. Interviewing	65.8
4. Answering questionnaires	50.9
5. Visiting students' homes	59.8
6. Surveying	63.3
7. Writing anecdotal records	47.3
8. Evaluating	15.7

All the above information collected was arranged and placed in each student's folder, which was put in the cabinets in the guidance center, and became a part of his individual inventory. This was usually done by the homeroom teachers, and was too great a time-consuming activity when clerical help was not available in most junior high schools. Now, the majority of the junior highs established their cumulative record systems.

2. Testing services

As present time the best means for objectively measuring achievements, abilities, aptitudes, interests, and adjustments is the standardized test. Through the use of it, students will not only discover their mental abilities, but compare their scores with those made by many others so as to be able to better evaluate the significances of their discoveries.

In Taiwan the most frequently used tests in current guidance programs were falling seven types;¹⁷

¹⁶Chen Kuan-hon; A survey of Junior High Schools Guidance Programs in Taiwan, 1972. p. 22. In Chen's survey, 281 junior highs were surveyed, of them most used more than two activities, thus made the total percentage over 100%.

¹⁷Most of the tests used in Taiwan, were translated and revised from English editions, except achievement tests.

1. Intelligence tests.
2. Vocational interests tests.
3. Aptitude tests.
4. Personality tests.
5. Achievement tests.
6. Adjustment tests.
7. Specific ability tests.

In administrating the tests, the executive secretary of the guidance committee usually sets up a testing schedule as one in the following, which placed a different emphasis on respective grade levels:

<u>Grade levels</u>	<u>Types of test</u>
7	Intelligence tests Achievement tests
8	Adjustment tests Personality tests
9	Vocational interest tests Achievement tests Specific ability tests

When the testing schedule was approved by the chairperson of the guidance committee, in most situations, tests administered to groups might best be given by homeroom teachers in the period of homeroom or guidance service, while individual testing was usually handled by executive secretary or teacher-counselors who had responsibilities for testing.

Although everyone was well aware that the executive secretary should provide sufficient in-service training for the homeroom teachers to enable them to administer, score, profile and interpret the tests according to directions, the current situations were not very satisfactory, according

to Chang's report, there were 73.37% of the testing results analyzed by the executive secretary of the guidance, and applied to the individual students by the homeroom teachers. And another 12.23% of the testing results were treated and analyzed by some of the computer centers, such as IBM Service in China, Chinese Commercial Computer Center, etc.. This would be a great help to the guidance service, because most of the teacher-counselors were not interested in analyzing the testing results and nor did they master educational statistics.

The only justification for giving tests is that the results may be used for the benefit of the students. On the other hand, tests results enable a teacher to determine the range of capacity with a group as well as individual strengths and weaknesses. Tests results may also be used to aid the teacher to **diagnose** students difficulties and thus enable him to improve his instruction. For students, on the other hand, there is profit from the interpretation of objective measures of their abilities, interests, achievements and aptitudes. By knowing these, they are better able to see the realistic pictures of themselves and to select vocational goals or other high school courses more wisely. But actually, the testing benefits were not made full use, for only 39% (109 of 285) of the junior highs analyzed and applied their testing results to teaching and learning improvements, as Chen's survey indicated. The rest of them put the answer sheets aside without any analyzing, interpreting or applying after administering the test,¹⁸ The reasons might be that homeroom teachers had insufficient training and experience to treat the testing results, and also that they thought it was time consuming work. Therefore, the benefits of the testing service were greatly jeopardized, and testing, to most students and teachers, became a kind of waste.

¹⁸Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972, p. 23.

Counseling services and case studies

The individual counseling service is the heart or core of an organized program of guidance services. It is to make this a truly functional service that the individual inventory exists. As indicated in Chen's survey, 79.4% schools carried out individual counseling services.¹⁹

Theoretically speaking, every faculty member of the school is responsible for counseling all his students. Actually this did not get the job done. There were too many students--often those who needed help most--and counselor-students ration was 1 to 1250.²⁰ In addition to this, generally speaking, the Chinese students are very much conservative, inward, sensitive and obedient, so they need to have one individual to whom they may feel free to go for help, one who knows and understands their problems better than anyone else, one for whom they have respect and in whom they have confidence. In current situations, the homeroom teacher was the logical one to have the responsibility for giving personal help to every student in his homeroom.

The statistics showed that in Chang's report the homeroom teachers in 64.40% of the junior highs the individual counseling was done by homeroom teachers, while another 25%, the class teachers and some of the administrators took care of the counseling service, even though they were not qualified as school counselors, and still another 19.60% were done by teacher-counselors.²¹

¹⁹Ibid., p. 27.

²⁰Ibid., p. 19, p. 54.

²¹Chang Chih-shan; Current Junior High School Guidance Services in Taiwan--Areport to National Construction Convention, 1974, pp. 16-17.

Each homeroom teacher was advised to be conscious that he did not know all the answers, and that it might be necessary for him to refer the student to a trained teacher-counselor, or to the secretary of the guidance committee in his school.

Chang's report indicated that when the students of junior high schools sought for interviews, most of them (88.04%) were encouraged or referred by teacher, teacher-counselors and administrators, only 13.32% of them volunteered to individual counseling, and furthermore, less than 7.07% of the junior highs did not have individual counseling programs at all.²²

Usually when a student's problem was beyond the teacher-counselor's or the secretary's ability, the student would be referred to the community mental health center or hospital for adequate treatments. By referring the student to others, the teachers did not lose prestige, he gained the respect of the students by knowing where the best help could be obtained.

On the other hand, as the guidance curriculum became operational in 1968, many students found the information, the process and the encouragement they needed to resolve and formulate educational and career development decision in the group guidance setting. According to Chen's survey, 90.1% (247 of 274) of the junior high schools administered group guidance programs one hour a week, usually done by the homeroom teacher, and 82% (157 of 275) of them gave careful pre-planning to the preparation of materials for each session, which covered students' personal, educational, and vocational activities.²³ In general, the executive secretary, and teacher-counselors were responsible for the planning of the materials,

²²Ibid., p. 19.

²³Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972, pp. 27-29.

for assisting homeroom teachers to develop skills in conducting and evaluating the group programs.

Today more and more junior high school teachers in Taiwan have found it rewarding to make case studies of several students each year. According to Chen's survey, there were 79.4% (224 of 285) junior high schools making case studies in 1972, and mostly focusing on the emotional disturbed, the behavior deviated, and the underachieved.²⁴ The case studies involved collecting all the information, from whatever source possible, about the student, studying it carefully, observing him in many different situations, interviewing his parents and friends as well as the student himself, and then through the counseling process assisting him in making, initiating, and putting into effect plans which would enable him to become better adjusted to his situation.

In most situations, the case study was the responsibility of teacher-counselors (40.8%) and homeroom teachers (36.3%), while in some schools, the disciplinarians (22.9%) were in charge of the case study.²⁵ In some schools, where homeroom teachers thought that they had insufficient training and experience to make case studies, the case conference method was being used more and frequently. In this activity, two or more teachers (usually all those having contact with the student being considered) studied all the information available on the child, examined it closely together, analyzed the student's problem, and developed a plan in solving his problem and in making a satisfactory adjustment.

In those past years (from 1968 to 1973), each of the junior high schools in Taiwan averaged making 51.6 case studies per year, and the

²⁴Ibid., pp. 25-26.

²⁵Ibid., pp. 25-26.

success rate was high at 54.4 per cent.²⁶

Placement services

The placement service in Taiwan junior high schools has attempted to provide the student with the connecting link between the situation in which he now finds himself and the new situation into which he is going--whether that situation be an institution of higher learning, or some other training situation, or a place in the work-a-day world. It is through the placement service the school fulfills its obligation to complete what it has started--to "put on the market", so to speak, its product. Since the junior high curriculum is geared both to terminal education and to preparation for senior high school and junior college, the placement service contains an educational guidance program and a vocational guidance program.

The educational guidance program:

In most of the junior high schools, the educational guidance program was usually designed by the dean of studies and carried out cooperatively with the guidance center and homeroom teachers. As indicated both by the Chen's survey and the Chang's report, the following activities were involved at seventh and eighth grades:²⁷

1. Helping students cultivate their good study attitudes and habits.
2. Surveying students' learning habits, difficulties and interests.
3. Counseling students who have learning difficulties.
4. Guiding students to use the library.

Unanimously the ninth graders were given a very specific program

²⁶Ibid., p. 58.

²⁷Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972, pp. 31-35. Chang Chih-shan; Current Junior High School Guidance Services in Taiwan,--A report to National Construction Convention, 1974, pp. 19-20.

for strengthening their preparation for the examinations, since the junior high graduates had to pass competitive entrance examinations, if they intended to go on further learning in a senior high, or a vocational school, or a junior college. Therefore, it is always the united responsibility of the teacher-counselors, homeroom teachers and classroom teachers to help students with full preparation for the entrance examinations.

According to Chen's survey, the following kinds of service were carried out for preparing students for the entrance examinations:²⁸

1. Surveying students' intentions -- to find out who wished to go on for further learning.
2. Grouping the ninth graders who intended to go on further in studies. (This regrouping was done according to students' previous academic achievements, psychological tests results, students' intentions and parents' opinions.)
3. Providing students with information concerning senior high schools, vocational schools and junior colleges.
4. Counseling individuals about their selection of courses or schools for their further studies, with reference to their results of psychological examinations.
5. Inviting former graduates, who were studying at senior highs, vocational schools, and junior colleges to have an intimate discussion with the ninth graders.
6. Arranging tours or trips to nearby schools of higher learnings to enable students to be acquainted with the curricula and extra-class offerings of these institutions.
7. Aiding students to complete the application forms to submit diplomas and other required data.

²⁸Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972, p. 35.

8. organizing a supplementary program designed to increase students learning and preparing for the examination, often individualized instruction was applied by some teachers after school.

The vocational guidance programs:

Each year it is estimated that there are more than thirty per cent of the total graduate from junior high schools who don't want to go on to the institutions for higher learning.²⁹ Therefore, one of the important tasks of the guidance centers was to help students obtain primary training and get jobs.

Vocational guidance programs started in the eighth grade, the following activities were involved:

1. Creating students' good will and attitudes towards the jobs he was going to enter.
2. Understanding each student with regard to his specific choice through administering vocational interests survey, aptitudes tests, interviews, visiting homes, surveying parents' opinions and understanding their economic conditions.³⁰
3. Helping students understand the trend of the vocations and the job-market -- involving such activities for the eighth and ninth graders:
 - a. contacting local employers to determine their needs for part-time or full-time workers, and their willingness to

²⁹ It is reported on June 12, 1976, there will be 267706 graduates from junior highs this summer, of them 73.38% will go on for further learning, while the rest (26.63%, 71286) will seek jobs. Reprted by China Times, International Edition, Jun 13, 1976.

³⁰ Almost every Chinese student is supported by this parents to complete his education all the way through college, because part-time jobs are seldom available.

- a. (Continued) cooperate with schools by hiring students recommended by schools.
 - b. making job information available to students, such as the need for workers, requirements to be met, the salary schedule, the on-the-job training programs, living quarters, etc.
 - c. cooperating with the local office of the National Placement Center to get accurate current information about job-market and placement.
 - d. arranging tours or trips to nearby business houses, and industries enabling students to establish contacts, observe employment procedures, personnel practices, etc.
 - e. inviting employers, parents and former graduates, who are now working in businesses or industries to have joint meeting with students and to spend some time interviewing individuals.
4. Providing students with vocational options. As indicated in Chen's survey and Chang's report, there were almost thirty vocational courses available to the eighth and ninth grade students.³¹ Among them abacus reckoning planning & industrial design were the most popular courses.

³¹ According to Chen's; A Survey of Junior High School Guidance Programs in Taiwan, 1972, p. 38, and Chang Chih-shan's Current Junior High School Guidance Services in Taiwan--A report to National Construction Convention, 1974, pp. 21-22, the optionals were as followings:

<u>Vocational optionals</u>	<u>Percentage of the schools offering this course</u>
Abacus reckoning	91.1
Accounting	22.2
Statistics	8.5

Vocatinal optionalsPercentage of the schools
offering this course

Business	0.8
Typing (Chinese & English)	1.2
Service training	0.4
Industrial design	63.7
Electronics	11.3
Home electricity repairs	18.9
Auto repairs	0.4
Agriculture refinements	3.6
Metal working	2.4
Lathe	0.4
Household-wiring	0.4
Iron work	0.4
Freezing techniques	0.4
Assembly	0.4
Woodcraft	1.6
Dyeing	0.4
Planting	66.5
Farming	1.2
Gardening	0.4
Domestic animal rearing	0.4
Sewing and designing	23.8
Embroidery	0.8
Knitting	0.4
Food management	4.0
Cookery	1.2
Sculpture	0.4

5. Establishing cooperative projects with local companies, stores and factories, in this way, students learned theories in schools and had supervised practicums in the cooperative institutions. Chang's report showed that 43.63% of the total junior high schools had already established these cooperative projects, and the number would be definitely increasing, owing to the rapid industrialization and the prompt economic development in Taiwan.³²

In short, since 1968, the guidance centers of the junior high schools have made very effort in preparing students for further studies through specific educational guidance programs, and in finding jobs by ways of offering optional courses within schools, cooperating with business companies and factories, and getting information through local National Placement Centers. By doing so, every student after his nine years' compulsory education finds a proper place to go on his life.

Follow-Up services

The follow-up service is to measure the effectiveness of the guidance program in its effort to meet the needs of individuals and fulfill the purposes of education. In Taiwan junior high schools, the executive secretary of the guidance committee and teacher-counselors usually take the whole responsibility for directing follow-up studies.

The following ten questions were considered as the purposes of the follow-up service:

1. What percentage of students continue their education?
2. What avenues of higher education do graduates choose?
3. What percentage of students who enter higher educational institutions actually graduate?

³²Chang Chih-shan; Current Junior High School Guidance Services in Taiwan-- A report to National Construction Convention, 1974, p. 24.

4. What information can former graduates provide, which will help the schools counsel and train the students still in school?
5. How many students are actually finding jobs?
6. Where and in what types of employment are these jobs?
7. To what extent does the guidance program given by the school help them in securing employment and in passing the entrance examinations?
8. What further assistance can the school offer to students who have left school?
9. What happens to those students who drop out of school before graduation?
10. What are the attitudes of the graduates towards their former school?

Although the school guidance centers were encouraged to study the graduates through answering the above question, little was done, especially in an organized way, in the majority of junior highs. According to Chen's survey, only 56.68% of the junior highs had follow-up services.³³ And the emphasis was placed merely on the number of the graduate instead of their attitudes and information, not to mention personal contacts with them at all. Take Kaohsiung Municipal Chan-Chen junior high as an example, its follow-up study went like the following:³⁴

From school year 1971 to 1973, the school had 3892 graduates.

Of them 1516 went on studying, 1118 found jobs, while the rest stayed at home.

³³Chen Kuan-hon; A Survey of Junior High School Guidance Programs in Taiwan, 1972, p. 48.

³⁴Kaohsiung Municipal Chan-Chen Junior High School: Annual Report of Guidance Services 1974, p. 133.

CHAPTER IV
EVALUATIONS AND RECOMMENDATIONS

Evaluations

From the previous statements and analyses, it appears that the basic framework necessary for the implementation of an effective guidance program already exists in Taiwan junior high schools. Now by applying the North Central Evaluative Criteria to the three main aspects of the guidance program administered on that island, the following evaluations seem justified:

A. The most satisfactory and commendable respects:

Organization: ----

1. The majority (90.1%) of the junior high schools have already established guidance committees and guidance centers, which have implemented guidance policies, yearly plans, and executed accordingly.
2. Most of the guidance centers had their own offices provided with sufficient physical facilities, supplies, and need for effective guidance services.
3. Administrative, guidance, and instructional staff members regarded guidance as a cooperative undertaking in which each had well-defined responsibilities.
4. Basic philosophy and current policy seemed very adequate and clearly understood.

Staff: ----

5. Most (68.02%) of the teacher-counselors held bachelor degrees with majors in guidance, education, psychology, or sociology

and had backgrounds of successful teaching.

6. Homeroom teachers played very important roles in guidance programs, therefore there were more homeroom teachers and teacher-counselors involved.

Services: -----

7. The majority of the guidance centers established students' personal information systems. Data were collected through self-reporting, home-visiting, surveying, interviewing, testing, questionnaires and evaluating.
8. Testing and home visitings were conducted in most schools as to improve the understanding and cooperation among teachers, parents, and students.
9. The majority of the schools administered individual counseling and case studies. The results were encouraging.
10. Almost all of the guidance centers helped students formulate plans and make decisions with respect to post-junior high school education by surveying students' willingnesses, and providing educational information for higher learning.
11. Optional courses and information for vocational planning were adequate, accessible and well-organized to students who did not go on to higher education.
12. Placement activities were designed to meet the needs of students, and graduates, to assist them in finding appropriate jobs through coordinating with placement agencies, especially with National Placement Centers in each community.
13. Adequate referrals by teacher-counselors, and homeroom teachers to other student personnel workers in the school or outside the school settings were commonly made as needed.

B. The weakest respects:

Organization: -----

1. Most of the guidance committees did not provide any advisory assistance to guidance policies, yearly plans and programs. Therefore, it became the executive secretaries' responsibility for setting up policies, yearly plans and programs.
2. Most of the administrators of schools did not give enough support to the guidance services by providing adequate budgets. Thus they greatly handicapped the development of guidance programs.

Staff: -----

3. Still nearly one third of the guidance staff (the executive secretaries and teacher-counselors) were not well qualified and professional.
4. No full time counselors were employed, the teacher-counselors were assigned to teach certain subject besides counseling students. They were always over-loaded, and the job conflicts inhibited their counseling or their teaching or both.³⁵
5. No counselor-support personnel were hired to free the executive secretaries, and teacher-counselors for their professional roles.
6. Although homeroom teachers played very important roles in guidance programs, they were not well qualified personnel in administering counseling and guidance.
7. Most of the classroom teachers showed negative attitudes towards

³⁵ The job expectations of teaching and counseling involve certain basically important differences, which suggest that an individual assigned to play both professional roles will experience real conflict in terms of job expectations, and that these conflicts will inhibit his counseling or his teaching or both.

guidance services.³⁶ It meant that the guidance public relations and in-service programs were not well developed within schools.

8. The counselor-student ratio was extremely high (1:1250).³⁷

Guidance Services: -----

9. Generally speaking, the students' information was appropriately collected, but was not commonly used by teachers. In some schools, the results of tests and the information recorded were not explained and applied periodically to students, teachers, administrators and parents.
10. Some counseling processes, both individually and in groups were not free from advisory, punitive or other relationships based on threat.
11. Although there were 79.4% of schools conducting case studies, they were done by teacher-counselors, homeroom teachers or even disciplinarians respectively. No team, composed of counselor, psychologist, psychiatrist, social worker, teacher and doctor, was found working on a certain case.
12. There were no specific guidance program for gifted students or slow learners.
13. The majority of the psychological tests were out of date and modified from English editions, which seemed not adequate to Chinese students.

³⁶ According to the writer's analysis, the reasons were that the classroom teachers

1. were in lack of guidance knowledge and techniques;
2. were overloaded with teaching;
3. were not extra paid for participating in guidance services, and
4. the stigma attached to guidance brought about by association with discipline still existed.

³⁷ Conant pointed out that the favorable counselor-client ratio was 1:300, (B. Conant: The American High School Today, N.Y. McGraw-Hill, 1959).

14. Even though there were more than 25 vocational options available to students, the qualifications of vocational teachers, the contents of courses and training facilities were not satisfactory.

Research and Evaluation: ----

15. There were not many planned research studies done in the past years, except some separate research projects.
16. No annual province-wide evaluation developed by the professional guidance workers was in existence, but only a few surveys were done privately.
17. No complete and meaningful follow up study was done in the past years.

Recommendations

In light of the foregoing significant evaluations, the following recommendations are made for the improvement of existing weaknesses in the guidance program.

Organization: ----

1. Expanding guidance centers to guidance departments so as to employ full time counselors, school psychologists, social workers, and counselor-support personnel. This would relieve counselors of many routine duties.
2. Depending heavily upon the guidance committee to help the director of guidance department formulate yearly plans and activities.
3. Providing the guidance departments with adequate exclusive budgets to develop the programs.
4. Developing the guidance public relations and offering in-service programs in order to establish a desirable rapport with other instructional staffs, administrators, parents, and disciplinarians.

Staff: -----

5. Establishing the policy for recognition of school guidance service personnel qualifications.
6. Remodeling the current counselor training programs in teacher-training institutions for the purpose of promoting school counselor to master degree level.
7. Gradually reducing the counselor-student ratio to 400-600 by hiring more qualified counselors.³⁸
8. Requiring the unqualified personnel and homeroom teachers to take approved courses--minimum 20 semester hours of credits offered by college or universities--in the field of guidance to meet the standards of qualifications.
9. Emphasizing more counselor training programs on supervised, practicum, even adding one year's internship.

Services: -----

10. Conducting case study by a team at least composed of the counselor, the homeroom teacher, the classroom teacher, the school nurse or doctor, and the disciplinarian in current situation.
11. Undertaking specific guidance programs for the gifted, and slow learners.
12. Developing the up-to-date standardized psychological tests, particularly adequate to Chinese students.³⁹

³⁸The student population was varied, largely due to the size and the location of the school. In average, a typical junior high had 20 to 30 classes, with about 60 students in each class, the total number of the students would be around 1200 to 2000. Thus three to five full time counselors would be needed in an average sized school.

³⁹The majority of the current tests used in Taiwan were translated and modified from English editions. Most of them were out of date, and also inadequate. Therefore it is very much necessary for junior highs to develop a new and adequate tests in cooperation with psychometrists in universities.

13. Strengthening the quality of vocational training program by paying more attention on vocation teachers' qualifications, contents of the courses and the training facilities.
14. Making the fullest use of the students' records and the results of tests by establishing community testing centers under the direction of specialists.
15. Establishing students' records transferring system, through which his records may go with the student wherever he goes.
16. Increasing the amount and objectivity of information by setting up a guidance library in each guidance department and collecting more data available to students on in-school and out-of-school placement.
17. Assigning one counselor in each school to direct the follow-up study. The outcomes would be beneficial to school, students and graduates.

Evaluation: -----

18. Launching yearly research projects in the field of guidance, in cooperation with colleges, universities, professional associations, and other groups, if possible.
19. Developing a complete set of nation-wide evaluative criteria, as quickly as possible, so as to measure adequately and objectively the outcomes of guidance services and the ways of improvements.

It is convinced that Taiwan junior high schools had their effective, growing guidance services, and that, far from being at a hopeless disadvantage, those weaknesses can be offset by keen counselors and by intelligent and cooperative planning.

It is sincerely hoped that when the recommended improvements for the present guidance practices are made that better guidance for every

student in that country will be the end result.

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