

Guidance in the School Program— Suggested Readings

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GUIDANCE as an integral part of the school program has been receiving an amazing amount of attention within comparatively recent years. Up to the past eight or ten years, it was an unusual publication that presented guidance as an integrated part of the total school program. Most of the references had to do with presentation of the guidance function as something new and separate from the ordinary curriculum. The presentation was ordinarily made by those who had specialized in the field and might, therefore, be thought to be "riding their hobby horse." Of recent years, the change upon the part of administrators and educational thinkers has been quite noteworthy.

GUIDANCE AND CURRICULUM

One of the earlier references which gave considerable attention to guidance as a part of the school program was the Thirty-seventh Yearbook of the National Society for the Study of Education (16). Chapter I of this volume, and succeeding chapters which were related to it by the yearbook committee, presented a new concept of guidance as part of and integrated into the ordinary functions of the school.

This classic volume has been followed, interestingly enough, by similar concepts of guidance in the Forty-fifth

Yearbook (17) of the same society, published in 1946 and on the topic of administration. In this volume such sentences as the following are not uncommon: "Guidance should be regarded as an integral part of the instructional program." Mackenzie, in particular, in this same volume (17: 20-52), discusses the development and administration of both curriculum and pupil services with the emphasis on pupil-planning and self-direction. This curriculum, designed to aid the students with their needs, interests, and concerns, is in tune with modern needs.

Equally specific on guidance are other recent publications such as Albery's volume on reorganization of the school curriculum (2), the publication of the Educational Policies Commission on *Education for All American Youth* (15), and the much more recent report of the National Conference on Life Adjustment Education (6). All of these stress the need for a total school curriculum giving attention to individual needs in which the instructional group and individual counseling functions are fused.

This recognition on the part of educational curriculum thinkers and educational administrators shows the vital part the guidance function now plays in the modern school program. A recent

report by a sub-committee of the North Central Association (21) does the same thing in very specific fashion, outlining the role of guidance services and specific functions to be performed in such terms as collection of information regarding pupils, organization and administration of a counseling program, use of community resources, placement, and such functions. Horn (9) describes the typical process of development of a guidance program, with organizational patterns given from different school systems. Illustrations from working programs are also emphasized in the text by Erickson and Happ (7).

Some recent references outline the development of specific school guidance programs. A curriculum publication of the Los Angeles City Schools (1) gives attention to a continuous program of vocational guidance through the curriculum, outlines the objectives of a vocational guidance program, and gives clearly the various points that must be developed if a comprehensive program of vocational guidance throughout the school program is to be achieved. Another reference of this sort is the report by Darley (5), wherein he discusses the way in which a testing program was developed in two communities in North Dakota and finally spread throughout the state.

Not so much attention has been paid to guidance, that is the guidance function, in the elementary school. Two references, that by Jackson (11), which describes an integrated elementary-junior high school program, and that by Kawin (13), which discusses the Glencoe program of guidance in the elementary schools, give much light on this point. Jackson's article specifies

eight points in the total program from the elementary school through the junior high school.

The contribution of the curriculum to the goals of guidance has been given a good bit of attention, often from the point of view of theory only. Erickson and Happ (7:63-106) discuss the role of classroom activities in guidance, the relationship of the various subject-matter fields to vocations, the question of counseling through the assignment of grades, the school health program, and similar general functions. Pierce (18) and Hume (10) both discuss at some length the relationship of the core-curriculum to the guidance program in which the combined functions of curriculum and guidance are merged.

Three references discuss the extent to which a curriculum contributes to or detracts from the goals of guidance. Hume (10) stresses the varied curricula of a Kansas City high school which has six different curricula with some eighty semester-hours of various courses. Murdock (14), in reporting on the San Jose, California, High School, discusses the basic course including English, social studies, and life sciences, in which both teachers and counselors work together at a common function. Snyder (20) presents the Rochester High School curriculum and indicates clearly the need for teachers who are adequate to do a combined function of teaching and contributing to the personal needs of students.

A few articles have made particular reference to certain curricular areas. Brewer, whose point of view on guidance has been well-publicized, reiterates in a recent reference (4) three kinds of courses that are necessary in a high

school if effective guidance is to be carried on. In the text by Germane and Germane (8), there are a number of specific examples of the contribution to the personal needs of students by units in social studies, English, and other fields. Jones (12) points out the practical methods and materials for relating education for leisure to the needs of students through an appropriate development of the school curriculum. Breinan (3) points out trends in the use of social studies as they contribute to the mental health of the adolescent, with considerable stress placed on intercultural education as it contributes to sound emotional development. Prieur (19) relates her experiences in using a home economics course to contribute to the needs of her students.

In all of these references cited, with regard to both general school organization and the particular contributions of the curriculum, there has been a healthy emphasis upon the fact that no one part of the school program can work in isolation from other functions. For much too long, guidance work in the schools has been considered somewhat apart from the total function of the school. Instruction and curriculum have been considered matters of first importance, with problems of adjustment and planning for the future taking second place. It is now seen that this is not workable and that the total program of the school must be directed to meeting the needs of students in their entirety. There is a danger that there will be diffuseness and lack of skillful work in both understanding and meeting individual needs if the various functions are to be so closely related that no one is particularly responsible for any one of them.

For this reason, attention must be given to the particular problems of individual diagnosis and counseling.

1. *A Continuous Program of Vocational Guidance for Secondary Schools*, Curriculum Publication No. C-323, Curriculum Division, Los Angeles City Schools. Revised, 1947. 256 p.
2. Albery, Harold B. *Reorganizing the Secondary School Curriculum*. New York: Macmillan, 1947. 458 p.
3. Breinan, Alexander. "Mental Hygiene in Social Studies Teaching." *Social Education* 10:355-357, December 1946.
4. Brewer, John M. "Are We Neglecting the Pupil's Curriculum?" *Occupations* 26:282-292, February 1948.
5. Darley, John G. *Testing and Counseling in the High School Guidance Program*. Chicago: Science Research Associates, 1943. 222 p.
6. *Every Youth in High School—Life Adjustment Education for Each*. Washington: U. S. Office of Education, Federal Security Agency, 1947. 104 p.
7. Erickson, Clifford E., and Happ, Marion C. *Guidance Practices at Work*. New York: McGraw-Hill, 1946. 325 p.
8. Germane, Charles E., and Germane, Edith G. *Personnel Work in High School*. Chicago: Silver Burdett, 1941. 608 p.
9. Horn, Carl M. "Organizing the Guidance Program," (in) *A Basic Text for Guidance Workers* (Clifford E. Erickson, Editor). New York: Prentice-Hall, 1947. p. 413-447.
10. Hume, J. C. "Guidance, Curriculum Revision and Work Experience as Means of Providing for Individual Differences." *School Review* 50:204-211, March 1942.
11. Jackson, Humphrey C. "Orientation: Eight-Step Elementary-Junior High Program." *Clearing House* 21:343-350. February 1947.
12. Jones, Anna May. *Leisure Time Education*. New York: Harper and Brothers, 1946. 235 p.

13. Kawin, Ethel. "Guidance in the Glencoe Schools." *Journal of Educational Research* 37:481-492, March 1944.
14. Murdock, F. G. "Uniting Curriculum and Guidance." *School Executive* 62:13, August 1943.
15. National Education Association, Educational Policies Commission. *Education for All American Youth*, Washington: The Commission, 1944. 400 p.
16. National Society for the Study of Education: Thirty-seventh Yearbook, Part I. *Guidance in Educational Institutions*. Bloomington, Illinois: Public School Publishing Company, 1938. 313 p.
17. ———: Forty-fifth Yearbook, Part II. *Changing Conceptions in Educational Administration*, Chicago: University of Chicago Press, 1946. 186 p.
18. Pierce, Paul R. "Classroom Guidance of Democratic Living." *School Review* 51:523-529, November 1943.
19. Prieur, M. "A Guidance Point of View—And Its Practical Application." *Practical Home Economics* 22:328-329, September 1944.
20. Snyder, E. W. "Guidance—An Integral Part of the Curriculum." *Journal of the National Association of Deans of Women* 10:65-69, January 1947.
21. Subcommittee on Guidance, Committee on Fundamentals. "Characteristics of a High School Guidance and Counseling Program." *North Central Association Quarterly* 22:219-247, October 1947.

THE TEACHER AND THE COUNSELOR

Several responsibilities in the secondary school may be agreed upon as being strictly guidance functions. The first of these is individual counseling with the appraisal that is associated with good counseling. The second has to do with group procedures that contribute to students' knowledge and better adjustment and that provide a background for individual counseling. The third is the contribution made by pupil-person-

nel information to more effective curriculum development and more effective teaching. A fourth area to be covered in this review has to do with attention that is given to the functions of personnel research and follow-up. Omitted from consideration for purposes of brevity are placement, maintenance of personnel records, supervision of student activities, health services, and the orientation of new students. These also are phases of a comprehensive program of services to students that are included in a guidance program.

There is not too much difference between the various basic authors in the secondary school field. A basic text by Strang (6) and the later one by Strang and Hatcher (7) develop pretty clearly the role of the classroom teacher and the relationship of this teacher to the guidance worker. These same concepts are presented in texts by Traxler (8) and by Lefever, Turrell, and Weitzel (3). These authors all agree that the teacher has certain functions vital to the discharge of the guidance program of the school, but that he cannot do the whole job nor should he be expected to do so. His relationship to a well-trained specialist and the leadership given by this specialist to teachers is a matter of considerable emphasis by all these authors. Williamson and Hahn (9) set up levels of counseling and indicate the general place of the various types of educational workers at each level in the counseling program.

All of these authors assume that diagnostic information is made available or is collected by the guidance specialist in the schools to be used by both teachers and counselors. No one has agreed

particularly upon the titles for these various functionaries, but there apparently is a distinction now being recognized between the roles of the teacher, the teacher-counselor, and the counselor. The latter is considered a full-time or well-trained person; the teacher, on the other hand, is the individual who is primarily concerned with classroom procedures. The teacher-counselor is one who performs counseling duties on a part-time basis or perhaps as part of the regular teaching function with the time and materials provided.

Practical suggestions as to the role of the teacher and the counselor are given in a handbook of the New York State Counselors Association (4), and in a chapter by Pring in one of Erickson's texts (5). The references given in this section, if read carefully, will indicate that there is a professional job to be done in which both teacher and trained counselor must participate. If there is any doubt of this, reference to Darley's emphasis on the use of tests in the interview situation (1) and the excellent article by Ingram (2) on the in-service training program in the Flint schools will dispel any doubts as to the need for specialized qualifications and training.

1. Darley, John G. *Testing and Counseling in the High School Guidance Program*. Chicago: Science Research Associates, 1943. 222 p.
2. Ingram, Vivien. "Why Flint Secondary Schools Emphasize Individual Counseling." *Clearing House* 21:148-151, November 1946.
3. Lefever, D. Welty; Turrell, Archie M.; and Weitzel, Henry I. *Principles and Techniques of Guidance*. New York: Ronald Press, 1941. 522 p.
4. New York State Counselors Association.

Practical Handbook for Counselors. Chicago: Science Research Associates, 1945. 160 p.

5. Pring, Eva. "The Contributions of Classroom Teachers," (in) *A Basic Text for Guidance Workers* (Clifford E. Erickson, Editor). New York: Prentice-Hall, 1947. pp. 226-251.
6. Strang, Ruth. *Pupil Personnel and Guidance*. New York: Macmillan, 1940. 356 p.
7. Strang, Ruth and Hatcher, Latham. *Child Development and Guidance in Rural Schools*. New York: Harper and Brothers, 1943. 218 p.
8. Traxler, Arthur E. *Techniques of Guidance*. New York: Harper and Brothers, 1945. 394 p.
9. Williamson, E. G., and Hahn, M. E. *Introduction to High School Counseling*. New York: McGraw-Hill, 1940. 314 p.

GROUP APPROACHES

Group procedures used in the school program as part of the guidance function have been developing steadily away from the earlier emphasis upon home-rooms and occupations courses. The emphasis now is on group dynamics and use of group characteristics for therapy purposes.

The traditional approach is well-given in such texts as those by Reed (9) and Erickson (5) and more completely written up in the recent handbook by Wright (15). The word *traditional* is used without any sense of disparagement but merely to indicate that the approach is more in terms of the ordinary kinds of groupings and curricular functions.

There has been considerably less stress on the homeroom than in the decade just preceding this one. It is felt that this procedure has been often over-worked and over-publicized and that it

is really not the most constructive approach to the problem. It is true that Sachs' evaluation of group-guidance work in secondary schools (11) found some differences in favor of homerooms as opposed to conferences and other types of group approaches. Nevertheless, the stress has been less upon this type of organization and less also upon the occupations classes.

Billings' volume (1) and Forrester's volume (6) give good treatments of the group approaches to the study of occupations. The fundamental text by Shurtle (12) on occupational information and its use provides a much-needed basic reference. It is not so much that there is less need for an emphasis upon the group approach to occupational information, but that this field has been more thoroughly tilled and procedures are better understood.

Strang's volume on group activities (14) gives a basic approach to the entire problem with a great deal of research literature explored in the process. Specific examples of a social-living course or something with a similar title are given by Greenberg (7) and by Ross (10). This is carried still further in a remarkable development of mental hygiene and emotional development through the classroom situation that has been taking place in the state of Delaware. The volume by Bullis and O'Malley (4) is now available in print and discusses the procedures as well as gives lesson outlines for the well-known Delaware Human-Relations Classes.

The mention of group dynamics brings to mind such writers in this field as Jennings (8), who discusses a use of sociometry applicable to school programs. This technique should be

more widely used in high school classroom work and high school guidance programs than it has been to date (3), although Zeleny's article (16) indicates how it can be applied to a fifth-grade class. Bonney (2) indicates a similar application to a classroom situation. Many of the basic concepts in group therapy can be found in Slavson's volume (13), which is a bible for all concerned with this approach to the study of the individual in the group and methods of dealing effectively with group dynamics.

1. Billings, Mildred L. *Group Methods of Studying Occupations*. Scranton: International Textbook Company, 1941. 513 p.
2. Bonney, Merl E. "A Study of the Sociometric Process Among Sixth-Grade Children." *Journal of Educational Psychology* 37:359-372, September 1946.
3. ———. "Values of Sociometric Studies in the Classroom," *Sociometry* 6:251-254, 1943.
4. Bullis, H. Edmund, and O'Malley, Emily E. *Human Relations in the Classroom*. Wilmington: The Delaware State Society for Mental Hygiene, 1947. 222 p.
5. Erickson, Clifford E. (Editor). *A Basic Text for Guidance Workers*. New York: Prentice-Hall, 1947. Chapters 10 to 12, pp. 252-313.
6. Forrester, Gertrude. *Methods of Vocational Guidance*. Boston: D. C. Heath, 1944. 460 p.
7. Greenberg, Joseph. "An Experiment in Guidance." *High Points* 25:59-62, November 1943.
8. Jennings, Helen H. *Leadership and Isolation; A Study of Personality in Inter-Personal Relations*. New York: Longmans, Green, and Company, 1943. 240 p.
9. Reed, Anna Y. *Guidance and Personnel Services in Education*. Ithaca: Cornell University Press, 1944. 496 p.
10. Ross, Sydney S. "Proposed Group

- Guidance Course in Senior High School." *High Points* 26:45-53, April 1944.
11. Sachs, Georgia May. *Evaluation of Group Guidance in Secondary Schools*. University of Southern California Education Monograph No. 14. Los Angeles: University of Southern California Press, 1945. 120 p.
 12. Shartle, Carroll L. *Occupational Information: Its Development and Application*. New York: Prentice-Hall, 1946. 339 p.
 13. Slavson, Samuel R. *An Introduction to Group Therapy*. New York: Commonwealth Fund, 1943. 352 p.
 14. Strang, Ruth. *Group Activities in College and Secondary School*. New York: Harper and Brothers, 1941. 361 p.
 15. Wright, Barbara H. *Practical Handbook for Group Guidance*. Chicago: Science Research Associates, 1948. 232 p.
 16. Zeleny, Leslie D. "The Value of Sociometry as Education." *Sociometry* 6:247-248, August 1943.

THE USE OF PERSONAL INFORMATION

Emphasis has too infrequently been given to the possible double duty served by specific knowledge of the individual pupil. This should function in the provision of an individualized curriculum, in better instruction, and in better counseling toward individual adjustment. All too frequently pupil-personnel information has been used by a counselor and teacher or two and no one else.

The basic need for knowledge of individual differences being used in curriculum building is emphasized by Wrenn (14). The contribution to better instruction by adequate knowledge of the psychological nature of the pupil is given in Bloss's volume (4) and in the article by Blair (3). Both of these stress the fact that the teacher must *know*

about individual differences in order to provide for them. The way that this is worked out in specific situations is presented by Ojemann and Wilkinson (11), Germane and Germane (9:221-239), and Corey and Froelich (7). Reference is again made to the article by Ingram (10), which discusses the manner in which the knowledge of pupil differences contributes to curriculum changes and improved instruction, as well as to counseling.

Specific techniques for making use of pupil information by teachers are given in a number of references, including the Commission on Teacher Education (6), Bratton (5), Blair (2), Apply (1), and Warren (13). In each of these attention is given to the manner in which teacher knowledge of individual differences results in improved adjustment of the individual and more satisfactory achievement on the part of the teacher.

When it comes to the emotional side of the pupil's development, we run into an emphasis on mental hygiene, which has been rapidly developing within recent years. The basic text by Fenton (8) and the description by Smith (12) of the mental-health program in a Los Angeles school are points in question. Such an emphasis, of course, requires specific knowledge of the pupil and his emotional development before a program can be developed or proper adjustment made. Most teachers would be quite willing to do a better job of giving attention to individual differences if they had the knowledge of these differences in readily interpreted form. This is a function of the guidance director or of the head counselor of the school: He, of all people, should know these individual differences thoroughly

and it is his responsibility to see that such information is fed to the curriculum committee, to the administrator of the school, and to the teachers in terms of their classroom performance.

1. Apply, Nellie (Editor). *Pupils Are People*. New York: Appleton-Century, 1941. 288 p.
2. Blair, Glenn M. *Diagnostic and Remedial Teaching in Secondary Schools*, New York: Macmillan, 1946. 422 p.
3. ————. "The Psychological Interpretation of Teaching." *Educational Administration and Supervision* 33:321-338, October 1947.
4. Bloss, Peter. *The Adolescent Personality*. New York: Appleton-Century, 1941. 517 p.
5. Bratton, Dorothy. "Classroom Guidance of Pupils Exhibiting Behavior Problems." *Elementary School Journal* 45:286-292, January 1945.
6. Commission on Teacher Education. *Helping Teachers Understand Children*. Washington: American Council on Education, 1945. 468 p.
7. Corey, S. M. and Froelich, G. J. "High School Staff Studies Pupil Responsibility." *School Review* 50:568-576, October 1942.
8. Fenton, Norman. *Mental Hygiene in School Practice*. Stanford University: Stanford University Press, 1943. 455 p.
9. Germane, Charles E. and Germane, Edith G. *Personnel Work in High School*. Chicago: Silver Burdett, 1941. 608 p.
10. Ingram, Vivien. "Why Flint Secondary Schools Emphasize Individual Counseling." *Clearing House* 21:148-151, November 1946.
11. Ojemann, R. R. and Wilkinson, Frances R. "When Teachers Know Their Pupils As Personalities." *Childhood Education* 18:22-26, January 1942.
12. Smith, Gertrude. "Mental Hygiene Study in a High School." *California Journal of Secondary Education* 20:233-240, April 1945.
13. Warren, Naomi Hope. "Opportunities

for Guidance in the English Class." *English Journal* 34:480-483, November 1945.

14. Wrenn, C. Gilbert. "Child Study and the Guidance Function." *Curriculum Journal* 13:261-263, October 1942.

FOLLOW-UP AND EVALUATION

Insufficient attention has been given to the important function of follow-up of drop-outs and graduating students. Not only has no attempt been made to provide for better adjustment by what is learned from former students, but little attempt has been made to apply such information to the development of individualized school programs. As a matter of fact, follow-up studies are very sparse in number and the function is a neglected one. Wrenn and Dugan in an as-yet-unpublished state survey of high schools in Minnesota found that follow-up was the most neglected of the major guidance functions. Schools seem content to kiss their drop-outs and graduating students goodbye and never learn from their later experiences much that should be learned. "Consumer reaction" should be as important in schools as it is in business.

Attention has been given to the procedures to be used in follow-up studies in the Cooperative Study of Secondary School Standards (3), the volume by Kefauver and Hand (6), a section of the text by Remmers and Gage (8), an article by Sachs (9), and one by Wrenn (10). A very simple and excellent outline is the one by Brewster and Zeran (2). Keithley and Boisclair (7), in describing the placement agency of the Milwaukee schools and its follow-up procedures, indicate several applications of information obtained in this way. These references provide an adequate

basis for conducting follow-up studies and adequate reasons for doing so, but still too little has been done.

The project of the National Association of Secondary School Principals, reported by Beery, Hayes, and Landy (1), provides one of the few references that give both procedures and some experimental results in secondary schools. Johnson (4) followed up some thirty thousand graduates of Chicago high schools and, in spite of having only about a forty percent return, gleaned much that is of value from their responses. The previously mentioned article by Kawin (5) gives a few facts from a follow-up of elementary school pupils. One has but to go back to the earlier and basic Regents' Study on the follow-up of drop-outs to see how urgent is the need to find out more about these youngsters who were once the absorbing interest of secondary school administrators, teachers, and counselors. These are they who are "out of sight, out of mind." This provides one of the more serious blots upon the record of secondary education.

1. Beery, John R.; Hayes, Byron C.; and Landy, Edward. "The School Follows Through." *Bulletin of the National Association of Secondary School Principals*, Vol. 25, No. 101, November 1941. 164 p.
2. Brewster, Royce E., and Zeran, Franklin R. *Techniques of Follow-Up Study of School Leavers*. Washington: U. S. Office of Education, Misc. 3038, 1943.
3. *Evaluative Criteria*. Washington: Co-operative Study of Secondary School Standards, 1940.
4. Johnson, William H. "Graduates Eval-

uate Their High School Education." *School Review* 51:408-411, September 1943.

5. Kawin, Ethel. "Guidance in the Glencoe Schools." *Journal of Educational Research* 37:481-492, March 1944.
6. Kefauver, Grayson N., and Hand, Harold C. *Appraising Guidance in Secondary Schools*. New York: Macmillan, 1942. 260 p.
7. Keithley, E. M., and Boisclair, Esther. "Guidance, Placement, and Follow-Up in Business Education." *Journal of Business Education* 3:16-18, December 1945.
8. Remmers, H. H., and Gage, N. L. *Educational Measurement and Evaluation*. New York: Harper and Brothers, 1943. 580 p.
9. Sachs, Georgia May. "Evaluation of Group Guidance in Junior High Schools." *School Review* 52:207-214, April 1944.
10. Wrenn, C. Gilbert. "The Evaluation of Student Personnel Work—A Critique of the 'Guidance' Movement." *School and Society* 52:409-414, November 2, 1940.

If the needs of the pupils within the framework of contemporary society are the major concern of the secondary school, every possible facility to meet those needs must be utilized. This means that we need a study of pupil needs. Certain of these needs can best be met through group situations and ordinary instruction; others by specialized counseling calling for skilled attention and training. All must be performed under the leadership of individuals who have both a broad grasp of educational administration and a thorough understanding of the necessity for integrating the various functions of the total student personnel program.

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