

CHAPTER 2

SCHOOL COUNSELING AND THE CHALLENGE OF HISTORY

Goals: To provide a historical survey of the development of the school counseling profession, cite current challenges to the profession, and present current paradigms designed to meet the challenges and move school counseling into the mainstream of school reform.

INTRODUCTION

The historical overview provides a context from which to understand, appreciate, and reflect on the circumstances and challenges facing professional school counselors early in the 21st century. The overview relates a story about how school counseling was transformed from positions to programs.

Historical Overview

Pioneers. Jesse B. Davis, David S. Hill, Anna Y. Reed, and Eli Weaver introduced guidance as subjects in the curriculum, each for their own reasons--for example, vocational and moral guidance, making students employable, and responding to individual differences.

Vocational Guidance Movement. Established vocational guidance for youths as important.

Psychometric Movement. Offered objective tools for prediction, classification, and placement; especially in vocational guidance.

Mental Health Movement. Several parallel movements such as Beers' (1908) publication of *A Mind That Found Itself* and the influence of Freud's ideas led to increased interest in promoting healthy individual adjustment.

Emergence of a School Guidance Profession. Guidance in the 1920s and 1930s emerged as a relatively narrow idea focusing on vocational guidance via the trait and factor model and adjustment to one's environment with accompanying administrative duties. This proved to be too narrow of an approach in the changing times after World War II. Rogers' writings transferred the focus away from problems and onto counseling individuals, making school counselors less directive and more eclectic. The creation of a national professional counseling association (APGA), passage of the National Defense Education Act (NDEA), and the baby boom after World War II ushered in an era of rapid growth in school counseling and counselor education. During the boom era in school counseling, Wrenn (1962) and others advocated an emphasis on responding to developmental needs rather than crises. This corresponded with increasing interest in and growth of elementary school guidance.

After the Boom. Declining school enrollments in the 1970s ended the boom era with school counseling lacking a unifying theme. Remnants of the older trait and factor, administrative adjustment, and individual counseling themes were joined with new themes such as activist, developmental, services-oriented, and eclectic guidance. Guidance had become an archaic term to members of the American Personnel and Guidance Association who identified what seemed to be an important theme by renaming the organization the American Association

for Counseling and Development. Within less than 10 years the name changed to the American Counseling Association again reflecting, a change in views about thematic priorities.

Challenges of the late 20th Century. Internal professional differences in counseling in particular and external challenges to basic education in general created a desire to respond effectively. Several states developed uniform school counseling program plans, yet there were national survey data indicating that school counseling services may be unbalanced, unevenly provided, and diluted by intrusive nonguidance responsibilities and large caseloads.

Responding to the Challenges. The American School Counselor Association's School Counseling 2000, the Elementary School Counseling Demonstration Act of 1993 represent constructive efforts to respond to the challenges. Promising efforts to enhance the school counseling profession, serve students better, and respond to the *No Child Left Behind* initiative were the ASCA National Model for Comprehensive School Counseling Programs (based on the ASCA National Standards for School Counseling Programs), the National Education Trust's National School Counselor Training Initiative, and the School-Community Collaboration Model.

Best Paradigms Currently Available. We applaud three initiatives throughout the book: (a) the ASCA National Model, (b) the Transforming School Counseling Initiative, and (c) the School-Community Collaboration Model. They are the best paradigms available. Riding the wave of current educational reform with these initiatives is recommended because their value extends well beyond the current educational reforms. Collectively, they have more to offer than each of them does individually. The competencies highlighted in the text are generic to all of the initiatives. School counselors are encouraged to be skillful across all of competency domains. Whatever the circumstances may be, competent, flexible school counselors are better positioned to provide high quality services to their publics and make their programs relevant.

SUGGESTIONS FOR END-OF CHAPTER ACTIVITIES

1. Make assignments of some activities in advance of covering the material in class (e.g., item 4).
2. Incorporate other activities into class discussion of the chapter content (e.g., items 1 and 3)
3. Follow-up a comprehensive class discussion with one or more of the activities as a special assignment for which the class members prepare to participate (e.g., items 2).

MULTIPLE CHOICE TEST QUESTIONS

1. Guidance first appeared in the schools as a (an)
 - a. program to provide vocational guidance for out-of-school youths.
 - b. subject in the curriculum.
 - c. testing program to help students determine appropriate jobs.
 - d. outreach mental health program.

2. Trait and factor or directive guidance proved to be too narrow of an approach to school counseling in the changing times after World War II, giving way to
 - a. an eclectic approach that was more directive than nondirective in practice.
 - b. a medical approach.
 - c. a psychoanalytically-based approach.
 - d. a brief-therapy or solution-focused approach.

3. Of the following, the one that least influenced the "boom era" in school guidance was the
 - a. activist guidance movement.
 - b. National Defense Education Act.
 - c. creation of the American Personnel and Guidance Association.
 - d. booming birth rate after World War II.

4. Data from the U. S. Department of Education survey reported by Moles (1991) indicate that
 - a. well over 50% of counselors' time is spent on nonguidance activities.
 - b. students who continue their education beyond high school receive more assistance from counselors than those who do not.
 - c. most schools have guidance-related courses or units.
 - d. the average ratio of students to counselors is at the recommended ratio of 250-1.

5. The ASCA National Standards for School Counseling Programs are the center piece of the
 - a. No Child Left Behind Legislation
 - b. National Model for Comprehensive School Counseling.
 - c. National School Counselor Training Initiative.
 - d. School-Community Collaboration Model.

ESSAY TEST QUESTIONS

1. Identify three historical events you think influenced the development of school counseling significantly and explain why you chose them.
2. Describe the highlights of the three “well articulated conceptualizations of how school counseling can be structured and discuss the merits of each individually and all three collectively.
3. Discuss the merits of the ASCA National Standards for School Counseling Programs.
4. Briefly describe or define each of the following stimuli:
 - a. the boom era in school counseling
 - b. Jesse B. Davis
 - c. directive guidance
 - d. Carl Rogers
 - e. NDEA (1958)
 - f. developmental guidance
 - g. APGA versus AACD versus ACA
 - h. CACREP
 - i. School Counseling 2000
 - j. The Elementary School Counseling Demonstration Act

