

Guidance in the Modern School

EDUCATORS today are coming more clearly to recognize the importance of the successful physical, mental, social, emotional and vocational development of each individual under their direction. In order to point the way toward programs which will help each child achieve his maximum level of competence in the above aspects, many schools have prepared manuals and handbooks on guidance techniques and services. The following publications are illustrative:

► Minnesota State Department of Education. *Guidance Services for Minnesota Schools. Grades 1-12, Curriculum Bulletin, No. 16, St. Paul 1, Minnesota, 1951, 181p.*

This excellent bulletin should be of value to teachers, guidance personnel and administrators in setting up practical guidance programs or in improving and expanding present programs to meet local needs. Part one considers: the exploration of youth's problems; philosophy of education and guidance; guidance at the elementary school level; guidance services; and administrative procedures. Part two is a practical guide to the various phases of testing which are used in a guidance program. A list of recommended tests for different grade levels is included.

► Denver Public Schools. *Guidance for Use in Junior High School. Denver, Colorado, 1950, 136 p.*

The practical application of a philosophy of guidance as described through experiences of teachers in a classroom situation at the junior high level is presented in this pamphlet.

The first part of this discussion, "Relationships Through Which Guidance Functions," develops, by sections: Personal Relationships in the Classroom; Personal Relationships in Building the Curriculum; and Person-to-Person Relationships in Counseling. Part two, "Techniques and Resources Which Are Used in Guidance," involves a discussion of Records of Children's Growth and Development; and School and Community Resources.

► Board of Education of the City of New York. *Manual of Procedures in Individual and Group Guidance in Junior High Schools. Curriculum Bulletin 1948-49 Series, No. 4, New York City, New York, 1949, 169 p.*

This revised manual, which represents the experience of many supervisors and teachers over a period of years in the junior high schools, is intended to guide principals, assistants to principals, counselors, teachers and others in organizing and conducting the activities of an integrated guidance program. Group guidance procedures, as one segment of the total guidance program, receive special attention in this manual.

► State Department of Public Instruction. *Guidance for Secondary Schools. Volume V, Des Moines, Iowa, 1948, 152 p.*

Background information for the development of a guidance program is given in this volume. Suggested helps are presented for: the organization and administration of the guidance program, preparing the staff for guidance activities, securing information about students, providing informational serv-

ice for students, group guidance, counseling, placement and follow-up, coordinating guidance activities within the staff, and evaluation of the guidance program.

► State Department of Public Instruction. *Student Activity Handbook for Secondary Schools*. Volume XXI, Des Moines, Iowa, 1950, 122 p.

Suggestions concerning the philosophy, organization, administration and control of a well-balanced activity program at the secondary school level are given in this publication. Special areas of activity developed are: assembly programs, homerooms, student council, clubs, social programs, noon-hour programs, commencement programs, educational excursions, and camping and outdoor education. The final chapter includes a list of books and periodicals pertaining to student activities.

► State Department of Public Instruction. *A Suggested Program of Guidance Services*. Bulletin No. 326-48, Dover, Delaware, 1948, 34 p.

The development and application of guidance techniques on a state-wide basis are presented in this bulletin. The four chapters consist of: The Concept of Guidance; The Place and Preparation of Personnel in Guidance; Tools and Techniques; and Organization of a Guidance Program.

► Board of Education. *Guidance in the Madison Public Schools*. Madison, Wisconsin, 1950, 136 p.

A director of the department of child study and service and his staff have prepared this pictorial report on the guidance program in Madison for the biennium 1947-49.

► Minneapolis Public Schools. *Helping Adolescents Grow Up*. A Handbook for Minneapolis Teachers. Division of Secondary Education, Minneapolis, Minnesota, 1948, 64 p.

Services and helps for pupil adjust-

ment are included in this manual. By chapters, helpful information is given on: What Is the School's Job; Adolescents—How They Grow; Learning To Know Individual Pupils; Hints on Handling Pupils with Special Problems; Team Play—A Staff Problem; Resources Available and Selected References. A useful index is included.

► Bureau of Research. *Baltimore Bulletin of Education*. A Journal of the Public Schools. Vol. XXVI, No. 3, 3 East 25th Street, Baltimore 18, Maryland, April-May, 1949, 37 p.

This entire issue of the *Bulletin* is devoted to the guidance program as developed in the Baltimore schools during the past 25 years. Informative articles concerning guidance services and functions for all grade levels, elementary through junior college, as well as post-school services for adults, are included.

► Chicago Public Schools. *Talent Finding and Career Planning in the Chicago Public Schools*. Curriculum Brochure Number Two, Department of Instruction and Guidance. Chicago, Illinois, 1950, 38 p.

This second in a series of brochures published by the Department of Instruction and Guidance, presents concrete information concerning the guidance program, self-appraisal, careers.

► Hatch, Raymond N. *Guidance Services in the Elementary School*. Dubuque, Iowa; Wm. C. Brown Co., 1951, 113 p.

The major objectives of this publication are to clarify guidance terminology and identify the role of guidance in the elementary school; and to offer practical suggestions for developing an elementary school guidance program. This book should help the teacher, counselor and administrator to improve educational experiences at the elementary level.

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