

lowing the establishment of counseling service, the percentage of youth electing college preparatory courses was considerably reduced. Similarly, a reduced rate of both drop-outs and failures resulted from studies of drop-outs and failures—brought about by greater concern for youth's problems. Follow-up studies of graduates has resulted in considerable change in some requirements in pre-vocational courses. Study of youth's health and other personal problems has led to introduction of a new required course in general education called "Basic Living." Current analyses of youth's out-of-school work experience will provide a basis, it is hoped, for further relating the curriculum to the problems of individuals.

It is suggested, therefore, that the guidance program might be evaluated in part by comparing status from year to year with respect to such items as:

Correlation between pre-vocational courses taken and actual career choices after high school

Occupational success of youth in jobs for which plans were made before school graduation

Number of youth leaving high school before graduation for reasons of dissatisfaction

Number of youth changing courses for reasons of dissatisfaction

Types of extra-class and out-of-school activities sponsored by the school in response to student requests, and participation in these activities

Number and nature of problems of delinquency

Attendance problems associated with dissatisfaction at school

Learning difficulties for which remedial measures are developed

Conferences with teachers and counselors requested by youth to discuss personal problems

Adoption of problem-solving procedures in classroom activities.

The Emerging Role of the Teacher

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WHAT IS THE PLACE of the classroom teacher in the guidance program?

Judging by the comments, it would seem teachers do not agree on their role:

"My children are learning to live and work together. That's guidance."

"I just teach. Guidance goes on in those little conference rooms down the hall."

"Guidance is helping teachers with the dull and maladjusted children."

"I'm scheduled for guidance the first period. That's when I let loose and preach!"

"All teachers who understand and like children, do guidance."

The experts do not agree either. Past discussions have resulted in the

formulation of two divergent viewpoints. According to the first, guidance is a special service that differs from teaching in outlook, techniques, and personnel. The second defines guidance as sound education.

The Bases for Differing Viewpoints

The emphasis on the special and distinctive qualities of guidance may have resulted from the effort to identify the specific duties and responsibilities of the guidance personnel in the total program. Moreover, the careful consideration of the aptitudes and interests of the pupil and the high value placed on the decisions made by the pupil himself were features of guidance procedures but not of the traditional classroom. The desire to raise professional standards may also have been a factor. In any case, if guidance is believed to be a special service, why attempt to ease the already overburdened teacher into a program where she is obviously not wanted?

If, on the other hand, guidance is identified with sound education, the good teacher is a guidance worker. The term "guidance" becomes the label for education that has been tested and not found wanting. The word is an award for merit, or an educational blue ribbon. But then, the implications for the guidance specialist are not clear. Is he working in the field of general education?

A Shift in Orientation

If we focus on the child rather than the staff members, the shift in orientation may enable us to see the job of the teacher and of the guidance worker in a new light. Under an older philoso-

phy of education, teaching and guidance differ in a variety of ways. Under a modern philosophy, common to both the teacher and guidance worker, similarities rather than differences stand out as important. The aim of both is the promotion of the growth of desirable personal and social qualities in all children.

Contrast in Traditional and Modern

In a traditional school program, organized on a subject matter basis, the guidance specialist might contrast his outlook and his approach with that of the teacher. The guidance specialist believes it is important to adjust the program to the pupil. He emphasizes the value of a careful study of individual aptitudes and interests. The teacher, on the other hand, is concerned with the mastery of skills and subject matter. Her program is "set," and the child must learn on scheduled time or receive a non-promotion. The specialist encourages students to make their own decisions. The teacher "directs and assigns." The specialist attempts to discover the causes of misbehavior, whereas the teacher "disciplines." The specialist works cooperatively with parents; the teacher merely sends them a report card informing them whether the child has met subject matter standards and conformed with regulations.

Where the modern "philosophy of growth" influences classroom practice, it would be impossible to point out such contrasts. Here the teacher studies the nature, needs, and concerns of children. The program is adjusted to varying interests and abilities. Children participate in setting up their own programs. The teacher attempts to understand the

causes of misbehavior and acts accordingly. In fact, the quality of all personal relationships in the classroom is considered of importance. The teacher also works closely with parents and welcomes their participation in planning the school program.

In the modern school, the teacher and the guidance worker have the same goal, the same philosophy—helping all children become well-adjusted, well-rounded, mature adults, capable of meeting the problems of living in a democratic society. Both are concerned with human relationships. Both must therefore understand the child, how he grows and changes. Both must have a sound and realistic view of the democratic society in which the child is now living and in which he will continue to live in the future.

Teachers in the Primary Role

Since the aim of the school is to promote desirable growth in children, it would be natural to ask who of the school staff is likely to exert the greatest influence on an individual child? In view of the number of hours a child spends in the classroom, day after day, week after week, the answer would be—the classroom teacher.

At this point a pertinent question may arise. Are not all classroom teachers limited by the fact that they work with groups rather than with individuals? We believe that the inability to spend much time with a single pupil is not always a handicap. No longer do thirty pupils make the same move at the same moment. The classroom group today is not rigid and unchanging. The lock-step is rapidly becoming a thing of the past. Many smaller groups are or-

ganized in the course of a single day, and the children shift from one to the other according to their needs and purposes.

As a member of a group, a child acquires many desirable personal and social attitudes. In one situation he is learning to assume the responsibilities of leadership; in others he may learn to be a good follower. Often other children will call him to task should he become too difficult a companion or block the process of living and learning together. The goal of the program is the development of the individual, but it does not follow that the individual approach is the only way to realize this aim.

Granted, then, that the teacher is in the most strategic position to influence the children, our first query should be: Can the regular classroom teacher accept, as an integral part of her job, the carrying on of a certain activity, the development of a new method, or the rehabilitation of a difficult child? A reasonable answer to the question is one of the purposes of this article.

The Place of Specialists

Although she understands children, the teacher does not thereby become a qualified psychiatrist, social worker, psychologist, or specialist in vocations. She is a teacher with a modern outlook and philosophy and should be proud of it. But it is a foolish waste of the energies of the heavily burdened teacher if she must bear responsibilities for which she is not trained. When special cases or problems do arise, and when specialists are available, she should be on the alert to recognize the situation and call for help.

In some places guidance specialists are available. A school system may have high school counselors, psychiatrists, psychologists, visiting teachers, and nurses trained in health education. Responsibility for the welfare of a particular child or for a particular problem would be assumed by the special guidance personnel in view of criteria such as the following: Does the job—

require uninterrupted periods of freedom from other responsibilities, as in interviewing?

require highly specialized training or detailed information that the teacher does not ordinarily acquire, as in the study of the more serious behavior problems, or the selection of post-high school training; require long term planning, as in the selection of courses?

involve many teachers, as in the keeping of personnel records?

require that the work of outside agencies be coordinated, as in case work?

require the services of an individual "not involved in the situation," as in cases where there are hard feelings between a teacher and a parent?

require the services of a specially trained consultant, as in the case of teacher committees working on personality problems of pupils?

When specialists are available, it is possible to have a better over-all program. If not available, the limits of the program should be set by the teacher's training and her available time.

Classroom Procedures and the Growth of Children

We have asserted several times that the teacher plays a key role in developing desirable personal and social qualities in boys and girls. The next question is: how does she do this? To give a complete answer would require a large volume, because everything that happens in the classroom has some

significance. Space is available for only a few typical examples of procedures that serve this end.

Children Set Their Own Goals and Make Their Own Plans. Self-direction is acquired through experience. Constantly telling children what to do and how to do it may be one factor contributing to eventual maladjustment. If pupils are given many opportunities, suited to their maturity levels, for making decisions; their experiences will help develop a feeling of security and the capacity to proceed "under their own steam."

In a modern classroom, the whole pattern of work is designed to build self-confidence, independence, and self-direction. The children learn to select their own goals and to make plans for reaching them. Under the guidance of the teacher they select the activities of interest to them. The teacher, of course, must tactfully eliminate the plans that are trivial or lacking in educational possibilities. Much of this is done on a group basis; each child is encouraged to make suggestions that may be accepted or rejected by the children—not by the teacher. Opportunities for purely individual planning also occur constantly. Definite limits are imposed, but the children themselves help set them up.

Children Set Their Own Standards. The child who waits for the teacher to tell him whether a piece of work is good or bad may accept her judgment, but he may be no better off than before. He may not know why it is good or bad, and in what respects he can improve. If the teacher points out specific weaknesses, the pupil may

fail to understand what she means or become resentful because he does not accept her standards.

On the other hand, encouraging children to evaluate their own work is not only an aid to effective learning, but an excellent way to avoid tension and outbursts of rebellious behavior. In a modern classroom this approach is used, not only in relation to more academic matters but also in the area of behavior. For example, after a group discussion, fifth grade children raised these questions: Did we listen when others were talking? Did we speak only when we had something of importance to say? Did we speak in clear loud tones? Did we stick to the point?

Children, and adults for that matter, are likely to take steps to eliminate weaknesses that they themselves have indentified. Moreover, the evaluations of children often have the excellent qualities of realism and common sense that teachers occasionally miss.

Sharing Is Encouraged, Competition Is Discouraged. Excessive competition is a deep-seated evil in our modern world. We are slowly realizing that it must be replaced by more co-operative types of human relationships. Likewise, in the classroom, competition produces a host of immediate evil consequences. The slow cannot compete with the brilliant. Children easily lose interest in the job as such and focus their attention on beating the next fellow. Non-constructive attitudes that may persist through life—such as jealousy, suspiciousness, and resentment—may develop. Encouraging children to compete with each other is a cheap device for driving children to do their

work. Moreover, it makes no contribution toward breaking down the competitive attitude in society.

In a modern classroom children are encouraged to contribute to the ongoing program to the best of their ability. Contributions of varying degrees of merit are accepted and appreciated. This approach enables the children to enjoy the good work of others, reduces tensions, increases self-confidence, and thereby adds to the sum of human happiness.

Children Learn a Wide Variety of Skills. To live effectively, a wide variety of skills is necessary. For example, the private world of the child or adult who cannot read is narrowed; his efficiency in work and play is lowered. His lack may also be the cause of personality problems.

In a modern classroom many skills in addition to the traditional three R's are learned. They are not taught "in isolation," but are related to the purposes of the child and his life situation. As he works on a problem he may see the need for acquiring a special skill. The skill is practiced through using it purposefully. Necessary drill is not omitted, nor is it forced by the teacher. The child who sees the need for drill is likely to do it with zest—and variations! Skills acquired in this way are not only well learned, but they will function where needed in many fields.

Organized Subject Matter Is Used When Needed. Appreciation of our heritage of human knowledge comes through the study of organized subject matter. Bodies of knowledge are a resource for solving children's problems. Acquiring knowledge because you need

it or want it is the sound point of departure.

We would also hope that learning what you need would develop the habit of using what you have learned. "Knowledge for its own sake" has no place in a modern classroom. A seventh grade class planning a school flower garden would consult periodicals, books, or experts on matters such as suitable types of flowers and shrubs, quality of soil, time for planting, and methods of cultivation. In making the garden the information would be put to use. Understanding would be judged, in some degree, by the quality of the garden.

The question for the teacher is not one of subject matter vs. personality development. She should ask, rather, how she can use subject matter to broaden the viewpoint and increase the understanding of the pupil so that he can live more fully.

The Teacher Searches for the Causes of Unacceptable Behavior. Scolding or punishing a child for misbehaving may relieve the feelings of the teacher but may not help the child. An expression of disapproval, or ignoring the action entirely may be all that is required in some cases. For example, most normal six-year-olds use "bad words"; nine-year-olds push and shove; fourteen-year-olds may question all authority. These are merely signs of immaturity. The passage of time plus a bit of help from the outside will eliminate them, in most cases.

On the other hand, the boy whose life is a round of constant battles and who is full of resentment is a subject for further study by his school. Punish-

ment in such cases may make matters worse, nor will the passage of time cure the trouble.

The modern classroom teacher renders an invaluable service to children by handling problems of this type in an objective manner. She will look for causes and try to arrange the situation that will call forth a more socialized type of response. Minor personality problems are likely to clear and not grow into serious ones. Serious problems are referred to specialists.

The Personal Influence of the Teacher. Hundreds of pages have been written about the personality of the teacher, because there is a general recognition of that intangible something that is more than technique, more than procedure, more than training, more than a formal philosophy. Rather than list all the desirable qualities that have been mentioned, we shall merely say that it all adds up to this: for a variety of reasons certain teachers are always able to bring out the best in children. The children like them and enjoy going to school. The classroom atmosphere is happy. We may whisper that this may happen even though some of the teaching techniques are a bit old-fashioned. The happy human relationship in such classrooms is their great contribution to the growth of children. ■

The Over-All Guidance Program

It will be noted that the term "guidance" has been deleted from the preceding discussion. Should it be dropped from our educational vocabulary? Not at the present moment. The non-technical and informal use of the word has

given it a strong emotional appeal. It has values in moving us to take action. An over-all guidance program suggests the possibilities for improving the practices and procedures that affect the personal and social growth and development of boys and girls.

Today it is commonly said that the child controls the learning situation. The sum of all the influences that affect the child is the curriculum for that child. He "lives and learns" in school and he will describe what he is doing in terms of immediate personal action. "I am learning to read." "I am learning how to play." "I am reading about the Greeks and the Romans."

On the other hand, educators are people too. They need to organize their thinking and describe what they are doing. The educator must think of long range influences on many children as well as of the more immediate effects on one child at a specific time. Thinking in terms of "programs" is an aid to the educator.

However, your school man cannot work on everything at one time. Hence, for purposes of study, analysis, and evaluation he may single out one particular aspect of the total program. He may consider reading, the kindergarten, or industrial art in its influence on the children. Analyzing the program, part by part, has great value. But the whole is always more than the sum of its parts. It is, therefore, necessary for him to study the possible cumulative effects of all the separate programs, and of the total program on the growth of the whole personality of boys and girls. This becomes the *over-all guidance program*.

The over-all guidance program is an important one, not because it is close to perfection, but because its imperfections demand attention. The philosophy of growth has set a very high aim for the schools. We are in the process of learning what it means; we are beginning to work it out in practice. Progress is piecemeal because of the complexity of the task. In most places outmoded practices go along side by side with those that represent the new. Much remains to be done.

A committee set up for the improvement of the over-all guidance program should include teachers at all levels, specialists, parents, and representatives of community agencies working with children. It might consider questions such as:

1. Are consistent though not necessarily identical patterns of work used in classrooms, from the kindergarten through the senior high school level? For example, is the pattern of the elementary school democratic, the pattern of the high school authoritarian?
2. At any given level and at any one time, is there consistency among those who influence children? For example, does the home pull the first grader one way, the school another?
3. Is there sufficient interaction in the school staff so that teachers use all available resources in understanding the children with whom they work? For example, do teachers use the results of tests and cumulative records?
4. Are teachers using techniques and procedures that are a heritage from the days of "subject matter and grade standards?" For example, how do teachers assign marks or report to parents?
5. Do teachers need in-service training in areas such as the growth and development of normal children, the dynamics of personality, the learning process?

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is compelled to believe that his conduct conforms to that role. He takes this fiction to be a fact because the fiction is so badly needed to give him inner peace.

Thus we frequently find that the administrators who talk longest and loudest about democracy in administration sincerely believe themselves to be democratic in spite of the fact that an objective appraisal of their practices would reveal quite a contrary state of affairs. Similarly, teachers who worship at the shrine of the whole child devoutly believe themselves to be acting in full conformity with this article of faith in spite of factual evidence to the contrary. These persons—and I am convinced that the vast majority of educators (professors of education, especially) are like them—have not yet transcended the magical organization of experience.

This may seem amusing, but it is in fact a very serious matter. Democracy cannot be made to work—much less to endure—unless many much-discussed educational reforms are instituted. These can never be made operational, however, until we as educators learn that such reforms will never come about merely by braying about them. We must, in short, transcend the magical organization of experience. Pious and well-intentioned incantations in which one constantly hears the magic words "functional subject matter," "core course," "democratic living," or "education for one world," are reverently being intoned today by thousands of college of education, high school, and elementary school faculties. Yet, in perhaps less than one in ten of these institutions is any appreciable change in any of these desirable directions to be noted in the going program of the school.

If, and when, some anthropologist does study us, I suspect that his findings might well be set down under the chapter headings: The Phantasy of the Democratic Lay Control of Education; The Myth of Universal Free Education; The Fertility Magic of Curriculum Revision; The Mysteries of Guidance; The Symbols of School Administration, or Propitiating the Administrative Gods; The Ceremonies of Educa-

tional Research: Symbolic Behavior in Colleges of Education, or the Dance of the Medicine Men; The Mythical Nature of Teachers' Organizations; The Educational Press—Alternately a Wishing Well and a Wailing Wall; Incantation and Orgy at Educational Conventions; and the Deification of Neutrality in Social Education.

There should, I suppose, be two additional chapters. One should be devoted to the plight of the students, and might well be called "The Sacrificial Lambs." The second should deal with the plight of the society which is so seriously being educationally short-changed by the educators' inability to transcend the magical organization of experience, and might briefly and appropriately be entitled "The Goat."

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6. Are additional special services needed? Are the teachers and community "ready" for them?
7. Is there sufficient interaction with community workers such as recreation specialists, social workers, librarians, public health nurses? For example, do teachers know where to find help for a child with behavior difficulties?

Does this interpretation of the guidance program place additional burdens on the teacher? The transition from the old to the new will make it necessary for many teachers to read, discuss, observe, and invent. In the end, teaching will be not only easier, but more satisfying. Children will be accepted as they are, teaching will be in harmony with the laws of their growth.

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