Rights which accrue through countless sacrifices and are transmitted as part of our heritage cannot be rightfully relinquished. Neither can we be complacent when liberties are violated in other places, for there are myriad examples to demonstrate that when freedom is threatened anywhere, it is thereby threatened everywhere.—James Pelley.

The Curriculum Commentator

Prudence Bostwick
Column Editor

Guidance and the Curriculum

ONE ASPECT OF EVALUATION with which any school must be concerned is the degree to which its students are growing in ability to direct themselves and to solve their own problems of health, social acceptability, citizenship, vocation and interpersonal and intergroup relations. In the light of this almost inescapable concern it is important to note a growing emphasis in some of the recent literature in the field of guidance and counseling. This emphasis is on the need for full cooperation between guidance and curriculum, between the counselor and the teacher.

As any discipline develops, it is bound to increase the scope of its activities and the complexities of ideas and techniques which serve it. Such is the case with guidance and counseling.

Clifford P. Froehlich's GUIDANCE SERVICES IN SMALLER SCHOOLS (McGraw-Hill, 1950. $3.75) reveals through excellent illustration the many ways in which a guidance specialist may help a school to meet the needs of young people. The specialist studies individual pupils through a testing program to discover their strengths, achievements and limitations. He counsels with individuals to assist them in making wise decisions about educational and vocational plans. He helps them solve other personal problems or refers them to agencies better qualified than the schools to deal with the issues involved. He builds programs to give information about occupations. He confers with parents and community leaders about family and community needs and opportunities. He is concerned with job placement and with follow-up studies to discover how well the school has served its students and its community. He initiates occupational surveys. He is, for most purposes, the director of research and evaluation.

Responsibilities Are One

Many of us who are primarily concerned with teaching and the instructional program will recognize in these duties of a guidance specialist responsibilities which we have for some time regarded as the province of the entire educational personnel planning and working together. Certainly knowledge of the strengths, achievements and limitations of each pupil is essential to the success of the work of the classroom teacher. Certainly research problems, community surveys and follow-up
studies are the concern of the curriculum program quite as much as they are of the guidance program.

What we are beginning at last to see is the fact that the objectives of educational planning and growth are closely interrelated and are very similar in both the guidance and the curriculum programs. In any adequately developed program they represent two aspects of the same over-all objective: the opportunity which the school provides for each individual to meet his personal, social and economic needs and to develop as a mature citizen in a democratic social order.

Yet in the face of such an obvious conclusion there is little evidence in Dr. Froehlich's book to show that curriculum builders actually do make use of the findings of guidance specialists. In all the hundreds of guidance programs cited there are few that appear to effect changes in the classroom experiences of pupils. The subject-centered curriculum still persists. Evidence of drop-outs, of the general lack of relationship between what a pupil learns and what he needs to know, of changing needs in a changing community and world—such evidence appears to make slight difference in the daily classroom experiences of many children and youth.

Need for Closer Relationship

The need for closer relationship between guidance and curriculum is stressed again in a revised edition of PRINCIPLES AND TECHNIQUES OF GUIDANCE, by D. Welty Le Fever, Archie M. Turrell and Henry I. Weitzel (Ronald Press, New York, 1950. 577 p. $4.25). The authors devote all of Part II of their book to "The Group Approach to Guidance." They are concerned with discovery of ways in which a teacher can "emphasize the pupil personnel point of view in all class work."

They cite as hopeful in this undertaking certain methods of curriculum revision, especially those employed in common learnings and core programs. In these, classroom experiences may be developed in terms of findings of the guidance and counseling program. Problems of interest to young people can be made central. As students work together on common concerns that are legitimately a part of the curriculum, they seek not only the help of books and other established resources of education, but also the help of teachers, counselors, parents and community leaders, all of whom have important experiences to share.

Neither of these books makes any claim that counselors appointed by the school are the only ones who help individuals with problems. Good work by competent classroom teachers is recognized and appreciated. However, there is concern that those who counsel young people be fully aware of the competencies needed to do a constructive and wholesome job.

Good Rapport Essential

As curriculum and guidance come more and more to be regarded as the total experiences which the school provides and each helps the other in its philosophy and method, classroom teachers should become increasingly better able to gain those insights and skills which will enable them to achieve satisfactory rapport with pupils with whom they work in classroom situations.

Such a book as COUNSELING ADOLESCENTS, by Shirley A. Hamrin and Blanche B. Paulson (Science Research Associates, Inc. Chicago, 1950. 371 p.) is delightful and important reading for classroom teachers quite as much as for counselors and guidance leaders.
specialists. Informal style and abundant illustrations of problems, methods of attack, and solutions make the book attractive and useful. Many of the conferences between individual and counselor, presented as dramatic episodes, are typical of those which both counselors and classroom teachers hold. The portrait of the competent counselor given in the final chapter is in most respects also the portrait of the competent teacher. This book is the first in a series on professional guidance to be produced by Science Research Associates, Inc., under the editorship of Clifford P. Froehlich.

Also under the editorship of Dr. Froehlich is a series of reports on Counselor Preparation from the proceedings of the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers. The reports are entitled as follows:

Duties, Standards and Qualifications for Counselors
The Basic Course
Counselor Competencies in Occupational Information
Analysis of the Individual
Counseling Techniques
Supervised Practice in Guidance Services
In-Service Preparation for Guidance Duties
Administrative Relationships of the Guidance Program

These reports, with one exception, are available free upon request from the Office of Education, Federal Security Agency, Washington 25, D. C. The single exception, for which a charge is made, IN-SERVICE PREPARATION FOR GUIDANCE DUTIES, is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. $1.30. Clifford P. Froehlich is Specialist for the Training of Guidance Personnel, United States Office of Education.

Education for Citizenship

Last month, October 18-20, the Southern Regional Association of Student Councils met in Oklahoma City. This meeting has come at a time when school people all over the nation are re-dedicating themselves to their central task of education for citizenship in a democracy.

Of all the school organizations which have emerged in the past ten or twenty years, probably none provides better opportunity for helping young people to build skills of community participation and citizenship responsibility than the student council. However, such opportunity is entirely contingent upon the atmosphere in which a council works and the kinds of jobs it has to do. These conditions depend in turn upon the whole philosophy governing the relationships among students, teachers and administrators.

Student councils are regarded in many different ways. They may be set up by the administration as a "front" to carry out the orders of the principal. They may be perpetuated by cliques of students who turn them into means of satisfying their desire to control activities and to keep leadership among themselves. They may be devised by faculties only for accomplishment of such "disagreeable" tasks as keeping order in the halls and cleaning up the lunchroom.

On the other hand, student councils may be organized so as to make possible more democratic participation of an increasing number of students in the government and activities of the school. They may be developed so that young people may as far as possible share in making decisions which affect them
and work side by side with adults in carrying out these decisions.

Help for Student Councils

A revised edition of THE STUDENT COUNCIL IN THE SECONDARY SCHOOL, A HANDBOOK FOR STUDENT COUNCILS AND THEIR SPONSORS (National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. 1950. $1.00; discount of 10% for 2—9 copies) deals directly with the purposes and problems of student participation in school government and school activities. Gerald M. Van Pool, Director of Student Activities for the National Association of Student Councils, has collected for this revised edition extensive illustrations from actual, up-to-date practices; and Walter E. Hess, managing editor of The Bulletin, has organized and edited the material.

Specific help is given in ways of organizing a student council, including samples of constitutions now in use and suggestions with regard to qualifications of members and officers and their installation. Two chapters are devoted to listing and describing in detail school and community projects which have been carried out through the leadership of student councils. Another chapter presents some of the problems faced by student councils and gives accounts of how such problems as lack of power, lack of cooperation, lack of support for school activities, need for school and alumni interest, and need for more sponsor and student time, have been solved.

A future edition of the book would do well to present some analysis and suggestions for new ways of gaining cooperation and consensus in the development of such groups as the council or its subcommittees. Emphasis upon Robert's Rules of Order might well be supplemented by other methods of procedure more in line with present studies of how groups best function in democratic, community-action programs.

For those especially interested in problems of appraisal the book suggests standards by which an evaluation program might be set up. It presents aims and purposes in Chapter II. In the same chapter is reprinted from a pamphlet available through the Citizenship Education Study of Wayne University and the Detroit Public Schools (LET'S LOOK AT THE STUDENT COUNCIL by Meier, Cleary and Davis) an extensive analysis of five important areas of activity for a student council seeking to develop citizens of a democracy:

Selection of Representatives
Involvement in the Real Problems of the School
Communication of Ideas
Skills
Attitudes and Behavior

Each area is, in turn, analyzed according to aspects, criteria, suggestions for action and pertinent data.

Any school council wishing to join the National Association of Student Councils should write to Mr. Gerald M. Van Pool, Director of Student Activities, 1201 Sixteenth Street, N. W., Washington 6, D. C. With membership each school receives a free copy of the handbook and two copies each month of the school year of the Association's magazine, Student Life.

Guidance Practices

HOW TO ORGANIZE YOUR GUIDANCE PROGRAM is the title of a new handbook on guidance practices, designed for teachers, counselors and administrators who may need assistance in this area. This pamphlet has
just been published by Science Research Associates, Chicago. The author, Edgar L. Harden, is Associate Professor, Institute of Counseling, Testing and Guidance, Michigan State College.

Over 45 examples of actual practices that have proved successful in school guidance programs throughout the country are given. Some of the chapters deal with the launching of the guidance program, in-service training of the staff, the various types of service to be offered, the importance of knowing and understanding the individual, counseling techniques, problems of placement, follow-up studies after graduates are placed, and the problem of maintaining support of the guidance program.

To permit readers to add other articles and their own memoranda, the 70-page book is bound in loose-leaf style, with a red and gold cover. Available at $1.50, with a 20 per cent discount on orders of 15 or more, it may be obtained by writing Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Illinois.

GUIDANCE PROCEDURES IN HIGH SCHOOL, by C. Gilbert Wrenn and Willis E. Dugan (University of Minnesota Press, Minneapolis 14, Minnesota, 1950. $1.50), is a monograph designed especially for use of those concerned with pupil personnel services in the small, non-metropolitan high school. It reports the guidance practices found in an extensive survey of schools of this type. Specific services analyzed in this bulletin—orientation, counseling, the individual inventory, guidance through groups, health services and placement—are generally recognized as the essential elements of an effective guidance service program. Great stress is given to the dependence of each part of the program upon every other part.

One is given the feeling that this monograph, which is "number one" in The Modern School Practices Series, is based upon "grass roots" practices in the schools surveyed, rather than upon wishful thinking about what should exist in the schools. Its realistic treatment of conditions, however, strengthens the reader's belief in the value of persistent, intelligent effort toward provision of better guidance programs in all high schools.

Help for Newly Appointed Teachers

The Metropolitan School Study Council's recent bulletin, THE NEWLY APPOINTED TEACHER (Published for Metropolitan School Study Council by Bureau of Publications, Teachers College, Columbia University, New York, 1950. $.60), may prove to be a pioneer study of those conditions which contribute to lasting satisfactions for teachers who are new to the instructional setting. This bulletin was prepared by a Committee on the Newly Appointed Teacher. The committee, which met frequently during 1948-49, considered separately the problems in two areas of teacher adjustment: the development of personal and emotional security, and the development of professional competence.

Study was made also of problems and practices involved in three successive periods of teacher adjustment: (1) before assignment; (2) during the first fortnight; and (3) during the first year. The bulletin, therefore, presents the two areas of teacher adjustment and the successive phases involved.

Direct and lively, the style of this pamphlet invites the attention of every teacher newly-appointed to the schools this year.