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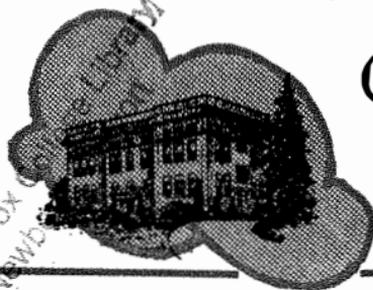
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About this time the lady Clayppod was much troubled in mind; which when I heard of it, I was moved to write her:

"Friend: Be still and cool in thy own mind and spirit from thy own thoughts, and then thou wilt feel the principle of God to turn thy mind to the Lord, from whom life comes."

Journal, *George Fox*, Edition of 1839

Some Guidance Concepts for the Church-Related College

BY MARIE PLOOG TIELEMAN
DIRECTOR OF GUIDANCE

I. *What Is Guidance?*

As society surrounding and permeating a college campus becomes more and more complex, student needs and student problems seem to increase proportionately. This does not imply that guidance offers help only to a student with problems he cannot solve; it also must help the currently "untroubled" ones. For now-a-days each of us needs the understanding assistance of others.

Unfortunately, there are many misconceptions concerning the meaning of guidance. Good guidance is not advice-giving or telling a student what he should or must do; instead, it is a process whereby a counselor gives a student necessary information, lends him a sympathetic ear and a warm heart, and then leads him to make up his own mind and have the necessary courage to follow through with actions appropriate to his decisions. This means that adequate counseling should help each student understand his abilities and interests

in order to develop them as fully as possible; it should help him harness these interests and abilities to goals which are worthy of his best efforts; and it must ultimately help him to reach a state of complete and mature self-guidance.

There are many areas of guidance, but here at George Fox College, we are concerned primarily with *personal* (social, moral, ethical, spiritual), *academic*, and *vocational* guidance. Furthermore, we consider guidance as an integral part of the entire college program. We attempt to be neither paternalistic nor clinical in our practises, but we try to realize that education, to be most effective, must serve the whole student. We seek earnestly to help him to enlarge all possible areas of conscious understanding. It is not enough to have him properly "Orientationed" during the opening weeks of college to scold him when his grades are below expectations and the class average, to supervise his schedule at registration time and sign it more or less reluctantly with the proper "admonishing" as to over-loads or underloads. No indeed! If we as counselors have not helped the student to deal more effectively with himself, his goals, his environment, and his total maturation as a Christian, we have failed him. A. E. Traxler puts it this way, ". . . guidance under ideal conditions enables each individual to understand his abilities and interests, to develop them as well as possible, and to relate them to life goals; and finally to reach a state of mature self-guidance as a desirable member of the social order".

II. *What Are Some Worthwhile Aims and Purposes of Guidance?*

In a good guidance program just as in a good Mental Hygiene program, prevention of problems is tremendously important. One of the first aims, then, should be to "spot" difficulties before they occur and do everything possible to prevent problems from arising. A second aim follows this very closely: to encourage counselors to be alert to problems as they emerge and to undertake a continuous program of self-improvement in order to meet these problems adequately. A third aim has to do with students who are "loafing along" using a mere fragment of the personal resources God has entrusted in their care. Somehow these students should be chal-

the counselor know when and to whom to refer his counselee when expert information or help is needed. It demands that he develop the ability to listen creatively. A good counselor usually listens far more than he talks. It demands that he emphasize with the counselee's interests, his dreams and ambitions, and his reactions no matter how "unusual" they may seem at the time. He must remember that attitudes and feelings are often as important as objective ideas and facts.

For some counselors it is difficult to hold his counselee's "affairs" in strictest confidence. Any betrayal of confidence by inuendo or the spoken word is unpardonable and fatal to the effectiveness of the counselor and the trust of his counselee.

For other counselors it is difficult to remain calm and relaxed whenever his counselee presents a tension-ridden situation to him. Neither "shock" nor a horrified expression of "how could you do, say, or think such a wicked thing?" will help to remedy the situation which exists.

In conclusion, another problem in a small school where everyone knows everyone is to avoid encouraging, consciously or unconsciously, the counselee to develop a strong personal attachment to the counselor whom the student feels has done so much to help him. These attachments tend to lead the student to further dependency on others. Remember, it is the counselor's business to work himself out of a job as quickly as possible in order that the counselee and his God can take over and carry on effectively and efficiently to ultimate and complete victory.

what's best for another individual who, in the end, must give an account of his decisions and actions whether they have been good or not, whether they have been his own or not. It slashes the student by fooling him into thinking there will always be someone around to make the decisions which are "best" for him. The temptation to dispense a "pill" is particularly strong when a student comes with a problem the busy counselor can foresee will require several hours for the two of them to work out together in such way that the student will make his own choices and map out a plan of action from the information the counselor presents or arranges for others to present to him. It is so much easier and faster to give this student a ready piece of advice and admonish him to fulfill it faithfully. Some counselors may even become so ego-involved in "solving" the student's problem that a paternalistic emotional crisis may follow the student's failure to follow his "good" advice.

A second difficulty exists in finding counseling rooms which are free from distractions and interruptions where the counselor and counselee can proceed in mutual confidence to explore the current need.

Sometimes it is difficult for a counselor to talk with a student as a friend with whom he can have a frank exchange of ideas. It is difficult for him to share an experience and to resist the temptation to dominate it by virtue of his maturity, experience, and position. Tolerance of the student as well as understanding of his needs is absolutely necessary. Whatever respect there is on the part of the student for his counselor must be one that is earned and not one based on compulsion, awe, or expediency.

Another problem centers around the counselor's need for good guidance techniques. This demands a thorough knowledge of the latest guidance literature. It demands that he know how to gain rapport with the students entrusted to him as counselor. It demands that he know how to carry on an interview so the real problem is presented for diagnosis, study, and solution. It demands that before he ends each interview the counselee has gained some insight into his problem so he can start to take definite steps to begin the remedy before the next interview is scheduled to take place. It demands that

lenged to make better use of the aptitudes and abilities they have but do not use. A fourth aim embodies the necessity of helping each student to understand himself better in order to reach a greater degree of self-realization so that he may become increasingly more self-directing, and, with God's help, make more satisfactory adjustments to all life's situations. A fifth aim is one which concerns those who constitute the counseling staff. In a small college it is possible and necessary to help each other to provide a sympathetic, intelligent, and understanding approach to the variety of problems confronting the students. Only by working together in an atmosphere of brotherly concern for each other can an already over-burdened staff hope to give maximum guidance to student needs.

III. *What Guidance Tools Are Available to the Counselor?*

At George Fox College the following Cumulative Record Data is available to all Student Counselors: High school records (grades, test data, miscellaneous data), pre-registration correspondence and references, health data, Psychological Test data, Achievement Test data (mathematics, social studies, natural sciences, English), Vocational Test data, Personality Test data, records of academic achievements at George Fox College or colleges from which a student has transferred, Activities record and Activities preferences, and other miscellaneous information. Obviously, no data or test results can be trusted as "absolutes", yet they serve to show the way or "point the direction" a student may go with some assurance of success.

IV. *What Problems Confront the Counselor?*

One temptation ever-present in any guidance situation is for the counselor to supply the solution for the student with a problem rather than "suffer" along with him while he makes his own choices from suggestions, information, and possible answers he offers him. Some have referred to this practise of prescribing the remedy as "pill" psychology. At best this can be a "two-edged sword" for both the student and his counselor. It slashes the counselor by tempting him to decide

CALENDAR

- November 19—Foreign Missions Fellowship Conferette
23—4 P. M., Thanksgiving vacation begins
29—8 A. M., Classes resume
- December 1—Newberg Ministerial Association reception for teachers
22—4 P. M., Christmas vacation begins
- January 3—8 A. M., Classes resume
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