

## ABSTRACT

### CONFLICTS WITHIN COUNSELING AND GUIDANCE IN BROAD HISTORICAL PERSPECTIVE AND IN CONTEMPORARY PROFESSIONAL FOCUS

by William Ratigan

This thesis used the research combination of the historical approach and the descriptive survey implemented by a format of inquiry (but inviting a more personalized response), to examine the ten hypotheses. The first five of these hypotheses seem manifestly the researchable, tentative statements basic to the thesis. The remaining five hypotheses could perhaps be more correctly called assumptions or dramatic descriptions of today's chaotic society, with the intent to focus attention on the relevance of conflict in guidance theory and practice to the schizoid culture of today.

With the above qualifications, the ten hypotheses follow:

(1) That there are conflicts within the field of counseling and guidance.

(2) That some people will tend to regard the conflicts in the broad perspective of such generalities as education, democracy, philosophy, social theory, Western civilization, culture.

(3) That other people will tend to regard the conflicts in the narrower range of practical problems and everyday tasks.

(4) That still others will tend to combine broad perspective and narrow focus.

(5) That the conflicts within the field of counseling and guidance (and, correspondingly, the conflicts between theory

and practice in the schools) are a reflection of the conflicts within the Western World, presently and historically.

(6) That the conflicts within Western civilization exist in both the United States and Russia, in varying degrees; that these nations, and indeed all Western mankind and humanity as a whole, are more alike than they are different; and that they must agree to reconcile their conflicts and co-exist, or perish.

(7) That the conflicts within counseling and guidance, within Western civilization, are reflections of the warring duality of nature within every individual, the struggle between Faust and Mephistopheles, Jekyll and Hyde, the good-me and the but-this-can't-be me.

(8) That contemporary conflicts, although generally no different than the historical conflicts, have been intensified (from the neurotic to the psychotic degree) in accordance with Freud's concept of the repetition compulsion and Mowrer's neurotic paradox: the persistence of inappropriate responses and rigidly fixed patterns in the face of what appear to be insoluble problems posed by the propaganda of conflicting national interests and the probability of a thermonuclear Judgment Day.

(9) That contemporary conflicts indicate a deep-seated feeling of guilt and terror clamoring in the collective unconscious of humanity, the guilt and terror feeling of having unleashed the power to destroy all life.

(10) That contemporary conflicts are the symptoms of a disturbed society, prone to be schizophrenic and paranoid, with

typical split personality, delusions of persecution and of greatness, and hallucinations.

In conducting the descriptive survey the writer chose to regard counseling and guidance as a function of society rather than as the prerogative and responsibility of a specialized group. Consequently, in addition to responses from such people as Barry and Wolf, Hahn and MacLean, Rogers, Williamson, Roe, Tyler, Thorne, Hoppock, the reader will find responses from such people as May, Reik, Riesman, Whyte, Mead, Ellis, van Kaam, Roethlisberger, Skinner, Romney, among others.

Findings of the study at the summit level indicate that freedom in today's world is a myth: that the ultimate weapon has produced the ultimate tyranny, that mankind's basic right of survival is in the mortal hands of two small groups of men who wield unprecedented power with scant control; and that unless the behavioral scientists overtake the runaway natural scientists, Murphy's law of electronics may operate to wipe out both the memory and the promise of life on this earth.

At other levels, the findings of the study indicate that the broad-perspective respondents tended to view conflicts in terms of purposes and goals, whereas the narrow-focus respondents tended to be concerned with means, methods, and techniques. Quite a number of conflicts were revealed, but it was found that these could be sorted into two categories: conflicts in values, conflicts in communications.

William Ratigan

Several courses of action were suggested, including the desideratum of producing counselors well versed in values, communications, and Weltanschauung; but the primary explicit proposal of this study was for counselors to get out of "guidance," now that the fight to individualize Education appears won, and to settle on counseling as their distinct and definitive function.



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CONFLICTS WITHIN COUNSELING AND GUIDANCE  
IN BROAD HISTORICAL PERSPECTIVE AND  
IN CONTEMPORARY PROFESSIONAL FOCUS

By

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It should be confessed that the writer feels most humble when he turns to the Index of Authorities at the end of this book and looks at the important names of those who gave their time and talent to help forward this doctoral dissertation.

To many people then, the writer owes much that went into whatever virtues may be found in this work, but he alone must assume full responsibility for its defects.



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## CHAPTER I

### OVERVIEW OF THE WORK

During the summer of 1961, the writer enjoyed the unusual opportunity of lengthy conversations on philosophical subjects with two scholars of wide erudition and practical experience, George S. Counts<sup>1</sup> and George A. Pierson.<sup>2</sup> With one and the other the writer discussed the struggle for purpose in guidance and explored the origins of counseling and guidance in the cultures of Western Civilization.

Vividly remembered (and certainly pointing toward Chapter II of this thesis) is the way Counts likened the three classes in Plato's Republic to an animal culture community in the American West: comparing the working class of the Republic with the prairie dog who digs a hole; the warrior class with the rattlesnake who crawls in; and the philosopher class with the prairie owl, symbol of wisdom, who keeps an eye out.

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<sup>1</sup>George S. Counts, author of (among numerous other works) The Challenge of Soviet Education. New York: McGraw Hill, 1957.

<sup>2</sup>George A. Pierson, Dean of Students, Queens College, the City University of New York.



"Obviously **Plato** studied and got his idea of the Republic from how these kinds of animals lived together," Counts said. "The question of how he got over here to do this is irrelevant. He must have done so; it's self-evident!"

Remembered with equal vividness are the recountals by **Pierson** of the historical and contemporary paradoxes that perplex society. Intrigued by these paradoxes the writer explored further, going into the paradoxes of everyday life as presented by the psychoanalyst, Sapirstein (53). It soon became apparent that paradoxes were not strangers in the field of counseling and guidance.

The paradoxes that have plagued society for thousands of years were found to cause conflicts within counseling and guidance. It was at this point of discovery that the writer decided to make a study of these conflicts.

#### Justification of the Problem

The initial justification of the problem came from Counts and **Pierson**, both of whom considered a study of conflicts as worthwhile and of potential benefit to the profession.

It seemed evident too that the field of counseling and guidance was in a state of transition, moving to keep up with a rapidly changing world. Presently the field as a whole tended to lack a sense of direction, as indeed did society itself. It was felt that an exploration of conflicts might show the way toward a more integrated future.



### Formulation of Hypotheses

The thesis presents, among others implied rather than listed, ten hypotheses. The first five of these hypotheses seem manifestly the researchable, tentative statements basic to this research. The sixth hypothesis might be called unnecessary and irrelevant to the thesis, but it is basic to the bias of the writer. The seventh hypothesis, although metaphysical in tone, appears realistic in tenor. The last three hypotheses could perhaps be more correctly called assumptions or dramatic descriptions of today's chaotic society, with the intent to focus attention on the relevance of conflict in guidance theory and practice to the schizoid culture of today.

With the above qualifications, the ten hypotheses follow:

1. That there are conflicts within the field of counseling and guidance.
2. That some people will tend to regard the conflicts within the field of counseling and guidance in the broad perspective of such generalities as education, democracy, philosophy, social theory, Western civilization, culture.
3. That other people will tend to regard the conflicts within the field of counseling and guidance in the narrower range of practical problems and workaday tasks.
4. That still others will tend to combine broad perspective and narrow focus.



5. That the conflicts within the field of counseling and guidance (and, correspondingly, the conflicts between theory and practice in the schools) are a reflection of the conflicts within the Western World, presently and historically.

6. That the conflicts within Western civilization exist in both the United States and Russia, in varying degrees; that these nations, and indeed all Western mankind and humanity as a whole, are more alike than they are different; and that they must agree to reconcile their conflicts and co-exist, or perish.

7. That the conflicts within counseling and guidance, Western civilization, are reflections of the warring duality of nature within every individual, the struggle between Faust and Mephistopheles, Jekyll and Hyde, the good-me and the but-this-can't-be-me.

8. That contemporary conflicts, although generally no different from the historical conflicts, have been intensified (from the neurotic to the psychotic degree) in accordance with Freud's concept of the repetition compulsion and Mowrer's (39:487) neurotic paradox, "Behavior which is at one and the same time self-perpetuating and self-defeating." In more detail the contemporary neurotic paradox may be seen as the result of failure to learn to act as the present situation demands, faulty labelling, the persistence of inappropriate responses, and rigidly fixed patterns in the

face of what appear to be insoluble problems posed by the propaganda of conflicting national interests and the probability of a thermonuclear Judgment Day.

9. That contemporary conflicts indicate a deep-seated feeling of guilt and terror clamoring in the collective unconscious of humanity, the guilt and terror feeling of having unleashed the power to destroy all life.

10. That contemporary conflicts are the symptoms of a disturbed society, prone to be schizophrenic and paranoid, with typical split personality, delusions of persecution and of greatness, and hallucinations.

It should be noted here that the writer does not regard the above hypotheses as constituting an epitaph for the Western World but rather as his impressions of what the wide world of counseling and guidance is up against. To echo Stuart Chase (13:43): "Are we crazy, then? Not hopelessly, but daft enough to be on the point of shattering a civilization."

### Plan of Organization

Painstaking time was spent in surveying the literature and in investigating possible historical influences, but these are the routine and necessary bases of research which, it may be hoped, will lurk between the lines rather than appear in the formal writing, thereby adding to the impact of the literary iceberg in which any book represents merely the visible portion of a largely invisible entity.

Although the writer deemed it necessary to use a modicum of classic historical background in this work (as Chapter II will attest), he has resisted the temptation of indulging in a "remembrance of things past" while wandering in a mist of philosophy through a maze of history. In short, he sought to avoid reprinting the more belabored paraphrases of the cultural heritage and to concentrate upon the present time and space along the continuum. This decision seemed in agreement with the Oppenheimer (41:20) statement:

The result (of scientific advances within our generation) is that nearly everything that I now know was not in any book when most of us went to school; we cannot know it unless we have picked it up since.

The aforementioned decision also seemed in general accord with the small voice of a new nation, Kwame Nkrumah, Prime Minister of Ghana, speaking out in the preface to Ward's (61) Five Ideas That Change the World:

It is so often said that an understanding of the present relies upon an understanding of the past; in the present age the truth of this is perhaps less patent than formerly. Never before has the world been so divided by conflicting ideologies, never has so much depended upon the finding, not perhaps of a reconciliation of the ideologies, but of a means of coexistence. The very continuation of the human race would seem to depend upon a solution of this problem.

Barbara Ward does not make the mistake common to many economists and political theorists of attempting to interpret the present, still less to prophesy the future, in terms solely of the past... She quotes the African proverb, 'When the bull elephants fight, the grass is trampled down,' and



pleads with the small and uncommitted nations to make their voices heard constructively while there is still time, for in this age of the ultimate weapon the bull elephants would disappear with the grass.

The above theme is introduced here because its tones recurred constantly during work on the dissertation at hand, and therefore will be reiterated in various modulations on the pages to follow (particularly in Chapter IV). This "point-counterpoint" echoing throughout today's world seems well keyed by the leader of a new country helpless but articulate in an era unprecedented for a totalitarian tyranny that speaks both with the voice of communism and democracy. When one form of life threatens the existence of all forms of life on a planet (presumably the only planet containing life), then the ultimate tyranny as well as the ultimate weapon has arrived. Guidance becomes concentrated upon the guidance of thermonuclear missiles rather than upon the guidance of people. In the past men have died in the name of truth, but the truth is what a man "throws" or believes in, and beliefs have varied from place to place and from time to time along the continuum of history. To risk global annihilation, unless one or the other form of present-day truth prevails, may be acceptable to the atheist or to the religious zealot, but to the person who wonders what the future might hold for his new-born nation, his descendants, or for life itself, the risk may not seem worth even the shadow of the radioactive candle.

At a paradoxical hour of history when new nations, sprung free of rusty shackles, are threatened with loss of their infant liberties by a twentieth century Armageddon, the prime minister of Ghana appears to place himself in the not inconsiderable company of those who align themselves with Housman's (26:XII) forlorn hero: "I, a stranger and afraid / In a world I never made."

Just as the perspective on conflicts in this work may be broad or narrow, so may the research itself be viewed. Broadly, the historical method has been employed, but more narrowly, the descriptive-survey method has been combined with a format of inquiry used as instrument.<sup>3</sup> The form letters that accompanied the open-end format of inquiry were carefully phrased to make the addressees want to join the survey of opinion. After a tryout or pretesting of reaction, there were a number of changes in the form letters, the most significant of these being the invitation to dispense with the format of inquiry and to reply in whatever way suited the respondent. Although follow-up was the rare exception rather than the rule (as will be noted in the complete report on methodology and results in Chapter VII, the percentage of returns

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<sup>3</sup>See Appendix A for the format of inquiry and for copies of the various form letters sent to different groups of respondents.



tended to compare favorably with the mean percentage of questionnaire returns from such investigations as follows (22:627): 204 doctoral dissertations at Teachers College, Columbia University, 70.65 per cent; 59 research studies reported in the Journal of Educational Research, 80.71 per cent. The percentage of returns ran well in advance of the percentage mentioned in Strong's (57:x) report: "A third of all who have been asked to fill out the Vocational Interest Blank have done so without any recompense. A one-third return on any questionnaire is unusual."

Strong was speaking in particular of psychologists, who at the time were not too complimentary about his obsession with interests, but nevertheless they responded to his research instrument. Similarly in this research at hand it should be noted that formats of inquiry were sent to people who do not appear at first glance to have much, if any, relation to counseling and guidance. However, it is a major contention of this thesis that counseling and guidance is a function of society as a whole rather than the prerogative and responsibility of a specialized group, no matter how skilled and experienced in their field. This means to say that various segments of society should be explored for opinions and observations. When the whole world tends to practice counseling, it seems reasonable to assume that ideas of value or criticisms worth analyzing may be found among those who are not formally known as

counselors. Cultural anthropologists, behavioral psychologists, general semanticists, among others, undoubtedly have contributions to make. A recognition of this is seen in the growing number of courses in the Humanities introduced into the curricula of the National Defense Counseling and Guidance Training Institutes.

The writer joins Miller (35:2) in stating that guidance must rest on an interdisciplinary basis, and he adds that counseling and guidance is a function performed in all the professions, and outside the professions, in the State House, on Madison Avenue, from Telstar, at General Motors. The time and talent spent in attempting to shape and direct public opinion through the mass media communication processes must be weighed in relation to what is operating in educational settings. Therefore, the reader will not be surprised to find authorities in Motivational Research speaking out in Chapter VI, Surveys of Opinion.

In deciding upon selection of potential respondents in the several surveys of opinion, the writer made arbitrary choices and hoped to get quality and variety in the resultant sample. As has been implied, reactions from scholars in disciplines other than counseling and guidance were sought, as well as reactions from different levels within the field. Spokesmen outside of educational settings were invited to take part in the surveys. The entire selective process might well be challenged as haphazard or "impressionistic," but at

least this marks an attempt to gather insights from a multiviewpoint rather than from a multitude of univiewers (that is, the kind of survey that establishes circular validity by sampling itself, tantamount to having all the yea-sayers and nay-sayers of the in-group in an echo chamber or closed circuit system).

A fundamental decision in carrying out the surveys was to restrict the locale of the immediate inquiry to the United States as representing the citadel of western political philosophy and social psychology. This decision seemed to receive explicit support from Allport (2:4) and Brewer (12:8).

#### Consummation Devoutly to be Wished

A major hope of the writer, and a touchstone in selecting a number of potential respondents, was to receive--instead of routine replies suited to be systematized for quantitative presentation--responses that would lend themselves as valuable and integrated parts of the thesis. This hope, at least in the writer's opinion, has been realized far beyond his expectations, or to use a more appropriate term, his desserts. Some of the responses seem to have the merit of professional articles, while others appear to have enough potential material to form a book in themselves.

Certain of the responses seemed so apt and timely, and written with such impact, that the writer curtailed his own presentations in Chapters II, III, and IV on the grounds that these responses said what he had to say in more effective

terms or were uttered from a more influential position. Not a few of the responses seemed to work so well into the "narrative" of the thesis that they might be called written to order. As an illustration of the spirit of the responses, one spokesman, who maintained that he should not take the time from his own pressing tasks to respond but could not resist the challenge to do so, wrote what amounted to a professional article and then, in haste at the close, explained that he had no secretary and would the writer ask his secretary to type two triple-spaced copies of the manuscript for return to him because, on re-reading what he had written at white heat, it seemed appropriate for an article that one of his publishers had just requested. (The writer also lacking a secretary, his wife cheerfully carried out the request.)

The above is only one illustration of the enthusiasm with which some of the responses were made. In effect, a sizeable number of respondents became co-authors in the total enterprise, as a glance at Chapter VI will verify.

#### Definition of Terms

As aforementioned, members of professional and (a few) non-professional groups were asked to consider the topic: Conflicts within Counseling and Guidance. To help resolve the problem of semantics, and to stimulate maximum leeway in expressing viewpoints, each individual was encouraged to interpret guidance as meaning education, culture, western

civilization, democratic philosophy, or indeed whatever he saw meaningful in the term. Primitive guidelines were offered:

I think the greatest conflict within guidance is \_\_\_\_\_; The second most vital conflict within guidance to my mind is \_\_\_\_\_; Another conflict within guidance as I see it is \_\_\_\_\_; To me the list of conflicts within guidance would not be complete without \_\_\_\_\_.

Such a global definition of guidance, as permitted by the terms of the questionnaire, irritated one respondent (Woodring) to the cry of "Fuzzy," startled and challenged still another (Shoben), beclouded the issue for a few others (Roeber et al.).<sup>4</sup> The overwhelming majority, however, responded without questioning the global definition of the term.

There were also a few exceptions to the writer's choice of the term conflicts, deliberately selected because of its harsh, uncompromising tone of contention. Hahn chose to speak of issues; APGA President Dunsmoor preferred divergent viewpoints, and Skinner felt comfortable only with problems.

Definitions of terms will be found throughout the body of this dissertation. For a masterly and well-documented

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<sup>4</sup>For further information, locate these persons in the Index of Authorities at the end of the book.



example, the reader is referred to Hahn's contribution in Chapter VI.

The writer wants to make a statement about definitions in general and communications in particular. No matter what definitions (operational or otherwise) a writer might specify, the reader may be assumed to react to a number of terms at an emotional or non-logical level. Explicitness does not necessarily communicate. The secret of effective communication often is ambiguity, with much of the onus upon the person who responds.

Just as writer and reader are separate entities, so is each reading of a book an act of creation distinct from any other reading of that book. The words remain the same but the perceptions vary.

No play comes to life until an audience acts as midwife. There is no agreement on a definition of Hamlet's character, and in that very mystery lies the immortality. Presumably Dean Swift's definition of Gulliver's Travels was that of a satire on society, a tirade against man's inhumanity to man, but generations of children have regarded the book from their own benevolent frame of reference--as one of the most engaging of the world's fairy tales.

For the reasons cited above, it is not this writer's idea to dictate definitions of terms but to attempt to convey an impression that the reader may interpret and modify and thus join in the creative enterprise. As in

counseling the client is presented with information and choices, and it is the reader, not the writer, who necessarily and inevitably, makes the decisions.

This, then, is a joint venture, an exploration in togetherness on a subject that may be viewed broadly or narrowly, on a theoretical or practical level. A saying comes to mind: "The gift without the giver is bare." And a paraphrase occurs: "The writer without the reader is nowhere!"

#### Related Studies

Somewhat related to one category of respondents that appears in this study is the Norris (40) follow-up study, using a questionnaire, of graduates across more than a decade from a representative mid-western counselor education program. The present study, however, insofar as counselor respondents is concerned, cannot compare in size, formal statistical methods, or group homogeneity with that of Norris. The goals of the Norris study were more explicit.

Related to the portion of the thesis using the historical method, are the studies of Brewer and, more recently, the studies of Barry and Wolf. These will be discussed at some length in Chapter III.

Respondents were helpful in pointing out related studies for references. These will occur in due place.



### Limitations of the Study

The value set on individual response undoubtedly has limited the study insofar as mechanical methods of appraisal are concerned. Quantitative presentation will be attempted in Chapter VII, but the research has not been as systematized as it could have been if the potential respondents had been held to a check list or rating scale or multiple-choice device. Similarly, although categories of responses and comparisons in terms of different variables have not been ignored, greater attention has been paid to the original ideas and forthright opinions of the spokesmen who contributed so splendidly to the thesis that they are considered partners in the making of the book. Beyond question, efficiency has been sacrificed but (hopefully) effectiveness has been gained.

### Guiding Principles of the Study

Following are some of the guiding principles that went into the production of this work:

[Non-logical behavior not only is important but] it is inevitable and constitutes a large part of the behavior of any human being whatsoever. Effective persuasion itself often involves also non-logical processes...In ordinary human relations the same words in the same context often have different meanings when uttered by different individuals...[Society is suffering a good deal because] it is subjected to a barrage of expert vocalizers who do not know what they are talking about but are convincing to the uninformed because they talk about it very well...Executives have to learn to think not only in the terms which are most convenient and appropriate from their own

point of view but also in the terms of other men and from other points of view.

This was taken to heart from Barnard's "Education for Executives" (5).

The other day when I was speaking at the Arts Club someone asked me what life I would recommend to young Irishmen, the thought my whole speech, if it were logical, should have led up to. I was glad to be able to reply, 'I do not know, though I have thought much about it.' Who does not distrust complete ideas?

This passage seemed to leap alive from the pages of Yeats' autobiography (64:325).

"Leadership requires more than rationality; it requires at least as much emotionality...In general a subjective judgment is better than all the objective things you can get."<sup>5</sup>

"It's difficult to interview a rat."<sup>6</sup>

"I may be in error but I am not in doubt."<sup>7</sup>

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<sup>5</sup>Floyd Reeves, distinguished professor, advisor to Presidents (University of Chicago, Michigan State University, the White House), in conversation.

<sup>6</sup>William Farquhar, recipient of the APGA Research Award, 1959, talking.

<sup>7</sup>Bill Kell, Professor, Counseling Center, Michigan State University, in reply to an inquiry by an NDEA Institute participant.

## CHAPTER II

### HISTORICAL CONFLICTS WITHIN WESTERN CULTURE

The history of mankind, perhaps indeed of all forms of life, is that of unending conflict and compromise between the individual and the group. In historical perspective this pendulum of conflict and compromise dates back to the era when individuals, formerly considered more or less equal in importance to the tribe, were forced to sacrifice rights and identities so that tribal institutions might grow and serve the greater number. Laws restricting individual liberty became necessary in order for society to survive and transmit its lore to future generations. No doubt the question then was raised (and it never has been dropped to this day): "How much of his freedom may the individual sacrifice to the group for maximal benefit to both?" Along the continuum of history, attempts to "act out" an answer to this question have met with varying degrees of success and failure. The experiments continue; the debate still rages.

### Definition of Western Culture

On these pages the writer has followed Priestley's (45:ix) meaning of the term in his title, Literature and Western Man; that is, the Iron Curtain is removed and "Western" interpreted in the old geographical and cultural contexts to include Russia as well as America, and to exclude all Asia. This viewpoint, admittedly, quarrels with evidence that Clough (14:6) and others cite to support the exclusion of Russia, dividing Western Culture into four major subcultures, including Northwestern and Central Europe (all the countries west of Russia and northeast of a line from Bordeaux to Budapest); Southern Europe (all of Europe south of the line from Bordeaux to Budapest); English-speaking North America, Australia, New Zealand, South Africa; and Latin America. This definition of boundaries may satisfy those who look upon the Russian Revolution as a second Mongol conquest, but an edict that exiles from Western Culture the genius of Tolstoi, Turgenev, Vinogradov, Shostakovich, Tchaikowsky, and Chekhov (to name a few Russians who have influenced modern thought) seems not only ridiculous but a loss that Western Culture itself cannot bear.

### Basic Values of Western Culture

In the Western World, from the eighth to the sixth centuries B.C., the city-state of Athens (supplanting the tribe as the political, economic, and religious center of

group life) upheld a torch of freedom for the individual, a torch that has blazed and fluttered its light to far-off cities in time and space, a light that has gone underground at times but one that has never gone out.

The classic statement of the Athenian ideal of democracy was uttered in the funeral oration of Pericles in 431 B.C., during the war with Sparta. Minor changes would make it resemble a modern editorial in the Chicago Tribune (or, for that matter, in Pravda).

Our constitution does not copy the laws of neighboring states. We are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few. This is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if to social standing, advancement in public life fails to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way; if a man is able to serve the state, he is not hindered by the obscurity of his condition. The freedom which we enjoy in our government extends also to our ordinary life. There, far from exercising a jealous surveillance over each other, we do not feel called upon to be angry with our neighbor for doing what he likes, or even to indulge in those injurious looks which cannot fail to be offensive, although they inflict no positive penalty. But all this ease in our private relations does not make us lawless as citizens. Against this, fear is our chief safeguard, teaching us to obey the magistrates and the laws, particularly such as regard the protection of the injured, whether they are actually on the statute books, or belong to that code which, although unwritten, yet cannot be broken without acknowledged disgrace.

Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round, and the elegance of our private establishments forms a daily source of pleasure and help to banish the spleen;

while the magnitude of our city draws the produce of the world into our harbor, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own.

If we turn to our military policy, there also we differ from our antagonists. We throw open our city to the world, and never by alien acts exclude foreigners from any opportunity of learning or observing, trusting less in system and policy than to the native spirit of our citizens; while in education, where our rivals from their very cradles by a painful discipline seek after manliness, at Athens we live exactly as we please, and yet are just as ready to encounter every legitimate danger.

Nor are these the only points in which our city is worthy of admiration. We cultivate refinement without extravagance and knowledge without effeminacy; wealth we employ more for use than for show, and place the real disgrace of poverty not in owning to the fact but in declining the struggle against it. Our public men have, besides politics, their private affairs to attend to, and our ordinary citizens, though occupied with the pursuits of industry, are still fair judges of public matters; for, unlike any other nation, regarding him who takes no part in these duties not as unambitious but as useless, we Athenians are able to judge at all events if we cannot originate, and instead of looking on discussion as a stumbling block in the way of action, we think it an indispensable preliminary to any wise action at all.

In short, I say that as a city we are the school of Hellas; while I doubt if the world can produce a man, who, where he has only himself to depend upon, is equal to so many emergencies, and graced by so happy a versatility as the Athenian.

Thus Athens in the golden age mirrored her self concept in words and spirit alive in contemporary Western Culture. Would a Frenchman of today, an American, a Briton, a German, and, yes, a Russian, speak otherwise of himself and his

nation-state than spoke the Athenian of his city-state in that long-ago yesterday?

### Conflict of Values in Western Culture

But the times changed, and Thucydides in 427 B.C. might well have been describing (some twenty-four hundred years in advance) the "cold war" struggles and the "hot spots" of global imbalance in the ubiquitous contests that threaten the continuation of Western Culture and of life itself on this world. Mirroring other eras then his own, Thucydides in effect wrote a "Remembrance of Things to Come":

Later on, one may say, the whole Hellenic world was convulsed, struggles being everywhere made by the popular chiefs to bring in the Athenians, and by the oligarchs to introduce the Lacedaemonians. In peace there would have been neither the pretext nor the wish to make such an invitation; but in war, with an alliance always at the command of either faction for the hurt of their adversaries and their own corresponding advantage, opportunities for bringing in the foreigner were never wanting to the revolutionary parties.

Words had to change their ordinary meaning and to take that which was now given them. Reckless audacity came to be considered the courage of a loyal ally; prudent hesitation, specious cowardice. Moderation was held to be a cloak for unmanliness; ability to see all sides of a question, ineptness to act on any. Frantic violence became the attribute of manliness; cautious plotting, a justifiable means of self-defense. The advocate of extreme measures was always trustworthy; his opponent, a man to be suspected. To succeed in a plot was to have a shrewd head, to divine a plot a still shrewder; but to try to provide against having to do either was to break up your party and to be afraid of your adversaries.





Do these echoes from Thucydides have a familiar and contemporary ring? Are they confined solely to one nation of today or are they endemic in Western Culture, in the very nature of man? How closely do the words of Thucydides bring together the times and the morals that are two and a half millenia apart?

The leaders in the cities,<sup>1</sup> each provided with the fairest professions, on the one side with the cry of political equality of the people, on the other of a moderate aristocracy, sought prizes for themselves in those public interests which they pretended to cherish, and, recoiling from no means in their struggles for ascendancy, engaged in the most direct excesses. In their acts of vengeance they went to even greater lengths, not stopping at what justice or the good of the state demanded, but making the party caprice of the moment their only standard, and invoking with equal readiness the condemnation of an unjust verdict or the authority of the strong arm to glut the animosities of the hour. Thus religion was in honor with neither party, but the use of fair phrases to arrive at guilty ends was in high reputation. Meanwhile, the moderate part of the citizens perished between the two, either for not joining in the quarrel or because envy would not suffer them to escape.

The foregoing passages from Thucydides' History of the Peloponnesian Wars suggest obvious parallels and counterparts in present-day Western Culture. Plato, born in the midst of such unprincipled chaos, dreamed of a Utopia that denied the democratic tradition of golden-age Athens. The program he advocated would subordinate all individuals to

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<sup>1</sup>For cities, read nations, for modern application (Ed.).

the state. His Republic not only served as a precedent to the divine rights of kings but it also disintegrated the family, established the duty of the masses as workers of the world, and imposed a censorship on ideas (especially creative ideas) as stringent as any thought-police of the present.

A dichotomy could be hazarded: that Mr. Khrushchev's Soviet Republics are closer to Plato's famed Republic than most other peoples within Western Culture, and, in turn, that the latter mainly have drawn their guiding principles from Pericles rather than from Plato.

The above dichotomy, however, is not rigidly drawn here although the tendency seems apparent. A continuum might be drawn with Plato at one extreme and Pericles at another. Russian and American ways of life, for example, could be said to fall at opposing ends. This appears much too naive an observation, too much in keeping with the propaganda of the times. It seems more reasonable to suppose that two opposing ideas have dominated world thinking and action throughout recorded history. These opposing ideas may be reduced to the disciplinary concepts of controls from without the individual and controls from within the individual. These disciplinary concepts have fluctuated across time and space, with the one and then the other gaining ascendancy in various eras and geographical divisions of the globe.

It may be posited that Russia with her Soviet Republics represents largely the **Platonian** idea of government with the disciplinary concept of controls from without the individual, while the United States largely represents the **Periclean** idea of government with the disciplinary concept of controls from within the individual. This broad generalization must be qualified with the statement that, within these national entities, there exist opposing poles of opinion regarding the rights of the individual and of the group. Russia is not black, nor the United States white. There are grey (and pink) shades within each.

Clough (14:15) pointed out that members of primitive cultures sacrifice the individual for the glory of both their gods and their tribes. Do not advanced cultures tend to do the same? Similarly it may be said that Russo-Communists subordinate the individual in order to further a particular socioeconomic system. However, these same Russo-Communists might well argue that communism will in the long run give freedom to the individual.

As essential nurturing climate for freedom, of course, is a dynamic economy. Economists (61:58) estimate that when a society begins to save and invest from 12 to 15 per cent of its national income, it has broken through the "sound barrier" between a static and a dynamic economy. For several decades now Soviet Russia has maintained a

rate of savings up to 20 and 25 per cent of the national income. These significant figures, along with Russian advances in agriculture and industry, are an indication that the Russian people may move (and probably already are moving) toward greater individual freedom. Meanwhile, the United States and other nations within Western Culture have moved from their more extreme concept of individual freedom to a show of greater concern for the group and for the structure (the nation) that sustains the group. In other words, it would appear that Russia and the United States are approaching one another in fundamental concepts, although the extreme opinions remain within each national entity and, being shrill and articulate, are an ever-present threat to world welfare.

### Prognosis of Conflict

One of the first observers to sense the two great protagonists shaping up in the arena of contemporary conflicts was the Frenchman, Alexis de Toqueville (18:452), as he stared out across the American frontier, compared the scene with Russia's land mass and her peoples, and ventured a prophecy from his point in time of 1833:

There are at the present time two great nations in the world, which started from different points, but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and while the attention of mankind was directed elsewhere, they have suddenly placed themselves in the front rank among

the nations, and the world learned of their existence and their greatness at almost the same time.

All other nations seem to have nearly reached their natural limits, and they have only to maintain their power; but these are still in the act of growth. All the others have stopped, or continue to advance with extreme difficulty; these alone are proceeding with ease and clarity along a path to which no limit can be perceived. The American struggles against the obstacles that nature opposes to him; the adversaries of the Russian are men. The former combats the wilderness and savage life; the latter, civilization with all its arms. The conquests of the American are therefore gained by the plowshare; those of the Russian by the sword. The Anglo-American relies upon personal interest to accomplish his ends and gives free scope to the unguided strength and common sense of the people; the Russian centers all the authority of society in a single arm. The principle instrument of the former is freedom; of the latter, servitude. Their starting point is different and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe.

Alexis de Toqueville was, of course, speaking of the Russia of the Czars and the United States of Andrew Jackson. His prognosis and implication of conflict are remarkable. The two great contenders shape up much as he saw them within Western Culture, but the national interests of the government of Czar Basil and the national interests of the government of Premier Khrushchev would appear to be at least as different as the national interests of the government of Andrew Jackson and the national interests of the government of John F. Kennedy. However, the propaganda in de Toqueville's statement, the classic dichotomies of sword



and plowshare, slavery and freedom, no doubt would carry over in many American minds as unchanged. It is in areas such as this that the essential conflict exists. This is the conflict that remains to be resolved if civilization is to endure. Inherited and conditioned prejudices must yield to Benedict's dictum (8:257) that societies and nations cannot be compared on an ethical basis but simply as coexisting and equally valid patterns of life.

### Conflicts Within Communications

The process of saying one thing and meaning another perhaps is as old as the first attempts at language.

Probably there were cavemen who deceived others with false promises couched in eloquent ughs just as there were cavemen who caused breakdowns in communications by misunderstanding the meaning of speakers. Any language is such a deceptive art that those who deal most extensively in the medium become wary of definitions and suspicious of intent. Freud himself grew so distrustful of words that he put his faith in the images of dreams and in the lapsus linguae, slip of the tongue.

Francis Bacon, in the sixteenth century A.D., concerned himself with the problem of communications in his Novum Organum:

We have no sound notions either in logic or physics; substance, quality, action, passion, and existence are not clear notions; much less,

weight, levity, density, tenuity, moisture, dryness, generation, corruption, attraction, repulsion, element, matter, form, and the like. They are all fantastical and ill defined.

The notions of less abstract natures, as man, dog, dove; and the immediate perceptions of sense, as heat, cold, white, black, do not deceive us materially, yet even these are sometimes confused by the mutability of matter and the intermixture of things. All the rest, which men have hitherto employed, are errors; and improperly abstracted and deduced from things.

Unquestionably important advances in semantics have been made since the days of Bacon; the propositional function and the theory of types, both largely the work of Bertrand Russell; and the operational definition and predictive value as the criterion of truth, both largely developed within the field of modern physics. These four great principles, however, are unknown to the general public which reacts to words as if words were things, words were facts, words were magic. These chain reactions to words not only make possible huge sale volumes entirely unrelated to quality of product<sup>2</sup> but, throughout history, they also have made wars inevitable (24:23, 24). The demagogue and his true believers are fanatical and psychotic in their violation of semantic principles. This means to say that their reactions to word signals are automatic, uncritical,

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<sup>2</sup>For more intimate and personal revelations, see the Motivational Research responses in Chapter VI.



and impulsive. This goes further to say that the psychotic reaction to Communism by a fanatical anti-Communist would put a higher value on the abolition of such "wickedness" than on the continued existence of the human race; and a similar psychotic reaction to anti-Communism would be made by a fanatical Communist (52:120, 121).

#### Definition of Western Values

In brief, the Western World, historically and presently, has professed to cherish such values as individual worth, filial love, group security, a just peace, opportunity for self-actualization, enjoyment of beauty, and in general a way of life governed by the Golden Rule of the Bible or the Golden Mean (auream mediocritatem) of Graeco-Roman philosophy. But these values are not merely expressed in different languages; they express differing viewpoints among peoples of different ideologies and nationalities. In fact, the same words spoken by different people may have identical or different meanings; and the same words spoken by the same people may have identical or different meanings, depending upon the person addressed, the time of day, the situation, and any number of other variables. An example may be given from Basic Values of American Civilization, previously cited (14). Clough titled his second chapter, "The End of Man is Man." In this writer's copy a reader has scribbled the satirical comment: "Could be!"

### Paradox of Conflicts and Values

The highest values of Western Culture seem to carry with them the gravest conflicts. Man is an individual; he needs to preserve and to develop to full potential his own unique identity. But man is a social animal; he needs to communicate and to interrelate with his own species, to protect and to be protected by other men. A move to the left or to the right, forced or chosen, brings man into conflict. Thus it seems to the writer that the conflicts between the socioeconomic systems of Russia and America are representative of this duality in the nature of man, and the constant war within.

For vigorous comments on personal and social values, the reader is invited to scan the responses of Anatol Rapaport and Clyde R. Miller, among others, in Chapter VI. Bertrand Russell (52:111), speaking out as a champion of self-enterprise, said:

All the important human advances that we know of since historical times began, have been due to individuals of whom the majority faced virulent public opposition.

Emerson wrote in greater moderation but much in the same vein as the above in his essay, "Self Reliance."

There is a time in every man's education when he arrives at the conviction that envy is ignorance, that limitation is suicide; that he must take himself for better or for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on

that plot of ground which is given to him to till. The power which resides in him is new in nature, and no one but he knows what that is which he can do, nor does he know until he has tried.

Trust thyself; every heart vibrates to that iron string.

A political victory, a rise of rents, the recovery of your sick or the return of your absent friend, or some other favorable event raises your spirits, and you think good days are preparing for you. Do not believe it. Nothing can bring you peace but yourself.

And yet one of Carl R. Rogers' books is prefaced with a quotation from Emerson about the individual's need of an uncensoring listener.

D. H. Lawrence, whose theme in several famous books is love, lends modern literary weight to this major point in the thesis. Here he is, speaking of mother and child:

Hence a duality now, in primal consciousness in the infant. The warm rosy abdomen, tender with chuckling unison, and the little back strengthening itself. The child kicks away, into independence. It stiffens its spine in the strength of its own private and separate, inviolable existence. (31:64)

And as the child fights the mother fights. Sometimes she fights to keep her refractory child, and sometimes she fights to kick him off, as a mare kicks off her too-babyish foal. (31:65)

So, the polarity of the dynamic consciousness, from the very start of life! Direct flowing and flashing of two consciousness-streams, active in the bringing forth of an individual being. The sweet commingling, the sharp clash of opposition. And no possibility of creative development without this polarity, this dual circuit of direct, spontaneous, honest interchange. No hope of life apart from this. (31:66)

Lawrence goes from the subject of mother and child to that of man and his beloved, discussing a mode of communication at first:

The breasts themselves are as two eyes. We do not know how much the nipples of the breast, both in man and woman, serve primarily as poles of vital conscious effluence and connection. We do not know how the nipples of the breast are as fountains leaping into the universe, or as little lamps irradiating the contiguous world, to the soul in quest. (31:83)

Continuing his clinical analysis, Lawrence asks himself a searching question:

There is a tremendous great joy in exploring and discovering the beloved. For what is the beloved? She is that which I myself am not. Knowing the breach between us, the unclosable gulf, (my unconscious goes forth) to find out the wonders which itself does not contain and to transfer these wonders, as by impress, into itself. (This) contains always the element of self-amplification, as if the self were amplified by knowledge in the beloved. It should also contain the knowledge of the limits of the self. (31:99, 100)

In summing up his theme, which is such a striking parallel to the main theme of this chapter, Lawrence uses both mystical and practical elements of communication:

The goal of life is the coming to perfection of each single individual (but) a soul cannot come into its own through that love alone which is in unison. If it stress the one mode, the sympathetic mode, beyond a certain point, it breaks its own integrity, and corruption sets in in the living organism. On both planes of love, upper and lower, the two modes must act complementary to one another, the sympathetic and the separatist. It is the absolute failure to see this, that has torn the modern world into two halves, the one half warring for the voluntary objective, separatist control, the other for the

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pure sympathetic. The individual psyche divided against itself divides the world against itself, and an unthinkable progress of calamity ensues unless there be a reconciliation. (31:106, 107)

Carried forward by Lawrence's enthusiasm, the writer is tempted to add Q.E.D., but he concludes his statement with the measured judgment that man must fulfill himself but he does not live by himself, nor for himself, alone. This is the paradox of value and conflict that Western Culture must reconcile before the clock strikes thirteen.

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## CHAPTER III

### CONFLICTS WITHIN THE MODERN GUIDANCE MOVEMENT

One of the major features of the 1963 Convention of the American Personnel and Guidance Association was the scheduling of the celebration of the fiftieth anniversary of the National Vocational Guidance Association. The site of the Convention, Boston, the "birthplace" of vocational guidance, added significance to the occasion; and the theme of the Convention--"Guidance: Retrospect and Prospect"--encompassed the historical significance of the fiftieth anniversary of the NVGA and also indicated the important responsibilities to the future held by all divisions of the American Personnel and Guidance Association.

#### Capsule History of Modern Guidance

It was in Boston that the organized modern guidance movement had its beginning in a philanthropic organization known as the Vocational Guidance Bureau of Boston, founded in 1908 by Mrs. Quincy A. Shaw at the suggestion of Professor Frank Parsons of the Law School of Boston University.<sup>1</sup>

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<sup>1</sup>This history is largely borrowed from "The APGA Story, A Report to the Profession," from the American Personnel and Guidance Association, Washington: 1961, pp. 14-18.



[illegible]

Mr. Parsons became the first director of the Bureau, which proposed to "Give aid to young people in choosing an occupation, preparing themselves for it, finding an opening in it, and building up a career of efficiency and success."

In 1909 Parsons' Choosing a Vocation was published, but untimely death kept him from seeing his book in print. The work of what had come to be known as the Breadwinners' Institute was taken over by Myer Bloomfield, who had been director of the Boston Civic Service House. The services of the Vocational Guidance Bureau were enlarged and extended, and definite contacts were made with the community's business and industrial leaders and with the public schools.

At the suggestion of the Massachusetts Commissioner of Education, representatives from thirty-five cities met in Boston in 1910 for the first Vocational Guidance Conference. The inspiration of this conference soon spread to all parts of the country and resulted in the organization of the National Vocational Guidance Association in Grand Rapids, Michigan, in 1913.

Within four decades, membership grew from one hundred to approximately six thousand. Then, in July, 1952, the American Personnel and Guidance Association was founded. By 1963 membership neared seventeen thousand.

The stated purpose of APGA is to unify all qualified workers in the field so that mutual acquaintance may be

[illegible]

cultivated, so that principles, practices and professional standards may be advanced, and to further the development of personnel and guidance workers in educational institutions, community agencies, government organizations, business and industry. The Association provides certain field services, conducts a placement service for guidance and student personnel workers, and coordinates the work of a variety of committees concerned with training, ethical standards, placement, international relations, and related matters. As a professional organization, APGA is dedicated to improving standards of guidance and personnel work and strives to coordinate research and other professional activities.

A section in Chapter VI of this book is devoted to a survey of conflicts within counseling and guidance as seen by past presidents (and similar potentates) of APGA.

#### Survey of the Literature

The point-of-departure book is, of course, Frank Parsons' own trailblazing Choosing a Vocation (43), which deserves reprinting and is commended to the reader for its homely insights, shrewd horse-sense, interview techniques, and appraisal methods for cumulative records.

For a detailed history of the first three decades of occupational guidance, the reader is referred to Brewer (12) of Harvard. Brewer lived his book; he was part of the early guidance movement; he played an important role; he

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filled early offices; he taught early courses in the field; both his scholarship and his workmanship indicate mature understandings and judgments.

A more recent contribution to the literature has been made by the co-authors, Barry and Wolf, young women who spent two years as students of the historical approach before producing their Modern Issues in Guidance-Personnel Work (6).

Also to be discussed later in this chapter are Miller's Foundations of Guidance (35) and Mathewson's Guidance Policy and Practice (33).

References to other outstanding books and articles related to counseling and guidance are to be found throughout this work.

It would not be too facetious to state that a survey of the literature should not neglect such obvious forerunners of vocational guidance materials as the Alger and Merriwell books, among others. The hero of one of John P. Marquand's best-selling novels<sup>2</sup> says, "The Alger books made a lot of sense to me once." Marquand also pictured the following battlefield scene:

"Who is he?" the Colonel asked, after Lieutenant Goodwin had wiped out two German machinegun nests. "What did you say his name was, Major?"

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<sup>2</sup>Melville Goodwin, U.S.A.

"He told me but I've forgotten, sir," the Major said.  
 "He just came up last night...but it ought to be Frank Merriwell."

After the Colonel and everyone had joined him in laughing, the Frenchman asked: "Who is he, this Frank Merriwell?" And the Major replied: "He's an American folk hero."

### Horatio Alger's Guidance

The patterns that Horatio Alger, Jr., cut out for young America as a guide to fame and fortune deserve careful analysis, since they reflect a conflict in values in Western Culture, (a conflict highlighted by respondent Anatol Rapaport in Chapter VI because the latter's values are diametrically opposed to those of Alger and his America). The conflict is studied in some detail in the Present writer's Highways Over Broad Waters (47), but Primarily the Alger side of the case will be treated here.

Alger's first and greatest success, Ragged Dick or Street Life in New York, was first published in 1867. An overnight best-seller, the book went through numerous editions before Alger's death in 1899, and is now listed in the category of all-time best-sellers, in such company as Uncle Tom's Cabin and Gone with the Wind.

There is no question but that Alger had first-hand acquaintance with the kind of boys he wrote about. In fact,

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after the publication of Ragged Dick, he was invited by the superintendent of the Newsboys' Lodging House to make his home there, and he moved into that charitable institution and stayed for the next thirty years, encouraging his young companions by writing books that told them to Work and Win, to Plan and Prosper, to Do and Dare, to Wait and Hope, to Sink or Swim, to Strive and Succeed, to be Brave and Bold, to be Strong and Steady, to be Slow and Sure, to be Frank and Fearless, in which case they were Bound to Rise, guaranteed of Forging Ahead, and sure of Falling in with Fortune.

The Alger books appeared during an era when America had just begun to realize her potential, when she was on the verge of developing her great natural resources. A number of the men who helped to develop these resources found their inspiration in such volumes as Mark Mason's Victory, or The Trials and Triumphs of a Telegraph Boy; The Errand Boy, or How Phil Brent Won Success; Sam's Chance and How He Improved It; Struggling Upward, or Luke Larkin's Luck, and so forth, through one hundred and thirty-one other fortune-hunting titles.

Alger's books were dedicated to the proposition that "nothing succeeds like success"--commercial success. As Russell Crouse, the playwright and producer, pointed out in his witty introduction to the representative collection of Alger's novels put out in one volume (1:x), the real heroes

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in these books of the Harvard Divinity School graduate are not the newsboys and the bootblacks and the luggage boys and the street musicians who were his leading characters, but the merchant princes, the opulent bankers, and the successful lawyers whose careers the heroes were taught to emulate. Alger worshipped at the shrine of financial success and all of his novels are songs of adoration to high profit.

The Unitarian minister who gave up his calling to write about underprivileged boys, such as Paul, the Peddler; Phil, the Fiddler; and Jed, the Poorhouse Boy, showed them a middleclass road from rags to riches, not calculated to intrigue a Steinmetz, a Douglas MacArthur, an Edison, an Alexander Graham Bell, a DeForest, or a Frank Lloyd Wright, whose goals were set on horizons beyond the commonplace ambition of financial rewards. Instead of striving to become rich men these spirits aimed at enriching mankind.

Alger preached the gospel of the almighty dollar. His Mecca was Wall Street, and his Mohammed was Commodore Vanderbilt who had sailed a Staten Island ferryboat into ninety-four million dollars.

Algerian heroes are all nice, bright, dependable young men with a complete set of virtues, and yet they seldom are gifted with any exceptional talent, and no Alger hero is celebrated as "making his mark" in the world by developing his talents through years of diligent study and creative

effort. But the happenstance formula of success suited the wishful thinking and daydreaming of the average newsboy whose desires and drives were mediocre.

In the twilight of Alger's writing career, great events were afoot in America and great men were born to carry them forward, but they tended to be inspired by research and experiment, not by the "luck and pluck" series.

The man who wrote the American success story over and over again died a heartbroken failure. All his life he had dreamed of writing the great American novel. He never got further than the title. It was called Tomorrow.

The moral of the story carries the inexorable doom of Greek tragedy. In the dream world of Horatio Alger, there is no Tomorrow. Dreams are not materialized by heroes, loitering around until the second-last chapter. Dreams come true and Tomorrow is reserved for those who stand high above the common flood and spend their lives bridging the stream for others to come after them.

The above is not meant as a definitive statement. It does mean to say that today, just as in the day of Horatio Alger, there are conflicts in values, goals, viewpoints, and Procedures within Western Culture.

#### Only in America?

There seems a consensus (at least at the American end of the poles of political opinion) that guidance and democracy

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go together. Brewer called vocational guidance a necessity to democracy and left the implication that democracy was a necessity to guidance. He said that a survey of the period since 1900 revealed the rise of a number of educational movements, some to flourish and then disappear, others to grow into importance, the latter including vocational guidance, which added to the educational staff a new worker, unknown half a century ago, the school counselor (12:1).

Wrote Brewer (12:7):

Given the division of labor, the growth of technology, and the spread of vocational education plus a form of democracy allowing for much self-determination, vocational guidance becomes inevitable. It was no accident that vocational guidance was started in the United States. Relatively free of the class system and of parental domination over children, equipped with educational arrangements somewhat committed to preparing children and youth for participation in democratic procedures and conditioned toward awakening them to the need for making their own decisions in many kinds of life activity, America could easily endorse a plan of vocational adjustment involving a beginning in guidance in the true meaning of the term.

Russians, and perhaps others, would challenge Brewer's statement about vocational guidance and democracy going together. They would claim, for instance, that true vocational choice is impossible in a class-conscious, race-prejudiced, mass-unemployment, capitalist society; and that true choice is possible only in a peoples' government, such as Russia.

1. The first step is to identify the problem or goal. This involves understanding the current situation and what needs to be achieved.

2. Next, you need to gather information. This could involve research, consultation with experts, or collecting data.

3. Once you have gathered information, you should analyze it. This means looking at the data and identifying patterns or trends.

4. After analysis, you should develop a plan. This involves deciding on the best course of action to achieve your goal.

5. The next step is to implement the plan. This means putting the plan into action and monitoring progress.

6. Finally, you should evaluate the results. This means assessing whether the plan was successful and what lessons can be learned.

Here again within Western Culture is encountered the paradox of basic communications: the same words carrying different meanings or (another possibility) the same words intended to convey the same meanings but misinterpreted by a communications failure at the other end of the verbal exchange.

In England a counselor is called a career master. This seems to have obvious implications.

Brewer defined vocational life as representing a gigantic human effort to secure two ends: (1) the support of the expenses of civilization, and (2) the maintenance of the individual worker himself. These aims, however, are not always compatible as history has evidenced, from the building of the Pyramids to the building of Magnitovorsk, which contains the largest steel plant and iron foundry in the world today. Moreover, there is a difference in incompatibilities.

A vast amount of capital, and slave labor, went into the building of the Pyramids, but these haughty tombs of the Pharaohs did not turn Egypt into a dynamic economy any more than do the air-conditioned palaces of modern Saudi Arabia. Conversely, Ward (61:59) cited one estimate claiming that as many workers were killed in the building of Magnitovorsk as in the Battle of the Marne. In this case, however, death, instead of erecting tombs for the wonderment of the ages, cleared a way for the children of



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the dead to have a chance at new life and hope, throwing open these chances to more people than had any previous way of life, in Russia.

### The American Dream - and Awakening

The American Dream, always in capital letters, was summarized by Bernard de Voto in a view of American history, as expressed in a letter to Catherine Drinker Bowen (60:346, 347):

Sure you're romantic about American history. What your detractor left out of account was the fact that it is the most romantic of all histories. It began in myth and has developed through centuries of fairy tales. Whatever the time is in America it is always, at every moment, the mad and wayward hour when the prince is finding the little foot that alone fits into the slipper of glass. It is a little hard to know what romantic means to those who use the word unbrageously. But if the mad, impossible voyage of Columbus or Cartier or La Salle or Coronado or John Ledyard is not romantic, if the stars did not dance in the sky when our Constitutional Convention met, if Atlantis has any lights or colors or shaper more unearthly than the customary homespun of Lincoln and the morning coat of Jackson, well, I don't know what romance is. Ours is a story mad with the impossible, it is by chaos out of dream, it began as dream and it has continued as dream down to the last headlines you read in a newspaper. And of our dreams there are two things above all others to be said, that only madmen could have dreamed them or would have dared to-- and that we have shown a considerable faculty for making them come true. The simplest truth you can ever write about our history will be charged and surcharged with romanticism, and if you are afraid of the word you better start practicing seriously on your fiddle.

F. Scott Fitzgerald, spokesman for the Lost Generation  
of the Topsy Twenties, would have agreed with Bernard de Voto's

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view of American history--up to a point, the awakening from the dream to face reality.

Early in his career and even while ebullient with the success of This Side of Paradise, Fitzgerald wrote the president of Princeton: "My view of life, President Hibben, is the view of the Theodore Dreisers and the Joseph Conrads--that life is too strong and remorseless for the sons of men." His own experience tended to confirm this young judgment and, in 1940, Fitzgerald told his daughter Scottie:

The thing that lies behind all great careers, from Shakespeare's to Abraham Lincoln's, and as far back as there are books to read, is the sense that life is essentially a cheat and its conditions are those of defeat, and that the redeeming things are not happiness and pleasure, but the deeper satisfactions that come out of struggle.

One of Fitzgerald's biographers, Andrew Turnbull (60:306), described the novelist's mood and viewpoint while working on his never-completed masterpiece, The Last Tycoon, set in the framework of the real-life struggle between Irving Thalberg and Louis B. Mayer at MGM, which is in essence, as Fitzgerald saw it, the struggle of art versus money, quality versus quantity, the individualist versus the industrialist. In other words, Fitzgerald's final, and never finished, novel is the story of conflicts within American society and Western Culture. The hero of the drama, Monroe Stahr (Irving

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Thalberg), the individualist, loses out to the "Organization Man" Brady (Louis B. Mayer).

Fitzgerald wanted his novel to say something fundamental about America, that fairy tale among nations.

He saw American history as a great pageant and romance:

I look at it, and I think it is the most beautiful history in the world. It is the history of me and of my people. And if I came here yesterday like Sheilah [his mistress in Hollywood] I should still think so. It is the history of all aspiration--not just the American dream but the human dream and if I came at the end of it that too is a place in the line of the pioneers. (60:307)

Monroe Stahr may be seen as the end product of the above race of pioneers. "Is this all America amounts to?" he seems to say, and, although the answer is "Yes," he views his world with compassion (60:307).

There is no need to multiply instances of the American Dream or the Awakening. The literal frontier has disappeared in fact while millions of Americans make symbolic returns to the womb as they view television Westerns. There are ever-beckoning frontiers of thought and space, but new dreams, the same as the old dreams, tend to clash and cause conflicts within American society and Western Culture, perhaps because there is no truer saying than the French proverb: "The more things change, the more they are the same."

Every nation has its private dream, and the emotion of the dream bears little resemblance to the emotion of the

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Tin Pan Alley songwriter: "I had a dream, dear / You had one, too / Mine was the best, dear / Because it was of you."

Quite the contrary--when America sings its Dream to Russia and when Russia sings its Dream to America!

#### Modern Conflicts Spelled Out in the Literature

Frank Parsons, in his landmark book, Choosing a Vocation (43), studied conflicts within society and within occupational education, concluding that:

Society is very short-sighted as yet in its attitude toward the development of its human resources. It trains its horses, as a rule, better than its men. It spends unlimited money to perfect the inanimate machinery of production, but pays very little attention to the business of perfecting the human machine, though it is by far the most important in production. (43:160)

The admonitions of Parsons seem pertinent to the present state of education and social attitudes, although certain improvements must be conceded since the primitive springings of the modern guidance movement (no doubt traceable in large part to the efforts of Parsons and his followers).

The part-time and somewhat peripatetic professor who ended his days in dispensing "True reasoning" (which is to say, Counseling) to members of the Breadwinners' Institute, also made this comment:

The union of a broad general culture with an industrial education, including a practical experience broad enough to form a true foundation for specialization in the proper field, possesses



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an economic and social value that can hardly be overestimated. Yet practically all our children are subjected to the evil of unbalanced specialization. (43:161)

Most of the children who leave school early specialize in narrow industrial lines, and most of those who remain in school specialize in book learning. (43:162)

Critics of modern testing programs would rise en masse to cheer Parsons for the following speech:

The methods of general culture should be materially modified, if we are to give our boys and girls an adequate preparation for life and work instead of a preparation for passing an examination to get a degree. We should train for ability and character rather than for examinations. And the principal test should be the successful performance of things that have to be done in daily life, rather than the answering of a series of questions about a book or a lecture course. (43:163)

The foregoing idea deserves repeating in full detail, and therefore Parsons' conclusion is rounded out below:

Systematic and scientific training of body and brain, of memory, reason, imagination, inventiveness, care, thoroughness, truth, promptitude, reliability, sympathy, kindness, persistent industry, etc., is what we need. Education for power; with actual performance, useful work, as the fundamental test. Power in any direction comes from exercise or activity in that direction, together with sufficient development in other directions to give symmetry and balance to the whole. Even the power of sympathy and the sense of justice can be developed by daily exercise, on the same principle that we develop the biceps or the bicycle muscles. Knowledge is excellent; but a man with knowledge only, without the power of original thought and the ability to put his ideas into effective execution, is little better than a book--he contains a record of facts but cannot build or execute. He may not even be up



to the book standard of life if he has not learned to express himself and impart his knowledge. That is why college graduates, even those who stood high in their classes, often fail to make good in business. They are good bookworms, sponges, absorbing machines, but they do not know how to do things, and have no taste for doing things. They are really unfitted, by their habits of passive absorption, for the active life of the business world. We must train our students to full powers of action, not only in football and other athletic sports, but in the various lines of useful work so far as possible according to their aptitudes as brought out by scientific and varied experience. And we must give our working boys the power of thought and verbal expression that comes with general culture. And we must do all this in the formative period, before the progressive hardening of the system has taken the bloom from development and modifiability.

In this plastic period of rapid growth, this age of brain and heart, society should guarantee to every child a thorough all-round development of body, mind, and character, and a careful planning of and adequate preparation for some occupation, for which, in the light of scientific testing and experiment, the youth seems best adapted, or as well adapted as to any other calling which is reasonably available. If this vital period is allowed to pass without the broad development and special training that belong to it, no amount of education in after years can ever redeem the loss. Not till this society wakes up to its responsibilities and its privileges in this relation shall we be able to harvest more than a fraction of our human resources, or develop and utilize the genius and ability that are latent in each new generation. When that time does come, education will become the leading industry, and a vocation bureau in effect will be a part of the public-school system in every community--a bureau provided with every facility that science can devise for the testing of the senses and capacities, and the whole physical, intellectual, and emotional make-up of the child, and with experts trained as carefully for the work as men are trained today for medicine and the law. (43:163-165)



Above speaks Frank Parsons, the prophet, first voice in the modern guidance movement, and a voice that remains well worth hearing.

John M. Brewer, in his history of vocational guidance (12), raised a number of questions concerning issues in the field, some of which have been answered with more or less adequacy in the interval, but many of which still carry a fresh sound and present-day application:<sup>3</sup>

Should statistical data be set forth in correlation tables or in probability tables? Should record forms include "all possible facts" or only a modest array, with space for additional data pertinent to each case? Should the counselor attempt most of the counseling himself, or should he enlist the aid of other teachers, social workers, psychologists, employers, and even students? Should each grade level have a new counselor experienced with that particular grade and its problems, or should each counselor follow along with a certain fixed group of counselees? Should the counselor devote some of his time regularly to teaching? Should the counselors each do "field work" in occupational research? Should counselors avoid having anything to do with discipline? (12:288)

Should classes in occupational information give chief attention in class to specific callings or to the more

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<sup>3</sup>The questions raised by Brewer are presented here largely verbatim, not inferred.

general problems of vocational life? Should classes for credit meet three or five times per week, and at what grade level or levels should they be placed? Should such information be placed as a unit in the social studies course or program, or should it be an independent study? (12:288)

Should exploratory (sampling, tryout) experiences be offered as a part of the regular curriculum of the youth? Do tryout samples for educational guidance--general mathematics, general science, general language--have genuine value as solid subject matter? Can they accomplish their purpose? Is the vestibule idea for entering students a good one? (12:289)

In the field of preparation for gainful work, how should the vocational guidance movement contribute? Through joint supervision? Through approving applications for training programs? Should counselors favor a narrow and intensive preparation on the "unit trade" plan, or should they stand for a more general preparation--the "horizontal curriculum"--emphasizing versatility and adaptability and the ability to enter upon elementary tasks in two or more related occupations? (12:289)

What should be the methods of placement and follow-up? Should ordinary counselors participate in this work, or should it be assigned to specialists? Should placement be a routine service merely, or should it always be done with educational effect upon the placed? (12:289)

[What about the problem of selection of students?]

There still flourish commercial departments in high school which enroll over half the school population for a field of work service employing not more than 20 per cent of the world's workers, and engineering colleges that fail to graduate even half the students they admit! When will obvious responsibility be accepted? (12:290)

Is there a genuine place for commercial (money-making) counseling agencies? . . . Why should a youth pay a penalty in the shape of a profit merely because he has grown up to need vocational guidance? Fees for the cost of tests and scoring are defensible, but education in the shape of guidance should be free, and there are too many temptations to abuse in the other plan. (12:291)

Can the counselor, even when backed up by the valuable data furnished by psychologists and psychometrist, still refrain from forming a judgment on what the young person should do? And is he more likely so to refrain when he is independent of or dependent upon the psychologist? And, again, can he best counsel regarding vocational preparation when he is a member of a department of vocational education? (12:292)

Can the principal of a school become a good counselor, or does his position interfere? Should counselors have taught, and should they continue teaching? What should their preparation be, and should it include occupational



experience other than teaching? Should counselors receive the same salary as teachers? How should the counselor divide his time among instruction, counseling, placement, follow-up, and research? What should be his outside relationship? What attitude toward current labor problems should the counselor take? What toward the political and economic aspects of the counseling work? (12:292)

Brewer also discussed issues in terminology (communications). He said that personnel and advice should not be used as synonymous with guidance and counsel; nor was advisement the right word for advice. He suggested that "group guidance" was invented as a term to mean classroom study, recitation, or discussion, and he wondered: Is it any longer needed? "Group counseling" is a similar term, but might it not be best to confine the word counseling to work with individuals? (12:294)

Discussing "aptitude," Brewer saw it as a difficult word to use correctly. Is there any possible measure or estimate of one's aptitude for something with which one has not had contact whatever, as beating out gold leaf or speaking Japanese? (12:294)

The most difficult questions, Brewer found, were those relating to the evaluation of guidance. What after all is the result of vocational guidance? Does anything happen? How can such a combination of complex things as guidance be measured? Are there not too many variables? And does not

the main question remain unanswered? Will a plan of exploratory opportunities, information, testing, counseling, and the rest result in a more harmonious vocational life for the next generation? (12:295)

Barry and Wolf,<sup>4</sup> dissatisfied with erratic terminology in the field, settled upon the term guidance-personnel work (6). Their book raised such questions as the following:

How, in the face of a strong and continuing trend toward centralization, can educators best organize and administer their educational institutions? How can educators best organize their work so as to further the aims of their institutions? (6:76, 77)

How can guidance-personnel workers organize and administer their programs so as to reflect and to implement their true aims and purposes? How can guidance-personnel programs be operated so that their internal organization, methods of communications, and human relationships reflect the philosophy behind them and, perhaps, help to shape the organizational and administrative procedures of the whole institution? (6:77)

What guidance-personnel services rightfully belong in a school or college? Should the services offered by a school

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<sup>4</sup>The questions raised by Barry and Wolf are reproduced here largely verbatim, not inferred. In rare instances, for rhetorical purposes, a statement has been converted to a question.

or college duplicate or overlap those offered by social agencies or government bureaus? If so, to what extent? Should placement, for example, be a function of the U.S. Employment Service working in cooperation with the colleges and high schools? Should protracted psychotherapy with students be a function of some of the social agencies and special schools rather than an activity supported by the colleges and public schools? (6:77)

What determines the students who receive guidance-Personnel help, and are these the best determinants? How can guidance-personnel programs be organized so that all students will receive the help they need? (6:79)

Should guidance-personnel training emphasize general educational aspects or the techniques and skills required by established procedures? Can training produce, at the same time, a technician and an educator? What should be the balance between the "liberal" and the "technical" courses in a sequence of "professional" training? (6:82)

What body of information and skills should every guidance-personnel worker have before he is considered to be trained? What should be the balance in a guidance-Personnel training program between the liberal and technical offerings? What information and skills from related fields are rightfully a part of guidance-personnel training Programs? How can materials from other fields best be integrated into these programs? (6:88)

Barry and Wolf insist that apprenticeship training in school situations raises some fundamental questions for guidance-personnel educators. First, at what point is the field experience helping the student and at what point may it simply be exploiting him? Second, how influential is field work in shaping the student's view of his field? Third, what type or types of field experience are most valuable? Fourth, can field experience help to train the guidance-personnel worker for the future? (6:91)

Related questions are the following: What is the best sequence of training--what courses form the groundwork? What special offerings, if any, should be included for students on each educational level? For example, should elementary school guidance workers receive the same training as high school guidance workers, or even as college personnel workers? How much should be common? How much, different? (6:91)

What about selection of guidance-personnel workers?

The present writer recalls Rogers' opinion (51:76):

If an individual is bright, sensitive, and desirous of doing psychotherapy, he is probably a suitable candidate for this field, in the present state of our ignorance.

Barry and Wolf emphasize the fundamental paradox that characterizes the selection of guidance-personnel trainees.

This paradox is crucial; an important part of guidance-personnel work is built around helping young people to determine and to develop their aptitudes, abilities, interests, and human relation

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skills, but guidance-personnel educators have yet to decide on the particular qualities essential for the guidance-personnel worker or to determine how to prepare him in human relations skills. Until this paradox is recognized and attempts are made to resolve it, all other approaches to the problem of selection will continue to be conjectural. (6:93)

Discussing the number of focuses demanded by the views of guidance-personnel work, Barry and Wolf run into issues that may be summarized in several questions:

Should the focus of guidance-personnel programs be the same or different? Should focus be upon individual students who have problems or should it include all students or even all members of the school or college community? Should there be a common focus for all guidance-Personnel work? (6:116)

Do guidance-personnel workers, in concentrating upon special students and groups, discriminate against those students who are not included in these categories? (6:118)

Regarding the problem of context, Barry and Wolf agree that some of the activities of guidance-personnel work require a restricted context, but "Can the total program fit into anything smaller than the total educational setting and still be a 'good' guidance-personnel program?" (6:120)

Related questions to the above include these: Should Guidance-personnel work be essentially preventive in nature? If prevention is one of the aims of the work, what does this aim imply about the role of the worker? How can a concept of continuity further the preventive emphasis? (6:124)



According to Barry and Wolf, no issues are more immediately perplexing to guidance-personnel workers than those centering around roles and functions. (6:127) The traditional debate about the role of the guidance-personnel worker may be summed up in one question: "Should he be a generalist or a specialist?" (6:128)

What roles are compatible with each of the approaches to guidance-personnel work? What emphases are implicit in each approach? (6:135, 136)

What are the procedures and practices of present-day guidance-personnel work? Can they be divided into the three functions of gathering and giving information, counseling, and offering a practical or exploratory experience for students? (6:138)

What are the most common types of counseling? Could they be categorized as educational, vocational, personal-social, health, family, foreign student, and the myriad prefixed types? (6:140)

What about counseling? How can opportunities for counseling be made available to all students? How can the limits of the guidance-personnel worker's competence in counseling be defined and acknowledged? Can the counseling process be divided into specialities? (6:141)

What about discipline? The present writer thinks there has been more nonsense written about the counselor and





discipline, and non-directive versus directive techniques than any other so-called conflicts within the field. Both subjects would appear to be straw men.

One of the most interesting questions raised by Barry and Wolf might be phrased as follows: "Are there pressures operating to induce guidance-personnel workers to act as tools of anti-intellectualism?" This brings up the question: "Can guidance-personnel workers foster socialized individualism without according intellectual development the importance it deserves?" (6:175-178)

In his book Miller (35) introduces a number of startling and intriguing questions, of which a mere sample is given here, for flavor and variety:

What reason is there to suppose that abilities have anything to do with the particular environment with which we happen to be familiar? Were there not persons able to learn the trade of auto mechanic before there was such a job? (35:276)

Suppose that we are interested in trying to appraise the aptitude of persons for work as salespersons in a department store? First of all, what criterion or criteria of success shall we accept? The gross amount of sales? Judgment of superiors? Tenure on the job? Promotion to better jobs? Suppose we agree on the ratings by supervisors as the criterion. What is the combination of present abilities on the basis of which a prediction can be made? Ability to speak easily? Skill in meeting people? Skill in arithmetic computation? Ability to write legible? . . . Is it necessary that those who can perform successfully as salespersons also derive satisfaction from work as salespersons before they can be said to have aptitude? (35:277, 278)

What possibly can guidance do about changing the occupation of the father, or about the sex of the client? (35:427)



Miller took note of the fact that in guidance sometimes the means to the end commands more attention than the goal (35:447). This is one of the major hypotheses of the present dissertation, starting as it did with the assumption that a variety of people would view counseling and guidance in broad prospective or in narrow focus, a choice which indicates a pre-occupation with goals on the one hand and with techniques and methods on the other. Most writers of books on guidance seem concerned mainly with the organization and administration of services, while being only scantily concerned with the nature of man and with the nature of the society in which guidance must be validated or vindicated.

An exception to the above is Miller himself, and so is the next writer encountered in this survey of conflicts mentioned in the literature of the field.

Among the memorable utterances by Mathewson is the following:

Professional values in guidance are determined by non-scientific purposes served by practitioners who are essentially artists utilizing scientific knowledge. (33:168)

It is Mathewson who sets the stage for the next chapter in this thesis:

The immense difficulties now presented in our culture in the sphere of value judgment seem to be a consequence of the displacement of previous foundations of value without replacement by other, equally firm foundations; the breakdown of socially-

sustaining norms of conduct; the plurality of value-systems with no one system as a capstone; the threat of biological annihilation as the result of nuclear warfare. In times that resemble Greek tragedies, we come back to the center of all human activity, the individual himself, and rely upon there being a sufficient number of relatively autonomous individuals to form nuclei from which health for the whole organism may ultimately spread.

The sad fact may be that the human race in its social, as well as psychobiological evolution, may not yet have attained the level of thought and action which the times now demand. (33:162)

## CHAPTER IV

### THE UNPRECEDENTED CONFLICT

This is an angry chapter.

These are times that try men's souls, but they are times that would silence the spirit of Tom Paine.

Except for one circumstance, this is an era that may be embraced in Dickens' global description of eras at the opening of A Tale of Two Cities:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way--in short, the period was so like the present period, that some of its noisiest authorities insisted on its being received for good or for evil, in the superlative degree of comparison only.

Except for one circumstance, this is that all-encompassing, Dickensian era sketched above. The circumstance, of course, is that man now has the power to destroy himself and perhaps all other forms of life on this planet.

A sharp description of the present era is given by Howard Mumford Jones (29:203-217) who describes it as a

period in time "which is proud of machines that think and suspicious of any man who tries to."

Machines as well as men may become moonstruck. A wandering moonbeam in Colorado recently struck a machine and scored a near-miss on touching off global war and holocaust. When civilization depends upon such stray ghosts, there seems little left to be said about mental health.

### A World in Need of Therapy

During World War II, philosopher Will Durant, in conversation with the present writer, hazarded the opinion that war between the inhabitants of this planet would end only when other planets were discovered to war against. At present such an opinion seems rather optimistic, with the nuclear race tending toward the occupation of man-made satellites and, in time, nature-made posts in space as bases from which to dominate the world man has known so intimately.

More in line with contemporary developments seems to be the comment of a senior boy in a northern Michigan high school during the autumn of 1961. The school principal, conducting a class in government, led a discussion in crucial issues facing mankind and then asked what the seniors considered the most important question of the day. The reply, quoted as a joke during pep meeting for a football game, reflected the schizoid personality of the times

and carried the drift of contemporary worry masked with smiles:

"Will Roger Maris hit his sixtieth home run before Khrushchev blows up the world?"

Note the propaganda already instilled in the young man above. It is always the other side that commits the wrong.

At the adult level, contemporary speeches by leaders of powerful nations give rise to the most crucial question of the age: Has this spinning globe, which holds in precarious grip the fate of human kind--at least insofar as mortality is concerned--become a veritable lunatic asylum in a suicidal attempt to maintain at all costs the opposing ideologies of Western Culture?

Addressing the General Assembly of the United Nations on September 25, 1961, President Kennedy declared, in effect, that the United States would sacrifice all life on this planet rather than yield to Soviet Russia.

The events and decisions of the next ten months may well decide the fate of man for the next ten thousand years. . . Unless man can match his strides in weaponry and technology with equal strides in social and political development, our great strength, like that of the dinosaur, will become incapable of proper control and man, like the dinosaur, will decline and disappear.

Roughly within the ten months mentioned by the President, the Cuban crisis of 1962 occurred. At the height of that



crisis, the blink of a Russian's eye under the pressure is said to have led an American official to make the decision that might have led to world conflict. When the future of mankind depends upon one person's interpretation of a split-second reaction in another person's optic nerve, then the race of men is indeed in grave trouble.

Is the mad scientist (the mad politician) more than a myth, a folk figure? Has any science (any system of politics) the right to build machines to threaten all life? In a world where democracy, however cried in whichever language, holds either the individual or the group paramount on sliding scales, what about the dictatorship of top level scientists and political spokesmen of berserk nationalism where they rarely know what the other is thinking and could seldom (if ever) care less?

Today the power of life and death on a planet is held by blind chance and by a handful of men, some of whom may be insane, all of whom must have their irrational moments and emotional impulses.

The thought of a world gone insane, carried to its logical conclusion, is that the kind of men formerly considered sane are now in need of treatment and should be adjusted to the norm. Until such is done they are a menace (at least an annoyance) to society.

When family magazines such as The Saturday Evening Post (54:76) begin to print editorials entitled "Getting

Ready for **Armageddon**," George Orwell's 1984 takes on a cheerful aspect, insofar as the novelist projected such a date on the calendar of humankind.

### Politics and Patriotism

Patrick Henry echoed the traditional patriot across the ages when he cried out, "Give me liberty or give me death!" but presumably he spoke for himself and there were many respectable men who refused to rally under his banner because their concepts of liberty and proper allegiance varied from the one he professed. Granted that the Patrick Henrys of history have the right to pledge their own lives, do the spokesmen of today have the right to pledge the totality of mortal existence, from ancestral spark to gleam of generations yet unborn, as a burnt offering on a radioactive altar in space?

A man may agree with the Roman motto celebrated by the poet Horace--*Dulce et decorum est pro patria mori*--but there seems more madness than nobleness in being willing to die for a country, and indeed for a world, that promise not to survive the individual's death. Brave men across the centuries have given their lives for the preservation of freedom and other debatable concepts subject to climatic, temporal, and semantic interpretations; they have ungrudgingly given the supreme gift of the individual in order that other lives, the welfare of the group, might be preserved.

The question here is crucial: Does any philosophy of life warrant the destruction of all life? Where is philosophy when fallout covers the poisoned earth of a dead planet?

Above lies the heart of the matter which this thesis is seeking to explore and which this chapter is discussing in particular.

Ward's (61:112) statement on politics would appear to be definitive as far as the chapter at hand is concerned:

The history of mankind's visions and beliefs suggests that no political doctrine lasts indefinitely; any very rigid political doctrine is fortunate if it endures a hundred years. Principles last: the principles of freedom, for instance, or of self-determination, or of the rule of law; but immensely complicated theories of human behavior which try to cover everything from mathematics to market-gardening very rarely survive because, as we know from human experience, life does not fall into such neat and preordained patterns. Nor is there anything more ultimately tedious than a vast apparatus of solemn nonsense designed to explain everything about everything.

In short, a sane civilization would not risk all for what at best is transient. What needs to be said is that the words of Lincoln's Gettysburg Address do not apply to a nuclear war.

### Rights of Survival

The historian, Toynbee, and other detached observers, may regard with equanimity the probability of nuclear war, and therefore the certainty that man must leave the stage of existence, perhaps bowing out to a superior species of

survival. But even Toynbee may feel that man has no right to take with him the last sweet hope of life on earth.

There is no arguing the fact that Western man in his arrogant claim to a monopoly on reason, plus the added claim of having been made in the image of God (thereby giving himself maximum status), has put all other forms of life beneath him, made them captives, made them slaves, made them victims of experiment, made their rights of no value when weighed against him, and now has set in train a series of events that may deprive all forms of life a future.

By no means intended to be facetious is this question: What about the survival of the paramecium and the blue whale, the amoeba and the elephant? W.H. Auden (3), the poet, said that he would like to see all scientists accept three pre-suppositions:

(1) Not only everything that "lives" is holy, but everything that exists, from human beings to electrons. An electron has as much right to exist as we have. (3:269)

(2) Though it is good that everything exists, the way in which a particular thing exists may be evil, or at least, not as good as it could be. (3:269)

(3) So far as we know, we are the only created beings who, by their own conscious efforts, can make themselves better or worse, or ask questions about the nature of other beings. (3:269)

Auden asked:

Is it too fanciful to suppose that it is up to man to enable other created beings to realize goals which are proper to them but which they can only realize with his help, that his authority over nature should be that of a father, not an irresponsible despot? (3:270)

In concluding, Auden said:

As our knowledge increases, may we not find that our power and, hence, our duty to educate will extend much further than at present we dream of? What, unknown to itself, does an electron want to become? We don't know and perhaps never shall, but to know that should be the ultimate of science. (3:270)

The statement and deduction--Cogito ergo sum--not only sums up what is most peculiar to man, the rational animal, but sums up philosophies of existence. If a tree falls in the forest and there is none to hear, where is the noise? Is man the sole criterion of life and is he therefore the sole keeper of mortality? Or is this another of his rationalizations akin to giving himself a soul and depriving other forms of life of the same privilege in order to be righteous in slaughter and in slavery, in dominion over all forms of life? Only recently have other colors and other tongues of mankind gained release from this kind of serfdom to the Western World. Africa speaks now, and Asia, and not with the "turn the cheek" philosophy brought to them by Christian missionaries. In time the Deep South of the United States may break free of the chains it now rattles if time does not run out on man.

### Ultimate Weapons, Ultimate Tyranny

Human life, at least in the traditional law and literature, is regarded highly in the Western World, although there is many a breach between the utterance and the practice of life being held dearly.

Christian man placed such high values on the individual that he even projected himself into individual immortality and arranged a Heaven where he could carry on forever in a life beyond earth. This concept had not been visioned either in the golden age of Greece or in the Old Testament of the Hebrews. Christianity, therefore, while in its earlier phases quite communistic, championed the individual in its metaphysics.

According to Beard (7:7), the present "crisis in Western thought may be said to spring from the disconcerting recognition of the fact that science cannot of itself provide the certainty, understanding, and unequivocal direction to policy and practice expected after theological supremacy and assurance were disrupted in a conflict extending through several centuries."

Modern Western man seems largely to have lost his dream of individual immortality, but he has compensated, particularly in America, by projecting himself into the future through his children and his children's children. Not insignificant is the American credo that the son must be

better educated than his father, have better living conditions, and the like. As a nation the United States caters to children, to youth, to young couples in society, not alone because of their economic power in the mass media but because in them is seen the best hope of individual and national immortality. The ever-growing place for women in American folkways also would appear to be a reflection of this attitude--woman, the cupbearer of immortality.

Considering both the old and the new concepts of the carrying forward of the individual, it seems evident that each man's personal identity has been threatened as never before by the consequences inherent in the splitting of the atom, by fission and fusion. It is also ironic that Western man's insistence on the rights of the individual to pursue his own course may result in the destruction of all life. Science, in brief, went where angels fear to tread.

The consequence is the most totalitarian dictatorship in history. This paradox bears repetition: In allowing the individual natural scientist his freedom to pursue the truth, the liberty and freedom of choice of all individuals (except those in high places or chance situations) have been reduced to the lowest point ever. The world awaits the caprice of the men who push the buttons or the men who tell the men to push the buttons or the stray moonbeam that may decide the fate of mankind.

The poles of Western Culture, each claiming the unique sponsorship of freedom and the rights of man, have reduced man's essential freedom and rights--freedom to survive, to propagate his kind, to link the past with a future--toward a vanishing point.

Crucial at this point is the lag of the behavioral sciences behind the natural sciences. Terrifying is the thought that a few men--it makes no difference if they are men of good will or not; they are men and therefore subject to error--hold more than three billion human beings in an incredible thralldom. At any moment one of these men may issue an either-or mandate to eternity, or a chance factor, in accord with Murphy's law of electronics (whatever can go wrong, will go wrong), may press the signal for Doomsday.

A sick old man, verging on death, may want to carry all mankind with him into the void. A modern Nero may want to see the world in flames. And, after all, there is an epic--perhaps irresistible--grandeur in the thought that man finally has reached the point of being able to exterminate himself and perhaps all other life on this planet. Compared to such quasi-divine power, what are the reigns of the Pharaohs, Cleopatra, Alexander, Caesar, Napoleon, Hitler, Roosevelt, Stalin? It is the Khrushchevs and the Kennedys, and their inner circles who, although they may not inherit the earth, have the power to disinherit mankind from the earth, forever.



Discussing the American mind, Commanger (15:441-443) said that Americans had made the atomic bomb and he asked:

Would they use it for purposes of civilization or of destruction? They had achieved such power as no other modern nation had ever known; would that passion for peace which Henry Adams had named the chief trait in their character, triumph over the temptation to establish a Pax Americana by force?

The above questions were asked about seven years before Sputnik I, at a time when the United States was being reckless with the H-bomb and long before there was any propaganda need to brand Russian bombs as "dirty," while somehow picturing the home-made variety as benevolent rather than otherwise.

Today the United States, perhaps capable of imposing a Pax Americana during the half decade following World War II, may at best reach a stalemate of co-existence with Russia, but the probability of thermonuclear warfare, whether caused by accident or design, looms as the prelude to the only Pax Humanum that seems possible in the circumstances-- the peace of death, the global end of mankind.

The foregoing are shuddering ideas but they bring out, again and again, the classic conflict in Western Culture: How far should an individual be permitted freedom to express himself and how far should society be permitted to suppress the individual? It seems rather evident that no one man in a pinpoint of time should have the power to disintegrate more than three billion people and put an end to continuing

human existence. It seems just as evident that no group of men should wield such power. It seems vital that such power be taken away from anyone and everyone, and that all engines for man's total destruction be dismantled. The difficulties about inspection and so forth--Quis custodiet ipsos custodes (who guards the guards?)--must be resolved.

Two principles apply to the above "laws for continued living," and make their enforcement a necessity: Lord Acton's dictum that "Power corrupts; absolute power corrupts absolutely," and the historical fact that man has tended to use every available weapon. "It was no 'historical necessity' but a man called Truman who, with a few other men, decided to drop a bomb on Hiroshima." (36: 83)

#### Guilt Complexes and Tensions

On July 16, 1945, the first mushroom cloud rose above Alamogordo's sands. J. Robert Oppenheimer (41:20), whose leadership in the enterprise remains undisputed, no matter what may be said about his politics or his personality, later reflected:

In some crude sense which no vulgarity, no humor, no overstatement can quite extinguish, the physicists have known sin, and this is a knowledge which they cannot lose.

Jung (30:9) touched on this idea when he said:

The evil that comes to light in man and that undoubtedly dwells within him is of gigantic proportions, so that for the Church to talk of

original sin and to trace it back to Adam's relatively innocent slip-up with Eve is almost a euphemism.

Three years before his death in 1961, Jung would not directly call the atomic physicists a pack of criminals for developing the hydrogen bomb, because they did not do for the conscious reason of perhaps destroying all planetary life, but he made the significant observation that:

The unconscious collaborates too and often makes decisive contributions. . . . If it puts a weapon in your hand, it is aiming at some kind of violence. Knowledge of the truth is the foremost goal of science, and if in pursuit of the longing for light we stumble upon an immense danger, than one has the impression more of fatality than of pre-meditation. (30:9, 10)

Jung, among others, spoke of a need for religion to help receive the conflicts of the times, but in a world where man seems hell-bent to take God apart to see what makes Him tick, what chance has any religion but the religion of the state, i.e., nation-worship] Look's cover of January 16, 1962, advertised: Found: How to prolong life; Almost found: How to create life. The article inside promised that in the next twenty-five years "man will master the secret of creation," and asked, "Will men discover 'the molecular structure of God?'"

At least one scientist foremost in the building of the "bomb" tried to purge himself of guilt by retreating into the priesthood. Oppenheimer in maudlin fashion begged to be strapped to the bomb that was dropped on Hiroshima. The



idea that one man's death could expiate the destruction of seventy-five thousand others is a symptom of the Messianic complex, if nothing else.

The very fact that thermonuclear weapons exist, and may possibly be sent into motion by accident or by design, raises almost unbearable tensions among men, thus increasing the probability of chance or impulse triggering the ultimate of chain reaction. In addition to the writhings of guilt in the collective unconscious--guilt at having produced a form of life that threatens to exterminate life itself--there exists the universal tension within the individual, as to when he and his kith and kin, and indeed all of his kind, may be burned into the face of the earth by totalitarian nihilism.

The violence and terror experienced within man are reflected in the literature he selects to read, the plays and operas he attends, the art he chooses to prefer. This type of free selection is not to be confused with man's so-called factual sources of information, the daily paper, the weekly news magazines, and so forth. As pointed out by John Berryman (10:17), in his introduction to The Unfortunate Traveler, the present is an age of ghastly orthodoxies, communist, fascist, democratic--and men are suspicious of anything that is not wholly pro or con. Western men, and Western statesmanship, have been caught in this bind. Berryman wants to know why some serious writer

does not go to work against Time and Life as Nashe in Elizabethan times went to work against the stuffed-shirt pundits of his day.

In literature, drama, and the arts, however, man tends to choose what reflects the chaos and cruelty within himself. It was no fluke, but a psychological necessity, that made Mickey Spillane the best-selling American writer for a time. The age of anxiety (32) reveals its great inner conflicts and tensions by making popular the works of such literary assassins as Grahame Greene, James M. Cain, Dashiell Hammett, William Faulkner (especially in Sanctuary). The terror and range of man's inner life may be seen in the cartoons of Charles Addams, the plays of Tennessee Williams and Arthur Miller, the operas of Carlo Menotti, the films of Alfred Hitchcock and Roberto Rossellini. These forms of art permit the common man to say the unspeakable from the darkness welling from himself. Today's penchant for the detective and suspense story harks back to the dual myth of flight and pursuit, the ancient theme of guilt and punishment.

#### Symbols of Life and Death

Nobel, the perfecter of dynamite, sought to expiate his transgression against humanity by turning the proceeds of his explosive fortune into such public acts of contrition as the Nobel Peace Prize. On December 10, 1950, William

Faulkner, in his Speech of Acceptance upon the Award of the Nobel Prize for Literature, said in Stockholm:

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself, which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure; that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and drying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance...

Margaret Mead, in her essay "Return of the Cave Woman," has spoken out for the distaff side of life (34):

Today our millions of lives are in even greater danger than when the first humans clustered for safety around a fire which no one knew how to make and which must not be allowed to go out. Now, as then, we need those who can take a wider responsibility, some women who are not burdened by infants in their arms, some who can think for the whole, work for the whole. We have need of a new invention--some way in which we can take responsibility for the whole of mankind, while recognizing that the governments of some nations are inimical to ours, and so to us.

The intrinsic cherishing role of women for children--not just their own, but all children--

is needed now as never before. For now we cannot even protect our own children unless we find a way of protecting the children of the enemy also. If we do not, there will be no children to cherish.

What is there left to say?

At Cape Canaveral and at various launching pads throughout the world, apparent symbols of ancient fertility rites jut out as if the planet had become a cult of phallic worship.

What does the future hold? Which Promethian-sped symbol of fertility--the carrier of life or that of death--will modern rituals crown? The potent erections, swift penetrations, and fiery orgasm of intercontinental missiles? Or the ejaculation phallus of the interplanetary rocket and the floating womb of the space capsule, man safe within?

This is the riddle of the ages, for all time to come.



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## CHAPTER V

### ROLE OF THEORY IN SCHOOL COUNSELING

In high school counseling, as in all education and indeed in every walk of life, there tends to be a gap in understanding between theory and practice. The professing theorist, dedicated to the study of crucial issues, may be inclined to look down upon the school counselor as an assembly-line mechanic performing necessary tasks with appropriate tools but without insight regarding the real meaning of his job. In return the practicing counselor may stereotype the theorist as living in an ivory tower on a diet of dreams, with cobwebs his sole output.

The gap in understanding between the theory and the practice of counseling at the high school level outwardly reflects an attitude of superiority that in certain cases might well be traced to compensatory reactions springing from suspicions of inferiority. Such suspicions are often rooted in reality. Many a professing theorist would find himself unable to meet the everyday problems of a school counselor. It is equally true that the mechanical-type school counselor, obsessed with time and tools and techniques, performs his stint on the assembly line of educational mass

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production with little awareness of what the total enterprise is all about.

As the school counselor becomes more oriented to the theory of counseling and the professor to its practice, the gap in understanding tends to be closed by mutual respect. Each begins to realize that practical success of any importance is based upon sound theory and that any theory worth thinking about has to have eventually some capability for application or relevance for practice. In short, the most successful practitioners are theorists as well, and the most successful theorists are practical men (9:xii).

The purpose of this chapter is to explore the field of high school counseling in an attempt to locate the influences that guide or push counselors into the personal evolution of a theory befitting themselves, their counselees, and the environment in which they operate.

To use the vernacular, each newcomer counselor enters a unique situation and he must find the answers that are most appropriate for him. Given a do-it-yourself kit, so to speak, he finds out that some of the parts are missing, nobody knows where. He is puzzled by various sets of directions that differ not only on the method of assembly and the time it takes to do the job but also on what is intended to be built. He begins to have the characteristics of neurotic people: he has conflicts, he is confused, he

is concerned. But he clings to the basic faith of all counselors: "One person can help another, somehow."

#### Place of Personnel Services in Education

At least in many small conservative communities a still prevailing attitude toward personnel services in education is epitomized in the anecdote of the little old lady who stood on the bank of the Hudson River while attempts were made to get Fulton's steamboat under way. "They'll never start it," she predicted, shaking her head, "they'll never start it!" When the steamboat finally went into motion, the little old lady changed her words but not her basic doubts about the whole thing. "They'll never stop it," she cried forebodingly, "they'll never stop it!"

Despite the lingering doubts, and a natural reaction against the proliferation of personnel services, other-than-classroom help is essential in education and always has been. Wherever the teaching-learning process takes place, there are attendant problems and needs. In the American secondary school such problems and needs, intensified by the excitements of adolescence, also have been multiplied by public commitment to the Jacksonian attitude of education rather than to the selective admissions principle of Jefferson followed at the college and university level. "High School U.S.A." fulfills the Jacksonian doctrine as expressed by period historian Bancroft in phrases that carry a guidance personnel ring (4:271, 272):



Let the waters of intelligence, like the rains of heaven, descend upon the whole earth. ...The prejudices of ignorance are more easily removed than the prejudices of interest; the first are blindly adopted; the second are wilfully preferred! Intelligence must be diffused among the whole people; truth must be scattered among those who have no interest to suppress its growth. . . . It is alone by infusing great principles into the common mind that revolutions in society are brought about. They never have been, they never can be, effected by superior intelligence.

The modern "open door" policy of the American secondary school, reflecting both national policy and the personnel viewpoint, has made more other-than-classroom help increasingly necessary to more learners and non-learners, all with their unique quotas of individual differences and inalienable rights, the heart of the matter to the personnel worker, whose professional goal and reason for being is to personalize education.

#### Educational Fifth Wheel

As the need for more services at the secondary level continually increases the importance of personnel work, there are fewer jibes about it being an educational fifth wheel. A growing number of supporters have accepted Cowley's declaration (16:234), echoing that personnel work positively is the fifth wheel, the most important wheel of all, the steering wheel.

Despite growth of acceptance of his program, the personnel worker learns by experience that, if not already equipped with the characteristic, he must develop a tolerance

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for ambiguity. He is neither here nor there in the world of education, not on the faculty, not in administration, but plying his trade in a never-never land somewhere in between, balancing himself on a high thin wire of uncertainty. He has at least four bosses; the faculty, the student body, the administration, the community. Which should he please to succeed? Lining up too closely with any one of these combinations will result in the failure of his program, the loss of his job. He must keep the confidence of the student body and yet advise the faculty, report to the administration, and inform the community. He has to accept his marginal role, which is crucial in the educational process but always vulnerable.

Although now accepted by the majority of administrators and faculty members, highly trained personnel workers may be regarded by old-line administrators as necessary nuisances or potential rivals while veteran teachers may look upon them as free-wheelers with soft jobs and no pupil load, as non-essential, as cluttering up the place, and as people who only offer services to individuals who have no business to be in school anyway. Some teachers feel threatened by personnel workers, suspecting that they hear things from pupils about which teachers are sensitive, categorizing personnel workers as undercover agents spying out faculty weaknesses. These teachers resent the fact that personnel workers know things about pupils that they won't share, that

they have to defend pupils against the faculty, and that they come into a school system announcing, in effect:

"This guidance-personnel work is too complicated for the classroom teacher. To do a satisfactory job a person must have specialized training and devote full time to the program with no divided allegiances to academic subject matter."

Recognizing the possibility of arousing negative attitudes, personnel workers are generally agreed that what happens between the classroom teacher and the learner is the most important thing that happens in any school, but they insist that their own program of welfare services is what puts democracy into education. In an era when individual values are being eroded away by tremendous forces, the personnel worker realizes that the budget of personal freedom is as rigidly fixed as any economic budget, that perhaps 90 per cent must be allocated to society, leaving only 10 per cent to manipulate, but he is convinced that the way the individual is allowed to manipulate his previous 10 per cent of independence often decides between success and failure, happiness and grief.

As he considers his own secondary school situation, the personnel worker must have faith. He deals in mysteries and hopes for miracles. In the field of his choosing, not even an agreement on the definition of the terms personnel and guidance has been reached, let alone a



consensus as to what, exactly, personnel and guidance workers should be doing. Moving across this unmapped terrain the personnel man is like the bus driver whose passengers will get off unless he drives in the direction they want to go. But this is perhaps the blessing of the fifth wheel of education: that the men who hold this steering wheel take the route that the passengers decide upon rather than insist upon an arbitrarily predetermined destination of their own.

#### Place of Counseling in Personnel Services

There is a growing tendency at the secondary level to classify guidance as one of the personnel services and to regard counseling as its basic function. Although there is no such general agreement as to what other specific services should be identified as guidance, a minimum program customarily includes Individual Inventory, Occupational-Educational and Social-Personal Information, Placement, and Follow-Up. After these services the list becomes fuzzy. Are school activities such as orientation, career days, college nights, science fairs, or the hot lunch program a part of guidance? Agreed that counseling is the one basic service, does only the person who holds the title attempt the job? Observation replies that everyone in school, from classroom teacher to football coach to custodian, carries on some counseling. Not infrequently there are determined efforts to counsel the counselor.

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In the field of personnel services the general guidance worker who had to stretch himself so thin across such a wide area that he lost identity and usefulness seems to be another vanishing American. The effective counselor is primarily a specialist, much as he may worry about Thorstein Veblen's definition, "trained incapacity," the dangers of learning more and more about less and less, of increasing his stock of tricks of the trade and losing his touch of empathy. Despite the preceding anxieties, most guidance counselors consider themselves specialists in such areas as test interpretation, occupational information, and human relations.

The trend toward specialization involves the school counselor in one of the paradoxes that plague the profession. The guidance movement, intent upon the consideration of individual differences and the unique personality, was conceived as a counteracting force to the assembly line system of mass production in education that tended to produce specialists and render the entire process impersonal, with the individual learner reduced to a number or name in a roll book. But now the school counselor, as the leading expert in guidance, finds himself a specialist in combating the evils of specialization, a contradiction that bears watching and that points toward more training in the humanities rather than in the technologies because, essentially, guidance is in the business of helping man reach full development as a human being.

### Another Definition of Counseling

As treated on these pages guidance counseling may be more fully defined as the profession of helping people make the more intelligent choices on their way to becoming self-respecting citizens in a culture that historically places maximum value on individual development. The school guidance program is a continuing and developmental attempt to provide a healthful climate for the ultimate mental, physical, and spiritual dignity of man as an inheritor of conscience and free will in opposition to the other dominant social philosophy of the Electronic Age which requires the nihilism of the individual as a sacrifice to the growth of the communist state.

Every counselor faces another paradox of his own profession when he tries to follow the behavioral scientists in the belief that human behavior is caused and therefore can be predicted and controlled. If this is not so, then why is he wasting his time at impossible tasks? If this is so, then he is toiling hopelessly in a culture opposed to his efforts, a culture dedicated to the proposition that men are free and responsible for their actions rather than the captive victims of predestination.

The above paradox may be resolved by paraphrasing a message of Christ, Himself called Counselor: "Render unto Science the things that relate to Science, but to Art the things that relate to Art." Although scientific behaviorism

is useful as a guideline to school counselors, counseling at the secondary level remains an art, with human values and intangible verities still the heart of what takes place between the counselor and the counselee.

A comment pertinent to the above discussion was made by Carl Rogers (49:247-249) when he raised a philosophical question about "Persons or Science," in which he admitted conflicts between himself as a counselor (therapist) and himself as a scientist, reporting that the more he used the scientific method the weaker he would become in the intuitive, and vice versa. He cited the fact that an Australian bushman would be unimpressed by the findings of science regarding bacterial infection because the bushman knows that illness truly is caused by evil spirits. The point Rogers makes is that scientific findings can be communicated only to those who have agreed to the same ground rules of investigation and he claimed that a basic mistake has been to label science as a body of knowledge "out there" and when it's right here because, after all, scientists, too, are people first.

#### Implications for Counseling Theory in the NDEA

School counselors may take pride in the knowledge that counseling is one of the oldest and most honored of callings and yet so young a profession that it may be dated from the first decade of this century. From the start the "stripling"



showed sturdy growth, rising and broadening from the vocational guidance-counseling movement, refusing to be swallowed up by Progressive Education, declining to join the mental hygienists because of reluctance to believe that everyone who does wrong is an irresponsible victim of disease. In 1958, on what might be called its fiftieth birthday, guidance-counseling was ranked in importance by the federal government's passage of an education act "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States."

Pleased by the opportunities that federal monies would provide their profession, some counselors were nevertheless troubled by certain implications in the wording of the National Defense Education Act. The government's intentions were bluntly stated, and a definite policy stood out in such passages as, "the security of the nation requires the fullest development of the mental resources and technical skills of its young men and women...We must increase our efforts to identify and educate more of the talent of our nation."

Title V, the section of the Act specifically related to guidance-counseling, promised, in effect, to reward each state which planned "a program for testing students in the public secondary schools to identify students with outstanding aptitudes and ability. . . and a program of guidance and counseling to advise students of courses of study best suited

to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission in institutions of higher education, and enter such institutions."

The provisions of the NDEA, logical enough on the surface to a nation up in educational arms over Sputnik, failed to make any allowance for the bright boy who might prefer becoming a truck driver rather than a space pilot or the gifted girl who might prefer to raise a family instead of bacteria cultures. Young people were viewed as defense weapons rather than as human beings. Ignored was the philosophy that courses in a curriculum and the careers to which they lead are the means of education and not the ends. In this light the NDEA appeared as new pressure in an old American paradox: the individual impulse toward freedom and the social impulse to restrict that freedom in the name of national interests. Clearly, large numbers of people, including educators, were willing to accept regimented values rather than search their souls for values appropriate to themselves.

The NDEA emphasis on testing programs also seemed to reflect a national mood naive in its trust that the way to avert unprecedented disaster was to locate the talented through standardized tests and then process them for the public welfare. Pencil and paper performance does not always

necessarily predict behavior, does not identify creativity, does not measure the human traits and potentialities that appear not only in the talented but in those who make up the bulk of the nation, the common people whom Mr. Lincoln decided, "God must have liked because he made so many of them."

School counselors, reacting with schoolmen in general against the flood of testing and the "quest of excellence," soon learned that professing theorists could indeed be practical men. NDEA Counseling and Guidance Institutes acted as checks and balances against the extreme implications in the National Defense Education Act. The gap in understanding between the theory and the practice of counseling was leaped by professors who spoke to counselors in a vernacular they could appreciate:

Who's gifted? What's the cut-off point? Wilt Chamberlain among the Watusi is just one of the boys. Those guys in Congress have got the public image of a counselor as a wise bird with a long beard who, with shrewd and penetrating questions, and tests, ferrets out the bright kids and wisely sends them to Michigan and Harvard and M.I.T., and, if we get enough of these counselors circulating, we'll catch up with Russia in a year or two. Congressmen would be scandalized if they knew what we were really up to. Counseling stands for non-conformity, for people being themselves, for an occasional bright person to become a beachcomber rather than work on another push button that might blow up. Otherwise we get a picture of kids coming off an assembly line with U.S. Government stamped on their backs: Grade A, Gifted. It's like seeing a pig pen with blue ribbons hanging out. The NDEA idea is handy because it supplies the money,

but the idea of guidance solely for the gifted, and to wait until high school, is silly. So we bootleg for the whole group of kids and just drop an occasional remark about the gifted, for the sake of appearances, and the stipend.

#### Counseling Goals in Public High Schools

One definition of high scholarship equals skill in pleasing teachers, by practicing orderly conduct and by memorizing trifles (trivia) that can be test-measured easily. The worthy qualities of both the creative and the non-academic are not so glibly identifiable. Both as guidance experts and as schoolmen, counselors face the fact that broader goals of education have revolutionized the public high school program. The many must be served, not the exclusive few, and the greatest good for the greatest number is no idle watchword. Responsible for the education of more than 90 per cent of all American youth fourteen to seventeen years of age, the secondary schools cannot be operated as farm clubs for colleges and universities, as nothing more than training camps for talent earmarked for higher education. (58:25)

Although in the American culture a college education has become increasingly essential in determining occupational and status level, the college-bound remain a minority and therefore much of the high school program must be nonacademic for the benefit of the terminal pupils, and maintained so against all pressures, because this majority of school

citizens has equal need for approval and of assurance that achievement in areas other than academic competence is commendable. The scholarship examinations that downgrade the general and nonacademic program should not be allowed to downgrade individual dignity, and the college admissions requirements that early in school life slam the doors of higher education on these classroom citizens cannot bar them from the human race. (58:26)

The continuing clash between the Jeffersonian principle of selection at the college level and the Jacksonian principle of admission at the high school level needs to be weighed in the balance on a scale that can evaluate traits of originality, courage, and stability, essential qualities in any era but especially required during world crisis. Such traits, generally developed and fixed early in life, are by no means monopolized by those who excel academically, and the secondary school provides the last organized large-scale opportunity for adolescents to develop these qualities of originality, courage, and stability in an unmoored century. (58:11, 26, 27)

The educational, and therefore the counseling, goals of the public high school seem as clear and as inclusive as the welcome extended by the Statue of Liberty to all comers, but it is obvious that the counselor who leans toward the Jeffersonian principle of selection will choose a different theory of counseling than the one who favors the Jacksonian

principle. In fact, whatever the counselor's personal bias toward theory, the choice may not be his at the secondary level but dictated by the educational philosophy of his particular school situation, as has been implied from the start of this chapter.

Although reasonable compromises seem destined at the secondary level if the counselor and the counseling program are to have any chance for growth, the counselor must resist insofar as is practical the pressures in high school, including the NDEA, pushing him toward goals that are not the purposes of counseling. It is not the purpose of counseling, for instance, to recruit pupils for occupations in which they are needed, nor is it the purpose of counseling to encourage bright pupils to go to college and dull pupils to go into the world of work. It is the purpose of counseling to help the pupil help himself toward goals that meet his own needs and satisfactions. If the individual is not permitted access to free choice, then he becomes a shadow of the school and of the larger society, a credit to neither of these because he has lost his own identity, the preservation and development of which is a primary goal of the democratic process. A literary reference appears in order here.

#### A Novelist Indicates His Counseling Theory

The following is a copy of a letter written by an American novelist to his father, a physician, who was furious

at having counseled a young friend of the family only to find the counsel ignored (56:379):

It's too bad that Edwin did not appreciate your efforts, but you must remember two things: First, West Point, though a good training physically, is none too wonderful intellectually . . . Second, the boy had to decide for himself. He may not know what's best for him--but maybe you don't either. You answer, Well, then, he should have made up his mind before we took all that trouble. That's only partly true. Are there any of us who decide things right off, before partly going into arrangements? . . . Stop sulking at Edwin, or you'll make him feel guilty and self-conscious, and you have no right to do that. If he's shiftless--ALL RIGHT. . . . Claude and you and even my perfect self are too confoundedly impatient with people who haven't our sort of ambitions. Why should they have? And we have no right to . . . make them feel guilty--a frame of mind in which it's much harder to get on. . . Huh? . . . When you say "I am thru with him for he deceived us"--hang it, the best way to make the poor devil deceive all of you is to be impatient. . . you give him another chance, if you have a chance to give him a chance!

A definite stand along the continuum of counseling theory is indicated in the above letter by the novelist who scolded and satirized his fellow Americans for their tendency to relinquish individual freedom for group security, the first American writer to win the Nobel Prize for Literature, the creator of Babbitt and other forerunners of today's status seekers and organization men, Sinclair Lewis. Is there not room for reflection here by school counselors in general, and in particular by those who feel moved by personal compulsion or by external pressure to become recruiting officers or directive agents of another kind?





Whatever the response, counseling theory is plainly a process of choice and evolution.

### Role Expectation of the School Counselor

(How is he seen?)

The saying, "We see ourselves as others see us," may be turned around: Others see us as we see ourselves, as we give the appearance of being. If the school counselor has a distinct impression of his own role, the administration, the faculty, the student body, and the community will tend to accept his self image until (if and when) it becomes evident that the counselor has been operating behind a facade.

All too often, the school counselor has no clear-cut definition of his role. There is the story of a counselor, now a university dean, who told of having been appointed guidance director of a high school so suddenly that he had not the vaguest idea of his duties at the secondary level. Finally he decided to hustle down the corridor several times a day with a batch of papers in his fist, looking as if he were going somewhere on important business. This convinced the high school people that he knew what he was supposed to do and it gave him a breathing spell to find out. This same person put a crystal ball on his desk to indicate that he did not know all the answers, and in similar spirit another school counselor keeps a plastic facsimile of an eight-ball on his desk as a mute reminder of where he sits.

The school counselor who fails to brief the administration on what he should do and what he should not do soon finds his responsibilities defined for him, generally in unhappy fashion for the success of the guidance-counseling program and for the counselor's autonomy. However, if he is competently trained and skillful in action, administrators will tend to give him a free hand, consult with him about school policy and public relations and weigh his opinions heavily.

An indication of how administrators see the role of the school counselor is evident in such titles as Assistant Principal-Guidance and Counseling, and Assistant to the Superintendent for Personnel and Counseling. By these titles the counselor is viewed as a fellow administrator, although quite evidently under the paternal system of the public schools he is in danger of becoming less a counselor and more a "Daddy's helper."

Because school counseling is regarded as a step toward the administrative level, the counselor may be seen by some faculty members as a "mouse training to be a rat," but teachers who have received the services of an adequate counselor are prone to look upon him as a valuable assistant in various areas of school work and a handy man to have around in an emergency. Here again the key word is assistant and it bears watching.

### School Counseling and Pragmatism

In analyzing his role it is well for every school counselor to bear in mind that in many high schools, and especially in the conservative school caricatured by the sabre-toothed curriculum, seniority and case load are what count. The teacher who, even under the ideal circumstances of facing only twenty-seven pupils in a classroom and an accredited limit of no more than one hundred and seventy during the school day, tends to be irritated by (or envious of) the apparently uncluttered life of someone who deals with perhaps three or five pupils during a clock hour and rarely more than twenty-five or thirty during a fulltime counseling day. Case loads are not matters to be dismissed (or discussed) lightly at the secondary level. The school counselor's role here is the tactful one of showing respect for those carrying the quantitative burden while at the same time gently emphasizing the essential importance of his own services to individuals.

Despite all efforts to the contrary, the school counselor may find it difficult to avoid being regarded as an authority figure by the student body. Even if he does not teach a single period, he belongs to the adult world and therefore is viewed as a potential antagonist. He may be seen as a tower of strength on which to lean or as a weakling who steers clear of discipline and looks the

other way when misbehavior occurs. He may be labelled "an okay guy" or a "head-shrinker."

The student body of any high school is made up of practical people. The school counselor must bear in mind that their philosophy is fundamental American pragmatism. Pupils care little about intentions; they are interested in results. If the counselor proves to be of some use, if he makes school pleasanter by rescheduling a slow learner, by helping a football player get back on the eligibility list, by steering an academic pupil into a college scholarship, then the student body will see the counselor as a worthwhile instrument and put him to use.

Half of the girls who face the counselor will be married at the age of twenty, and it behooves him to be practical also or he will "lose" them. It is a challenge indeed to orient girls, while they are day-dreaming about kissing husbands home from work and pushing baby buggies, to the faraway fact that they will spend twenty-five years, perhaps more, of their adult lives at an occupation other than housewifery.

The school counselor faces many variations of the typical American youth. How he perceives them and how they in turn perceive him will serve to define and perhaps to change their respective roles. It is evident that the very pupils the counselor interviews will bring persuasion and pressure to bear on his ultimate choice of counseling

theory. He may liken himself to the hub of a wheel in which the spokes are the student body, the faculty, the administration, the parents, and the community radiating toward the goals of education on the rim. How well the wheel goes 'round depends on how well these essential parts relate to one another, on how they are synchronized.

#### Relation of Time to Counseling Theory

Time is the school counselor's dilemma, and almost every school counselor has a tendency toward becoming an efficiency expert. As such he runs the risk of changing his methods and his attitudes until, almost unconsciously, he may turn into a caricature whose business is compulsion rather than counsel.

Depending upon the philosophy of the community and the policy of the administration, the school counselor may find himself involved in functions that he does not consider part of his role. Although 98 per cent of attendance problems are routine and only 2 per cent of absenteeism and truancy are matters for counseling, he may be ordered to check attendance. As a result of false economy he may find his counseling time swamped by clerical chores. He may be expected to stand in for an absent principal, substitute for teachers, supervise study halls and other areas, police lunch lines, ride the spectator bus, chaperone dances, and, in short, share the myriad tasks assigned to faculty

members. Although a few of these chores could be related to counseling, the rest rob counseling to pay expediency or to make the counselor appear "one of the boys," the latter reason a more defensible thesis.

The minimum time required to interpret test results to pupils has been estimated at from eleven to fifteen minutes per individual, and it has been suggested that the average counseling session be limited to twenty-five minutes. Here again the counselor with a heavy caseload, the rule rather than the exception at the secondary level, runs into his old dilemma, time. Although no rigid limit can be set to interviews insofar as satisfactory procedures and results are concerned, practical limits will be set by the counselor's schedule and he must decide the limits applicable to his own situation. It is apparent that how he budgets his time will reflect a theory of counseling. For instance, he may feel that he is the expert who knows the answers, become didactic, and push toward the directive extreme of the counseling continuum; he may compromise and become eclectic; he may borrow time from some counselees and lend it to others; he may consign time to perdition and attempt to remain non-directive with all. In any case the pressure of the clock has influenced his choice of counseling theory.

As counselors acquire sophistication in theory and on the job, there tends to be a closer agreement between their

ideas on how they should spend their time and how they actually do spend it. They find in general that Darley's study of the problems of youth in the high schools of Minnesota (17) still relate to their own situations. About 95 per cent of the problems presented to counselors at the secondary level remain vocational and educational, with vocational needs somewhat more frequent. Both the vocational and educational problems are becoming increasingly complex in a rapidly changing world. The exploding population, the shifting labor market, the affluent society with its poverty pockets, the changing pattern of American life, the global revolution, the doubling of the world's knowledge every ten years, all these have focused, indeed forced, attention on the special knowledge and training of the school counselor. Historically responsible for counseling their offspring, bewildered parents have shifted that responsibility largely to the schools, at least insofar as vocational and educational problems are concerned. They look upon the school counselor as a specialist in the foregoing areas, but they do not picture him as playing an important role in helping with the personal-emotional-social problems that make up the remaining 5 per cent of his caseload.

The above judgment may come as a shock to the type of school counselor who has fancied himself as dealing predominantly with the latter problems and whose mirror reflects

a practicing psychologist rather than the practical counselor required at the secondary level. The typical school counselor refers the 4 per cent of the student body who indicate need of intensive therapy to the child guidance clinic or another source. Obviously these two counselors, depending on how they distribute their time among the school population, are concerned with different theories of counseling; the one sees himself as a clinical psychologist, the other as an educational counselor with the conviction that the school is not a hospital.

#### Basic Role Playing of the Counselor

Always the role of the counselor--how he is seen?--depends largely on how he sees himself and how successfully he projects the image. The effective school counselor realizes that professional behavior has been achieved only when the practitioner perceives that techniques and practices are means and not ends, when he knows not only how and what but why. He appreciates the fact that there are as many differences within people as between people. He strives toward the essence of counseling described in Kahlil Gibran's The Prophet:

The teacher who walks in the shadow of the temple among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise, he does not bid you enter the door of his wisdom, but rather leads you to the threshold of your own mind.



School counselors, doubtful of their wisdom, try to offer understanding, acceptance, and love above and beyond mere information. When they come face to face with hostile reactions, they examine themselves first on the possibility that they have projected feelings, perhaps frustrations, of their own on the counselees.

On the basic practical level every school counselor's best hope of being accepted in his role by his peers, the student body, the community (and not least of all by himself) is the recipe for success in any other walk of life; to fill needs and offer satisfactory services.

#### Role Fulfillment of the School Counselor

(What does he actually do?)

The written job description, used with success in business and industry, may also be used effectively by the school counselor. A daily record should be kept and he should take inventory each semester to determine the relation between role expectation and role fulfillment.

A counselor chosen to head up a program in a school committed for the first time to formal guidance invariably meets the universal question: "Exactly what is this fellow supposed to do?" The sequential remark, not always complimentary, as events develop, becomes: "What doesn't this fellow do?"

The special services expected of a counselor in high school range from being able to teach at least one subject to handling every phase of the guidance-counseling program and coordinating the pupil personnel services by acting as contact man between such specialists as the school psychologist, school social worker, school health officer, and school attendance worker. The counselor's private office, if he is fortunate enough to have one, becomes a sounding board for personal problems, school gripes, occupational outlook information, career exploration, parental confessions, probate reports. The counselor's files hold material relating to every pupil in school, with special data on disciplinary cases, drop-outs, the retarded, the gifted, and the underprivileged. His research projects examine the changing characteristics of the school population, and he interprets this information to teachers and administrators for use in curriculum planning and in the development of administrative structure and regulations.

The counselor is expected to become a liaison officer between administration and faculty, a link between school and community resources. He is expected to establish better understanding between children and parents, student body and faculty, between the pupils themselves. He is a go-between, a negotiator, a peacemaker, an expert in human relations and in interpersonal relations.

Even if he has a private office, the counselor tends to hold interviews in halls, in doorways, in a corner of the lunch room or library. He tends to favor the dynamic rather than the formal approach, willing to meet his counselees on the decisive spur of the moment, between classes, before or after school, in groups or in the classic one-to-one situation. Despite all efforts, and perhaps because of them, the counselor is criticized for being too much of a specialist, too much of a generalist, too non-directive and wishy-washy, too directive and bossy.

In brief, the school counselor wears many hats and this tends to put him in the position outlined in the familiar cartoon strip where a gentleman in a derby is passing a public playground during a season when the snow is good packing. Personalities aside, the target is irresistible.

### School Discipline and Counseling Theory

Because of his role as a defender and as a guardian of individualism, the school counselor faces innumerable problems in inter-personal relations. No matter how strongly he may feel about not becoming involved in punitive discipline, the pressures of faculty, administration, community, and even student body may be so strong as to force conformity on his part (at least lip service) or resignation. Not to engage in what others consider right and proper is



a difficult task. It requires extreme tact and diplomacy to avoid the implication that disciplinarians are wrong or the suspicion on their part that the counselor is shirking responsibility to curry favor with pupils. An effective counselor must, in words and in actual practice, keep on redefining his role while simultaneously indicating complete acceptance of faculty roles: They are largely concerned with the group, he is largely concerned with the individual; they are largely concerned with control, he is largely concerned with self expression; together as a team they carry on the educational program at the secondary level.

Professors of counseling generally recommend that even the sort of discipline implied in scheduling interviews with pupils should be eliminated as much as possible, claiming that counselors' contacts with adolescents should be voluntary on the part of the pupil, arguing that the slightest coercion results in loss of support and confidence. Recommended are such mechanics as leaving a box supplied with slips and pencils outside the counselor's door, bearing the notice: "If you want to see me, sign the slip and I'll get in touch with you."

Although there is much verbiage on such topics as "Do Guidance and Discipline Mix?" the effective school counselor seems largely untroubled by the differing opinions, realizing what neophytes and certain of their educators may

not--that discipline, if swiftly and justly administered, is a compliment seldom resented, a sign that the individual disciplined is worthy of attention. Such a counselor does not disassociate himself from discipline. In fact, he may become punitive on occasion without losing the respect and trust of the student body. He recognizes, however, that his function is to prevent rather than to punish. He is concerned with cause rather than effect. His aim is to get at the roots of maladjustment rather than to deal with the obvious symptoms.

A step in counseling prior to punitive discipline is to explain alternatives to the student in much the same way that they are pointed out in occupational and educational matters. Just as the student must be told that unless he takes certain subjects and makes certain grades he won't have much chance to get into certain jobs or schools of higher learning, so must he be told the consequences of disobeying rules. The school counselor must also be ready to accept the possibility that even when the consequences have been pointed out, the student may decide to disobey the rules anyway. Should this result, the counselor becomes neither judge nor executioner. (28:49)

Irrespective of innermost feelings, he adheres strictly to professional ethics and to school policy. When rules are flouted, the general welfare of the student body must be safeguarded. Neither an informer (except in extreme

situations involving great danger to self or others) nor an apprentice principal (except when he confuses his role), the school counselor recognizes that it is the administrator's duty to carry out punishment and enforce discipline. (28:49)

The counselor's responsibility is to give the administrator all available (non-confidential) information about the individual to provide the basis for making a fair judgment for a course of action. Should the administrator refer a student for counseling, the counselor's appropriate role is to attempt to help the student achieve greater self-understanding, accept the consequences of his behavior, and profit from experience. (28:49)

In the actual working situation at the secondary level, the assignment of pupils to counselors by sex, grade, program, random selection or otherwise, results in compulsory counseling sessions as a general practice. In smaller school systems the self-referral approach is more common but even here counselors tend to use the interpretation of standardized tests or interest inventories as springboards for counseling.

How the counselor sees his role in discipline and in a testing situation (tests being one form of discipline) undeniably affects his choice of counseling theory. To the counselor inclined toward the non-directive end of the

continuum, tests may be regarded as clouding the issue. It is common experience in the supervised practicum course conducted in counseling laboratories for the inexperienced or unsure counselor to hide his own inadequacies behind an immediate barrage of tests. Worth noting is the fact that a growing number of high school teachers are reluctant to check a pupil's IQ until he has had a chance to prove himself in the classroom. This reluctance reflects a wariness of the halo effect and also perhaps a bit of in-service training from school counselors. Away from this end of the continuum, however, are counselors who structure their interview on tests, including a recent physical examination. Such counselors tend toward control of the individual through other forms of discipline as well as tests and therefore, they are inclined toward a directive counseling theory.

#### Modus Operandi: Implications for Counseling Theory

As the school counselor sits face to face with the pupil who has a problem, he reminds himself to look for the single simple cause first, then go on to the complex. He uses the law of probability instead of playing hunches. He asks himself: "Which is most likely? What's the best bet?" He keeps in mind the story of Tommy who had been treated for a kind of paralysis, and now the moment had come to see if the cure had been successful. A group of doctors in the lobby observed the boy in his wheelchair. "Tommy, get up



and see if you can walk." Tommy showed that he could walk all right. "Now, Tommy, raise your hands." The boy seemed unable to do this. "Arms hurt you, son?" He shook his head but kept his hands at his side. "Are your arms stiff, Tommy?" Again he shook his head. "Then why don't you raise your arms?" "Because if I do, my pajama bottoms will fall!"

School counselors learn by experience that the original reason for seeking counsel often turns out not to be the real reason. They school themselves not to mistake symptoms for the cause, realizing that a headache is a symptom of something, and "I want to drop English Comp" is a symptom of something else. They learn to pay close attention to a typical counselee's theme song, asking themselves: "What's he harping about? What tune does he always come back to?" On the other hand, counselors "listen for" what the counselee avoids talking about.

In the course of his day, the school counselor encounters a variety of problems initiated by questions or statements similar to the following: "I want to be a doctor. Tell me about it." "What am I best suited for?" "I have this interest and ability. How can I turn it into money?" "I've got to drop out of school. What can I do in the way of work?" "I want to be an engineer but my parents want me to be a minister." "I'm ready to go to work. What kind of a job can I get in this community?" "I want to get married

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but my folks think I'm too young." "I was kicked out of math and told not to come back, but if I don't get the credits, I can't graduate." "I'm physically handicapped and I want some kind of suitable work." "I haven't got a single friend in the whole school." "My father would like to know my IQ so he can tell whether I should be a physicist or not." "Where's there a school that learns you how to operate Diesels?" "How can I get to be a butcher?" "Look at this mark on my report card, just becaust I wouldn't cheat on the test and all the rest of them did." "I've decided on nursing. Where can I get a scholarship?"

During the counseling session, the school counselor avoids "thinking" ahead because it prevents understanding of the counselee's immediate feelings. After the session he spends five minutes or so in going over his notes and reviewing the interviews. He examines himself, perhaps probing for the reason why his thoughts went wandering at a certain point, not necessarily a sign of boredom but of higher interest in other areas. He double-checks his observation of the slightest personality changes, realizing that these progress geometrically rather than arithmetically. For example, if a shy boy mentions that he asked a girl to dance during the noon hour, this may be a sign of what might become geometric progression, whereas it is no sign in an aggressive girl-happy boy.

The way in which he goes about his daily tasks, the degree of sensitivity he displays toward counselees, the methods he uses in problem-solving, the very schedule he sets himself, all these point the school counselor toward a location of his own along the counseling continuum. All counselors are more alike than they are different. They vary in depth and in degree. Their choice of counseling theory is based largely on emphasis in attitude rather than on any sharp dichotomy.

#### Relation of Goals to Counseling Theory

There are as many goals in counseling as there are problems, but in general the school counselor keeps to the three primary purposes of the interview: to get information, to give information, and to change attitudes. He sees counseling as getting to learn the personality of the individual and then attempting to remove the blocks preventing further personality development. His primary business is to lend his strength to support a person in undergoing personality change.

In defining goals school counselors are generally agreed that the pupil must make his own decisions but they insist that the counselor must supply the experience the pupil lacks. If adolescents have the right to fail, then the counselor has the responsibility to see that the failure amounts to a learning experience and not to a personal catastrophe.

There are implications for counseling theory in the two paragraphs above. How much support does the counselor believe the counselee should get? How much personality change is to be attempted? In answering these questions for himself, a counselor's theory of counseling may range anywhere between psychotherapy in depth to undiluted instruction.

The school counselor's broad goal may be summed up as a developmental process of helping the individual find himself in the present and, on the basis of apparent potential and desire, locate himself in the future. However, not to be lost sight of in the broad and lofty goals of counseling are such practical bits of business as hunting up and putting into the pupil's hand a scholarship blank or a job opportunity suited to his ability and needs. This simple and very obvious service may take only moments, but it might result in more geometrical progression across a lifetime than the most brilliant applications of any counseling theory.

One vital goal of the school counselor is to identify and to encourage the real nonconformists among the student body, not those who act differently for the sake of seeming different, but those who are truly divergent thinkers. For most of the school population they are uncomfortable people to have around but, far more than the academically talented whose very willingness to exhibit high performance is a

pledge of allegiance to the status quo, these non-conformists are the potential bearers of new gifts to man's cultural heritage and the counselor must bid them welcome, perhaps in spite of his own discomfort at their divergent ideas.

In broad perspective every school counselor pictures his all-embracing goal in light of the story of the little boy who was making too much noise while his father tried to read a magazine. The father came across a page on which there was a map of the world, and he tore this into pieces, saying: "Here's a puzzle that'll keep you busy. See if you can put this map together." Just a few minutes later the boy surprised his father by showing him the map perfectly arranged. "How did you do it so quick?" "Oh, that was easy, Dad. You see there was a picture of a man on the other side. So all I had to do was put the man together and the world came out okay."

School counselors by and large take pride and satisfaction in the part they play in putting the man together. But how they go about the task, and the kind of man they have in mind to fit with tomorrow's map of the world, will point them toward different locations on the continuum of counseling theory.

#### Relation of Theory to Behavior

What kind of personal philosophy does each school counselor build or borrow for himself? Is he fixated on

middle class values? Does he enjoy Buddha and Beethoven or does he bowl every Wednesday and feel motivated by progressive jazz? Is he cosmopolitan or insular in outlook? Does he study the issues involved in his profession? Has he developed a style and a way of life that make him an individual?

If each particular school counselor knows where he himself stands right now on such matters as are mentioned above, then he knows where he stands right now on the counseling continuum. His behavior, within the possibilities of the school situation, will tend to reflect a definite theory of counseling and to be consistent. The counselor who does not know where he stands with himself does not know where he stands on the counseling continuum. His behavior will tend to reflect his indecision and to be inconsistent. This neither means that the consistent counselor's stand on ways of life is an either-or manifesto nor that his stand on the continuum is rigidly fixed. This does mean that a counselor's stand is a place from which to take new sightings and soundings before moving one way or another along the counseling continuum instead of "riding off in all directions" as the counselor without a theory to serve him as a compass tends to do.

In brief analysis the conflicts or issues in school counseling perhaps may be reduced to philosophical attitudes regarding the nature of man and the nature of the universe.

One single question might cover the complex field: "What am I and who are you and how do we relate to each other and where do we go from here and why?"

Summing up the relation of theory to behavior, there is more than jest in the conclusion that it is the relation of the chicken to the egg. Each produces the other in an uninterrupted sequence of cause and effect but the ancient riddle remains unanswered: "Which came first---?" There is another way to illustrate the relation of theory to behavior: Evolution produced Darwin; Darwin proposed the theory of Evolution.

#### Relation of Counselor Training to Theory

In considering the relation of training to theory, it is evident that a person generally does what his nature and training have prepared him to do. A lawyer practices law, a surgeon operates, a psychometrist gives tests. This means that a counselor trained as a clinical psychologist will tend to treat pupils as patients and turn the school into a hospital. Having been alerted to the manifestations of disturbed people, he tends to see them everywhere--and they are not hard to find (in temporary state) among a volatile population of adolescents. On the other hand a counselor with less training in psychology but with more training in the social and biological sciences and the humanities (not to mention the school situation) will tend



to look upon the student body as normal (except for the fraction who are indisputable referrals) and counsel them accordingly, in the faith that they are going through a period where "disturbance" and, in fact, "turbulence" are the rule rather than the exception, and that almost all of them "grow out of it" thanks to no other therapy than time.

In any event the training of the two counselors mentioned above has pointed them toward different theories of counseling.

A final word on this topic: Course work is important in counselor training; personality is vital. No amount of "right" courses can change the wrong personality for counseling. The head may be furnished with knowledge, but empathy has to come from the heart. There is growing conviction, be this as discouraging or encouraging as it may to educators and candidates, that counselors are born, not made.

#### Suitability of Theories in School Counseling

For purposes of this discussion, all counseling theories have been conceived of as being groupable in three categories: nondirective, directive, and eclectic. Doubtless Bordin's three dimensions of the counseling process (11:169-184) could be substituted for these argumentative terms but this arbitrary grouping seems to agree with the consensus of

guidance personnel and others. It has been pointed out that the "nondirectivists" no longer like to be called "nondirective," but "client-centered." They may indeed have this preference. However, to concede them their claim to the title would be to imply that the rather large remainder of practitioners are counselor-centered or otherwise-centered but definitely not client-centered. Therefore, it is maintained that all counselors worthy of the name are client-centered on a nondirective-eclectic-directive continuum. Along this continuum Rogers is commonly seen at the nondirective extreme with Williamson at the other, while Thorne and Tyler, among others, traffic in between. This, of course, is an impression not a blueprint.

There is some question as to whether any theory of counseling is suitable at the high school level. Adolescents are breaking their chains to childhood, rebelling against their parents and the world at large. So much of their vital force is used up in these struggles that they have little energy remaining for the interpersonal relations with other adults such as school counselors. The typical adolescent doesn't know what to expect from the counselor. He doesn't know what to expect from himself. He keeps asking, "Am I a child or an adult?" and he gets a different answer from within almost every time he asks.

### Suitability of Psychotherapy in High School

Adolescents have the highest incidence of diagnostic referrals but the lowest incidence of successful therapy. The psychotherapeutic treatment of a high school pupil might be compared to a rifleman trying to hit a guided missile one moment after blast-off; the aim may be excellent but in the time it takes to press the trigger the target moves out of range.

As mentioned previously the adolescent commonly shows many pseudo-pathological symptoms that generally disappear as he gropes toward adulthood, but during this period there is the ever-present danger that he might be triggered into an emotional blowup by counseling techniques not recommended in a school situation. The use of free association, for instance, may possibly draw out primary-process-dominated problems that secondary school counselors are not generally trained to handle.

Pointing out that the emphasis during the decade or two around mid-century upon psychology as the core of counselor education has been a mixed blessing. C. Gilbert Wrenn (63:182) maintains that one crucial decision regarding counseling goals must be made by every school counselor: "Am I a specialist for a few who are in trouble or am I a specialist for many with normal growth problems?"

An answer to the above question inevitably leads away from some theories of counseling while leading toward others.

### Limitations of Nondirective Counseling in Schools

Counselors have been asked to re-evaluate their ideas about the nondirective approach in counseling at the high school level. They are urged to be semi-corrective because lack of direction may put the responsibility on the shoulders of an adolescent who lacks the experience or emotional maturity to handle his problem. In other words, let the pupil drive the car toward becoming what he is to be, but put up enough warning signs along the road so that he cannot go too far wrong. As a professional man every counselor has to pass judgments and make decisions regarding such matters. A Lincolnian formula applies here:

"You can be nondirective with some of the pupils all of the time and you can be nondirective with all of the pupils some of the time, but you can't be nondirective with all of the pupils all of the time."

### Relation of Counselors in Training to Nondirective Theory

Most school counselors begin their training by joining the Rogerian disciples with enthusiasm. They are enchanted with client-centered counseling largely because Rogers gives them a tool and a rationale--acceptance of the other person clears a way to problem-solving--that seems, in the first flush of discovery, easy to learn and easy to apply. The Rogerian system with its faith in the fundamental goodness of man and in the democratic process appeals to counselors

in contrast to the systems of the classic psychoanalysts who demean man's basic nature and appear Teutonically authoritative. There is also the possibility that school counselors in training, many of whom have had experiences as teachers, seize upon nondirective counseling as part of a short-lived rebellion against the directive educational procedures with which they have been rather forcefully acquainted.

Considering the prompt and almost wholesale acceptance of Rogers by counselors in training, there is occasion to wonder, again not entirely in jest, whether the phenomenon might not be traced to years of indoctrination by the communications password, Roger, meaning "Okay, I get you, I understand, right!"

The honeymoon with the Rogerian ideal seldom ends abruptly but it cools, and in certain cases a divorce results. As school counselors acquire more sophistication, they tend to develop doubts about nondirective counseling. During NDEA Institutes and other phases of their graduate program, they gain insight into other systems and they hear counselor educators raise such questions as, "Realistically, how non-directive can you be? Doesn't every counselor affect the atmosphere with his personality and sense of values, and therefore even his presence is directive, right?" To which many counselors who have been so struck with the Rogerian way may now reply, "Roger!"

When the reaction sets in against Rogers, the objections are based on pragmatic grounds and tend to ridicule the client-centered system:

"When a kid asks me where's the bathroom, I don't think that um-hum is a very satisfactory answer."

"A kid comes into my office and wants to know how many years he's got to go to college to get to be a physician. So what do I do--sit there and nod my head and wait for him to go on to another question or unburden his soul or something?"

"Listen, there aren't enough hours in the day to let these kids string out their problems. Some of them would talk forever, just to keep out of class. You've got to get down to cases. You've got to forget all this permissive stuff and start being directive."

#### Reaction of High School Counselors to Nondirective Theory

There are even objections from pupils about nondirective counselors. In most of their classrooms they have been told what to do and they want to continue to be told. Some pupils greet the nondirective approach with wonder, then with delight, and take up the implied challenge to think for themselves. Others may decide that the counselor has no interest in them, that he is incapable, and they display sharp irritation at the lack of direction.

At a National Science Institute for high school juniors, participants were invited to receive counseling from graduate students taking their practicum course. As observed by the writer, most of the adolescents were pleased at the attention they received, comparing this process with what they called the "fast shuffle" they had experienced with their own school counselors, but a strong minority reacted against the nondirective treatment. This minority obviously wanted nothing from the counselors except test interpretation and occupational information. They showed resentment against the permissive atmosphere which struck them either as dawdling or as pressure to elicit personal problems. There is at least a suspicion here that the counselees in the minority are more representative of the realistic school situation whereas the counselees in the majority were responding to an amount of attention possible under the relatively ideal conditions of a practicum but not workable (or equitable) in the time-bound public schools. Whatever interpretation may be made of this, one conclusion seems clear: the attitude of counselees will tend to shape counseling theory. The psychotherapist tends to attract certain types of patients (problems) and they in turn are attracted to him because of his specialization in their kind of troubles. This choice of selection, present to a limited degree in larger high schools, is virtually non-existent in small schools. The educational setting

appears to demand compromise rather than a position toward either extreme of the counseling continuum.

### Practicum Surveys of Counseling Theory

Across a period of three years, the present writer has made informal studies of supervised counseling practicum groups to get an idea of how students taking the course intended to relate theory to practice; that is, how they would use the knowledge and understanding gained in graduate work in an actual on-the-job situation.

Results of these surveys show that although most of the prospective counselors paid lip service to nondirective counseling, they saw themselves as not using this theory very much (or at least not as much as they thought the counselor educator thought they should!). About 25 per cent favored the nondirective theory as most effective, 10 per cent favored the directive theory, and the majority stressed conviction that different pupils required the application of different theories.

There were counselors who felt that many pupils were so limited in basic abilities or background that the interview had to be structured rigidly if any communication were to take place. There were those who claimed that pupils who "let off steam" and used the counselor as a "sounding board" had to be restrained because the self-indulgence in talk became a luxury neither the counselor



nor the school could afford since it robbed other pupils of the right to equal time.

Several of the counselors felt that a nondirective approach should be used only in the case of personal problems. The average run of responses indicated a prevailing confusion which seemed to regard a direct answer to a direct question as constituting a directive answer.

Despite the informality of this extended study and other inadequacies of the research, two significant findings seem to stand out: one, general agreement that counseling theory should be suited to the pupil and two, that it should not clash with the counselor's personality; i.e., the counselor who remains himself and does not try to put on an act is more convincing and effective than the counselor who tries to use a theory which is not characteristic of him.

#### Tradition of Directive Counseling in High School

The strong tradition toward directive counseling in the schools, based on the didactic method of instruction and the protective principle of custodial care, has been carried forward by the fact that typical school counselors have emerged from the teaching ranks. In their role as teachers they become accustomed to telling pupils what to do, and in their role as counselors they continue to tell pupils, convinced that this is probably best and certainly

quicker. There seems little argument that in a school setting the directive counselor can operate with greater efficiency than the nondirective counselor but the vital issue concerns which one can operate more effectively. The question the strongly directive counselor has to answer in the watches of the night when self doubts take the place of dreams is:

"How would you like it if everybody you ever gave advice to had gone on to take it?"

#### Eclectic Theory in High School Counseling

One comment about the eclectic theory of counseling is that the middle of the road is where head-on collisions occur. The critics of the counselor belonging to the eclectic school also picture him in the position of the member of the old Mugwump political party, who, "sits with his mug on one side of the fence and his wump on the other."

Much confusion exists among high school counselors as to what constitutes an eclectic theory of counseling. Is it the weaving of odds and ends of other theories into a crazyquilt? Or is it being Adlerian at nine in the morning and Rogerian at three in the afternoon, with role-playing of Ellis, Sullivan, Mowrer, Williamson, Bordin, and others sandwiched in between to suit other pupils of the day? The former seems at best a makeshift and the latter smacks too much of a quick-change artist, conjuring up a refrain

from the Gilbert and Sullivan operetta, The Sorcerers:

Oh! my name is John Wellington Wells,  
I'm a dealer in magic and spells.

Eclecticism is as much in tune with the American way of life as pragmatism. The former has been called (23:180) "the bane of our national life and either responsible for, or a rationalization of, the contradictions, inconsistencies, illogicalities, and opportunistic compromises that figure so prominently in our personal and institutional behavior." The spirit of compromise is strong in America. Complete ideas and extreme opinions (except in matters that become labelled as "national interests") are repellent to the Prevailing philosophy. When this republic was a young upstart among nations, deToqueville observed the American disposition to form associations on any pretext and for whatever purpose. Perhaps in light of this history an association of counseling theories is inevitable in the public schools.

#### Analysis of Counseling Theories

In considering the suitability of counseling theories at the secondary level, there are four crucial variables that must be balanced in reaching any decision: the nature of the counselor, the nature of the pupil, the nature of the problem, and the nature of the school situation. Little differentiation need be made among the various theories of counseling. They have a variety of styles but interchangeable

parts, most of which can be made to operate in any of the systems once the semantics are overhauled.

Counseling theories are more striking for their similarities than for their differences. Jung (30:95) is on record as being a prehistoric Rogerian:

The psychologist has come to see that nothing is achieved by telling, persuading, admonishing, giving "good" advice. He has to relate to the individuality of the sufferer. . . The deeper the doctor's understanding penetrates the patient, the weaker become the meanings of the principles based on general experience that the doctor first applied.

Freud himself could be nondirective. While a student of Freud, Theodor Reik (48) bumped into the master on his daily walk along the Ringstrasse in Vienna and walked home with him. Freud inquired about Reik's plans and Reik told him of his problems, about choosing a profession and a marriage mate. Freud counseled:

I can only tell you of my personal experience. When making a decision of minor importance, I have always found it advantageous to consider all the pros and cons. In vital matters, however, such as the choice of a mate or a profession, the decision should come from the unconscious, from somewhere within ourselves. In the important decisions of our personal life, we should be governed, I think, by the deep inner needs of our nature.

#### Art Related to Counseling Theory

The arts, particularly the art of writing, always have been close to counseling. Psychoanalysis has followed the example of the great playwrights and novelists in attempting

to reach the depths of behavior rather than the superficial layers. A story has to have a beginning, a middle, and an end; so does counseling. A novel predicates character change; so does counseling.

All artists study the methods and the formats of the masters. Just as an artist has to learn the principles of perspective before being able to create an effective illusion, so it would appear that a counselor must learn conformity to certain systems of counseling before being able to encourage freedom of expression in a way of his own. All art earns liberty through discipline. Not until the rules have been learned does the artist gain the insight to understand when and how they may be altered or avoided to suit his purposes. The very restrictions of the sonnet form encourage greater ultimate freedom of expression than the unrestricted license of free verse. Free verse is permissive; the sonnet is a challenge that calls upon the poet's ultimate resources. When a poet cannot contain his ideas within the framework of a sonnet, however, he does not break the framework or sacrifice his inspiration; he moves toward another form of expression. There seem to be guidelines here for counselors in quest of theory.

#### Flexibility of Counseling Theory

As far as holding fast to one system of counseling and forcing the counselee to fit into the framework of that

system, it may be recalled that Freud deprecated all "systems" including his own in the words, "Moi, je ne suis pas un Freudists." Jung (30:112) has been more explicit, declaring that since there is no nag that cannot be ridden to death, all theories of neurosis and methods of treatment are a dubious affair. He always found it amusing when businesslike doctors and fashionable consultants would claim that they treated patients along the lines of Adler, Kunkel, Freud or Jung. He said there simply was not and could not be any such treatment.

When I treat Mr. X, I have of necessity to use method X, just as with Mrs. Z, I have to use method Z. This means that the real and effective treatment of neurosis is always individual. If it has become evident anywhere that there are not so much illnesses as ill people, this is manifestly the case in neurosis. . . I myself have long discarded any uniform theory of neurosis, except for a few quite general points like disassociation, conflict, complex, regressing, abaissement, which belong to the stock-in-trade.

#### Summary Statement of Counseling Theory in High School

The school counselor works in a setting where the primary goal is not rehabilitation but education. He is trained to refer disturbed pupils, not to treat them. The problems brought to him are largely vocational and educational. Counseling theory at the secondary level rests upon a basic idea in counseling and educational philosophy, the idea of individual differences. No one theory of counseling is suitable because no single theory can allow

for individual differences, not only of the pupil but of the counselor himself.

A theory of counseling suitable for application in high school must conform to principles laid down by artists and top level leaders in all walks of life. It must be flexible rather than rigid, and, like the democratic process itself, adaptable. It must provide access for all normal pupils. Call this eclecticism or call it a compromise, the fact remains that every life, and every theory in life faces a continuing adjustment between a world of possibilities and the world of reality.

The beginner in the field of secondary school counseling either tends to become erratically eclectic, piecing together remnants of theory, or he allies himself with a particular theory and clings to it whether suited to himself and pupil needs or not. Instead of bending his theory or moving along the continuum, he inclines toward breaking the pupil into the mold.

An effective counselor usually begins practice by selecting a theory of counseling that attracts him as being suited to his personality and concept of counseling. As time goes on in his school situation, he discovers that this favorite theory has to be revised constantly to accommodate individual differences in pupils. In due course the theory may become so altered as to defy analysis of its origin.

In effect, a skillful counselor works out a theory of his own, but he does not start from scratch; he starts from Tyler or Williamson or Rogers or Thorne or someone else with whom he can identify, until in the fullness of experience he becomes his own man, thus fulfilling the ancient inscription on the temple of Apollo at Delphi--Gnothe Seauton--which is the goal of all counselors and of all counseling:

Know thyself.

Or as that very directive counselor Polonius told his  
S on:

This above all: to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.



## CHAPTER VI

### CONFLICTS: SURVEYS OF OPINION

For a detailed introduction to this chapter, the reader is invited to re-examine pages 3, 4, 5 and 8 through 15 in Chapter I.

To recapitulate, potential respondents to a format of inquiry (see Appendix A) were invited to consider the field of counseling and guidance in broad perspective or in narrow focus and thereupon to set down their opinions and observations regarding conflicts within the field.

The majority of respondents found no difficulties in the deliberate vagueness of the global definitions taken as implicit in the range of counseling and guidance, and most of the few who did quarrel with the foregoing "fuzziness" or other questionable terminology simply stated their own viewpoints and went on from there. A rare exception was Roeber, whose letter along with the present writer's response may be found in Appendix B.

The various surveys in this chapter (grouped as much to put focus upon individuals as to differentiate between groups) are looked upon not only as another tentative probe

toward finding out how counselors and counselor educators, see themselves and their work--in broad perspective or in narrow range--how they are oriented toward Wrenn's Changing World; but these surveys also are regarded with equal importance in the light of how leaders and spokesmen and toilers in other professions and ways of life see counselors and counselor educators and the elastic reaches of counseling and guidance.

In the long view, evaluations are going to interact. True, there is a tendency on the part of the public to look upon counselors and counselor educators and the field which they inhabit, much in the way that counselors and counselor educators see themselves and their field (provided their vision is reasonably correct or adjustable to correction). But appraisal, the same as all forms of communication, is a two-way thoroughfare, and counselors and counselor educators are going to be influenced by how they are seen by the general public, by spokesmen and leaders in other disciplines, by professional personnel in various fields of practice, and, last but by no means least, by schoolmen at several levels.

In short, there seemed a real need not only to sample the opinions and observations of those within the field of counseling and guidance, but also (to borrow Truman Capote's title) to make an effort to tune in on Other Voices, Other Rooms, in the belief that otherwise a mere circular validity

effect is achieved whereby dwellers in the field prove what they want to prove by unanimous echo reverberating (to mix metaphors) through tunnel vision.

To carry the point further, a man may claim to be Napoleon, and believe this sincerely, and perhaps even convince a majority of those in the same ward of his institution, but claiming and believing and convincing those already similarly disposed is not enough. As Stefflre has indicated in his portion of the surveys, it is essential to investigate what the emperor is wearing, if anything. To go a step beyond, it is perhaps even more essential to find out where the emperor is headed and what is the purpose of his journey. Lady Godiva and Archimedes were alike careless of attire, but they each had a rationale for appearing in public.

The writer felt, moreover, that reducing these surveys of opinion to charts or other graphic devices for a lazy look at summations would be a disservice not only to the distinguished respondents who so graciously contributed their time and judgments, but an even graver disservice to the thesis itself.

Any reader may summarize as he goes along the number of respondents concerned, for instance, with such conflicts as individual-society, selectivity-open sesame, but for the present writer to do this would be to deprive the readers of this thesis the personal flavor and idiosyncratic nature

of the responses. Therefore, the latter are included in their entirety, and solid nutrition may be anticipated by those whose potential intake has not been reduced by habit to a diet of shortcuts via statistical visual aids.

## Part One

### Four Along the Continuum

(Rogers, Tyler, Thorne, Williamson)

In the popular impression at least of the nondirective-directive poles of opinion, Rogers would be situated at one end of a panel discussion and Williamson at the other, with Tyler and Thorne (among others) somewhere between.

Here is a chance to compare the responses of these four eminent theorists and authorities in the literature and in the working field of counseling and guidance:

#### Carl Rogers<sup>1</sup>

1. I think the greatest conflict within guidance is the logical positivist view of man.
2. The second most vital conflict within guidance to my mind is between the emphasis on subjectivity in the counseling relationship and the research point of view.

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<sup>1</sup>Professor, Departments of Psychology and Psychiatry, University of Wisconsin; Past President of both the APA and the American Academy of Psychotherapists; Author of (his most recent book) On Becoming A Person, (1961).

3. Another conflict is between guidance for satisfactory educational and vocational placement, and so forth, and counseling for personal growth.
4. To me the list of conflicts within guidance would not be complete without mentioning the conflict between those who would use guidance and the behavioral sciences to control man's behavior, and those who would use it to free the individual to become a more unique and autonomous person.

Leona E. Tyler<sup>2</sup>

1. I think the greatest conflict within guidance is whether it is designed to promote the development of all students or to help individuals with special problems.
2. The second most vital conflict within guidance to my mind concerns whether it is to be considered mainly a branch of applied psychology or an integral part of education.
3. Another conflict within guidance as I see it is whether teaching experience is essential for guidance workers. (Related, of course, to previous conflict, but not identical with it.)
4. To me the list of conflicts would not be complete without a consideration of the relative importance

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<sup>2</sup>University of Oregon; author, The Work of the Counselor, (2nd edition), Appleton-Century-Crofts, Inc., 1961.

of group and individual techniques.

Frederick C. Thorne<sup>3</sup>

1. I think the greatest conflict within guidance is: "Narrow" spectrum approaches emphasizing only one clinical method. So-called "authorities" settle on one method and try to make it solve all problems. In contrast, a "broad" spectrum approach using all known methods according to their indications and contraindications is most eclectic.
2. The second most vital conflict within guidance to my mind concerns too much preoccupation with psycho-analytic theory and emphasis on unconscious determination of behavior. Many socially important behaviors are not determined by repressed unconscious conflicts and should be dealt with realistically in terms of the present situation.
3. Another conflict within guidance as I see it concerns too much dependence on unvalidated tests and methods. Current methods simply do not permit valid predictions concerning future developments to be made.
4. To me the list of conflicts would not be complete without mentioning too much "theory-centeredness" or

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<sup>3</sup> Author (among other words), Principles of Personality Counseling; an Eclectic Viewpoint. Brandon, Vermont: Journal of Clinical Psychology, 1950.

"school-centeredness" and not enough understanding of the needs of the individual child.

E. G. Williamson<sup>4</sup>

1. The greatest conflict in guidance is incomplete analysis in intellectual depth of the question-- should (and is) the counselor an "influence" on the student regarding the "nature" (pattern or form) of his developing person or should the counselor be "neutral" regarding the outcome of human development? This involves human values, the school, and the counselor.
2. Another conflict in guidance is the use of external (to the student) measurements and observations as contrasted (often quite superficially contrasted as either-or) with "subjective" self-observation and self-appraisal. This involves but is not confined to the role of the self theory both in human development and in counseling.
3. Still another conflict within guidance is the superficial opposition of group guidance techniques to individual case study and individual interviewing. This either-or categorization often ignores the fact of the interdependency and interpenetration of each

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<sup>4</sup>Dean of Students and Professor of Psychology, University of Minnesota; Author of (among others) Student Personnel Services in Colleges and Universities. New York: McGraw-Hill, 1961.

with the other--else we would have no organized society of humans and less than the full development of the individual personality.

4. To me the list of conflicts within guidance would not be complete without mentioning therapy dynamics as opposed to the use of measurement and research-clinical design as the background or underlying design of interviewing in counseling.

## Part Two

### APGA Presidents and Past Presidents

(Arbuckle, Corre, Cottingham, Dugan, Dunsmoor,  
Johnson, Shaffer, Super)

Without exception the gentlemen--and the lady--singled out in this survey are noted for their eminence in theory, research, the literature, or another area of renown within the field of counseling and guidance. However, they are grouped here in official capacity because the list of **APGA** presidents and past presidents is as short as their reputations are long. The called roster goes back merely a decade to the first president, Shaffer.



Dugald S. Arbuckle<sup>5</sup>

I'm taking you at your word and writing these out of the top of my head. I'd be interested in your product.

1. I think the greatest conflict within guidance is probably the struggle between those who see the primacy of the individual and those who, while still concerned with the individual, tend to see him more as a product of, and therefore to some degree, a creature of, the outside environment over which he has little or no direction and control. It is, then, the rights of the individual man over the group, the primacy of the person over any organization.
2. The second most vital conflict within guidance to my mind is allied with the above and would be the concept of the basic structure of the education of the school counselor. I would see him as one who must be a broadly educated individual rather than a narrowly specialized technician with his bag of tricks. His professional competence will have been demonstrated in his rigorous educational program in

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<sup>5</sup>Past President, APGA (1959-1960); author (among other works) of Counseling: An Introduction. Boston: Allyn and Bacon, 1961; Director, National Defense Counseling and Guiding Training Institutes, Academic Year 1963-1964, Boston University.

actual involvement with those with whom he must work, while the other part of his program will have been an involvement and a challenge in the broadly related areas of the behavioral sciences.

3. Another conflict within guidance is the confusion and vagueness among counselors themselves as to who they are and what their function might be. Counseling today is in a state somewhat like medicine of a century ago. Almost anyone who is "interested in people" can be a "counselor." Certification is through the state, and is often next to meaningless since the people most involved professionally have nothing to do with certification.
4. To me the list of conflicts within guidance would not be complete without mentioning the place of personnel services in the school which also represent an area of conflict. Some (like California's new state superintendent Rafferty) see them as something which has no place in education which is purely of the mind, while others feel that any concept of democracy and freedom must include within their educational framework those personnel services which will help children to get the most they can from the educational experience of which they must partake.

Like other phases of education, the role of the federal government is another issue which will be with us for some time to come.

Mary P. Corre<sup>6</sup>

1. I think the greatest conflict within guidance is that guidance has not yet defined its role. Is it all things to all people -- or is there a special area where it can best serve -- that should be more definitely outlined?
2. The second most vital conflict within guidance to my mind is vocational (including educational and simpler personal guidance) versus psychological approach bordering on therapy.
3. Another conflict within guidance as I see it is conflict over standards for counselors -- related to 2. Should all counselors be psychologists or isn't there a place for the well-trained educational and vocational counselor who has understanding of emotional problems and knows how to use services of the specialist?
4. To me the list of conflicts would not be complete without mention of the conflict between guidance workers and many teachers and school administrators due to different educational and social philosophy.

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<sup>6</sup>Past President, APGA (1955-1956); Supervisor, Division of Counseling Services, Cincinnati Public Schools.

Harold F. Cottingham<sup>7</sup>

1. I think the greatest conflict within guidance is: role of helping person--mechanical manipulator vs personal permissive helper. (Issue - responsibility of guidance person in working with others on one-to-one basis.)
2. The second most vital conflict concerns the types of experiences (didactic, practicum, therapy) most helpful as learning aids to counselors in training.
3. Another conflict within guidance as I see it is determining the counselor's role in job--in light of:
  - (a) administration and school philosophy
  - (b) pupils needs (total school population)
  - (c) skills and competences of guidance person
  - (d) professional concepts and standards in guidance.
4. To me the list of conflicts would not be complete without mentioning the best ways (approaches) to respond to affective elements of interview so as to encourage emotional growth (on part of client).

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<sup>7</sup>President-elect, APGA (May 1964); Current President, National Vocational Guidance Association; Head of Guidance and Counseling Department, Florida State University; Director, National Defense Counseling and Guidance Training Institute, Summer - 1963.

Willis E. Dugan<sup>8</sup>

My answers will be based largely upon my experience in observing guidance at work in the schools. As you know, I have worked in the field with schools for nearly twenty-four years.

1. I think the greatest conflict within guidance is that between the specialist approach and the generalist approach.
2. Another vital conflict within guidance to my mind is between theory and application.
3. Another conflict within guidance as I see it is between client-centered and counselor-centered guidance.
4. To me the list of conflicts within guidance would not be complete without mentioning vocational guidance versus other types of guidance.

Each of these conflicts are a continuum in which various guidance workers tend toward the left or right of the middle. The degree to which they tend to believe and operate away from the middle tends to characterize their philosophy and practice of guidance. Invariably the extremes are undesirable. The guidance worker who understands

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<sup>8</sup>Professor, Guidance and Counseling, College of Education, University of Minnesota; President-elect APGA, 1963-1964.

and uses many techniques but does not go to the extreme is usually the most successful.

One of the biggest problems in the selection of guidance workers is that of identifying the individuals who have desirable personality characteristics. Many are trained as guidance and personnel workers who do not have the desirable characteristics of personality.

C. C. Dunsmoor<sup>9</sup>

The terminology "Conflicts Within Guidance" bothers me a little bit. I prefer to refer to the so-called conflicts as divergent points of view, most of which are honestly held by various practitioners from various disciplines within guidance and related fields. In my opinion, the various divergent viewpoints is a healthy situation and I have no great fear but what out of the milling around of these various points of view will come essentially what should be the right answer.

Membership of the American Personnel and Guidance Association today is approaching seventeen thousand and it is my feeling that with the many thousands of intelligent people evaluating the various points of view, the rough edges or "way out" viewpoints are going to be smoothed out.

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<sup>9</sup>President, American Personnel and Guidance Association, (1962-1963); Director, Board of Educational Services, North Westchester County, New York.

I think one of the greatest concerns we face in guidance comes from the fact that many related fields, some of which you refer to, feel that they are in a position to "expert" on guidance when as a matter of fact they have no moral right to do so because they don't know a damn thing about it. This latter may be our fault because of poor communication and a lack of a suitable public relations program.

1. I think the greatest conflict "within" guidance is between the Counseling Psychologist (Clinical) and Counselors--the former seemingly want to take over the whole counseling movement.
2. The second most vital conflict is between certain Psychology groups who have been taking pot-shots at vocational guidance workers--without coming up with any alternatives, e.g., the book on "Epitaph of Vocational Guidance" by Barry and Wolf.
3. Another conflict within guidance as I see it concerns the "Testers" and the "skeptics"--and basic education groups (self-appointed "vigilantes," with oftentimes only small regard for the whole truth), e.g., the Gross book on "The Brain Watchers."

It's about time we stand up as a profession and start "swinging from the floor" on those who deliberately misinterpret or misrepresent us. I think the answer lies in APGA's

launching an "all-out" and continuous program of public information designed to tell the public what we stand for and why--not just defending ourselves when we've been slandered or misinterpreted.

Walter F. Johnson<sup>10</sup>

1. I think the greatest conflict within guidance is a determination of what guidance is in the professional sense of the word, and whether it is the province of the specialist counselor-type of person, or belongs to all who work with growing, developing persons.
2. The second most vital conflict within guidance to my mind is a clarification of what the appropriate role of the counselor is as he deals with persons who seek "counseling" or who are sent to him for this kind of help.
3. Another conflict within guidance as I see it is related to number two, just how much "help" should the counselor provide a counselee. How much "self-direction" should be expected both immediately and ultimately in the client? How far does the counselor need to go in either promoting self-direction, or short-circuiting the process to arrive at "right" solutions?

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<sup>10</sup>Director of Faculty Development, College of Education, Michigan State University; Past President, APGA (1958-1959); author of (with Steffire and Edelfelt) Pupil Personnel and Guidance Services. New York: McGraw-Hill, 1961.





4. To me the list of conflicts within guidance would not be complete without:
- (a) Role of group and individual "counseling" being clarified.
  - (b) Extent of use and dependence upon "external" sources of information in helping a client solve a problem (non-directive, directive, etc., this is a very important conflict).
  - (c) Clarification of ethics of certain counselor procedures.

Robert H. Shaffer<sup>11</sup>

1. I think the greatest conflict within guidance is the conflict caused by the concept of individual freedom, personal choice and self direction versus the concept of socialization wherein society with its experience, standards and need to survive indoctrinates, directs and teaches its young how to respond to life's situations. This conflict is often phrased as the conflict between freedom and authority or In Loco Parentis versus individual freedom.
2. The second most vital conflict within guidance to my mind is counseling in a technical sense within an institutional setting with its limitations and objectives

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<sup>11</sup> Past President, APGA, 1952-1953 (foundation year); Dean of Students, Professor of Education and Business Administration, Indiana University.

which may differ from the totally free and permissive counseling setting.

3. Another conflict within guidance as I see it concerns discipline in its regulatory, protective and "police" aspects versus the counseling and growth approach.
4. To me the list of conflicts would not be complete without suggesting that we educate our youth for at least enough conformity to be socially effective (viewed broadly) and yet stimulating the development of creative originality.

Donald E. Super<sup>12</sup>

1. I think the greatest conflict within guidance is that between administrative pressures to solve specific pupil problems (e.g. college admissions, delinquency, etc.) and professional desire to guide development of persons.
2. The second most vital conflict is the need to increase numbers and quality of counselors.
3. Another conflict within guidance as I see it is:  
Role conflict: Is counselor a teacher, psychologist, administrator, or does he have an identity of his own?

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<sup>12</sup>Professor of Education, Department of Psychological Foundations and Services, Teachers College, Columbia University; Past President, APGA (1953-1954); author of (among others) The Psychology of Careers. New York: Harper & Brothers, 1957.

## Part Three

## The Testing Authorities

(Bordin, Goldman, Lifton, McGowan, Reed,  
Smith, Whitla, Womer)

A diversity of opinion would be expected in this survey, combining as it does people in various fields and levels of formal education and people whose business it is to offer guidance programs and testing services to educational institutions.

Needless to say, several of the respondents more or less arbitrarily placed in this part of the surveys could just as well have been placed in other parts of the study.

E. S. Bordin<sup>13</sup>

(I am not certain of the order.)

1. I think the greatest conflict within guidance is:  
educating versus treating.
2. The second most vital conflict within guidance to  
my mind is: intensive versus brief treatment.
3. Another conflict within guidance as I see it is:  
catalyzing versus changing.
4. To me the list of conflicts within guidance would not  
be complete without mentioning the responsibility to  
society versus individual.

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<sup>13</sup>Professor, Bureau of Testing, University of Michigan;  
author of (among other works) Psychological Counseling.  
New York: Appleton, 1955.



Leo Goldman<sup>14</sup>

I think the greatest conflict within guidance is that of definition. In schools guidance is often seen as a clean-up emergency service. Whatever bothers teachers and administrators most and is not being "taken care of" by someone (psychologist, social worker, etc.) becomes the guidance department's responsibility. Counselor educators, on the other hand, are in pretty good agreement on the need for a definition of our field which is less subject to day-to-day changes and which can be applicable to all schools with, of course, adaptations to local conditions.

The second most vital conflict within guidance to my mind is another difference between the schools (especially administrators and secondary teachers) and counselor educators (who are increasingly being joined by professional guidance practitioners in schools). The former see guidance as manipulation of pupils who do not conform to the school's image of proper attitudes and behavior. At least a large number of the "good guys" see us instead as dedicated to the individual and his development. The last sentence of Carroll Miller's Foundations of Guidance says this very well.

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<sup>14</sup>Professor of Education, Brooklyn College; author: Using Tests in Counseling. Appleton, N.Y., 1961; Director National Defense Counseling and Guidance Training Institute, Summer - 1963.

Another conflict within guidance as I see it is the general practitioner conception of the counselor vs. the specialist. Perhaps a two-years master's degree would help narrow the gap, since it should be possible to prepare g.p.'s who could provide a variety of services to youngsters that minimally-educated counselors couldn't hope to do.

To me the list of conflicts within guidance would not be complete without being related to No. 2, but now focusing on intra-professional conflict, there is the matter of whether the counselor is primarily a helper-of-people-to-resolve-conflicts-through-interview (with Arbuckle as the purist here) or primarily a stimulator, information-giver, checker-on-development (with Hoppock as the nearest thing to a purist at this end). Most of us are in the middle and wonder how a counselor can integrate his various roles without injury to himself or his counselees.

Another specific conflict, which overlaps No. 2 and No. 4, has to do with values. C. H. Patterson has done some of the clearest integrative thinking on this one, but it is still a major issue in our field. The purer nondirectivist would relieve counselors of all valuing responsibility in relation to the client's goal. Samler and Williamson are closer to the other extreme.

(I don't know that I can assign any rank order to these, especially since several of them are interlocking.)

Walter M. Lifton<sup>15</sup>

1. I think the greatest conflict within guidance is the breakdown in communication between people working in the schools in guidance and those responsible for counselor training. Not only is there a wide gap between actual practice and university courses, but of greater significance in my eyes is that both groups are concerned about present roles, roles which will drastically change in the near future. Training is in the terms of the status quo--not in terms of developing new job demands.
2. The second most vital conflict is in the encapsulation of guidance people in the middle class culture which limits their effectiveness in perceiving the total needs of society or helping culturally different clients.
3. The third conflict is the lack of awareness and readiness to accept responsibility for interpreting role and process to the public.
4. The list of conflicts within guidance would not be complete without a discussion of the need to help present counselors accept the fact that guidance is a process of vocational maturation involving cultural

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<sup>15</sup>Director, Guidance Publications and Services, Science Research Associates, Chicago; author of (among other contributions) "Will College Be Wasted on Your Child," The Saturday Evening Post, June 2, 1962.



stages at the elementary and junior high level along with this realization counselors will also have to face the different counselor skills needed at these early levels.

John McGowan<sup>16</sup>

I am more than glad to give you what help I can in regard to material for your dissertation. I am going to more or less follow along the general form that you provided. However, it will be necessary for you to edit the material a little bit as I am going to use these for general points for a little free-association in regard to the general topic.

I think the greatest conflict within guidance today is the conflict between the role-expectancies of people preparing for work in guidance and the anticipations that they hold when they go into the field versus what the public in general, students, and school personnel, expect to receive from them. In my opinion, there is a marked discrepancy between what they are trained to provide versus what they are actually called upon to do in a great many school settings. The majority of them perceive themselves as receiving preparation for professional guidance work with

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<sup>16</sup> Assistant Director, University of Missouri Testing and Counseling Service; Member, Executive Council of the Division of Counseling Psychology, APA; Member, Rehabilitation Counseling Advisory Panel, U. S. Office of Education; co-author and editor of Counseling: Readings in Theory and Practice. New York: Holt, Rinehart and Winston, 1962.



an emphasis on counseling. In actual practice they often find themselves relegated to a great many routine clerical and office management activities, discipline, extra-curricular activities, etc.

I realize that, we always have the problem of the difference between what the "profession" wishes to offer as far as services are concerned and what the consumer expects. Nevertheless, it seems to me that we are losing many excellent people today because the job just doesn't offer them enough professional satisfaction nor adequate opportunity to use the skills that they have developed in training. By way of summary I would say that the main conflict involves a discrepancy between training programs, counseling philosophy and what clients and educational administrators want as far as services are concerned.

The second most vital conflict within guidance to my mind is of course directly related to the first. In regard to an academic setting it would be a conflict between the training requirements which are now being advanced by **APGA**, **APA**, etc., and the actual job opportunities, working conditions, and beginning salaries for people who are training in the field. It seems highly unrealistic to me to set up professional requirements, require two years in advanced graduate work, and still have the person going to work at a salary which is barely sufficient to support himself and his family. I think it is all well and good to

talk about the professionalization of the field, but until the people are able to work as professionals and earn a sufficient living to maintain a decent living standard, I really don't think we can talk about counseling involving a profession, at least in many high school situations.

Another conflict within guidance as I see it is the lack of clear identification of an exact training model to follow. This is related to the conflict that we have between the high prestige people who occupy a major position with APA and APGA, and who make up the training recommendations, and the actual people who are doing high school work. As you know, we have had very little literature of a professional nature produced by high school counselors and as a result have very little to teach within this area. The majority of our research comes from college and counseling bureaus and there is often times a lack of transfer from one situation to the other. As long as we have the same system of electing officers within our major organizations as we do at the present time, the people who teach and publish will continue to be elected and the "grass roots" will be without much representation. I realize that ACES is attempting to break this down as well as ASCA. However, I still feel that both of them have a long way to go and I am sure that the many high school counselors feel that the early idea of "taxation without representation" applies pretty directly to them.

Lowell W. Reed<sup>17</sup>

The number one conflict within the field of guidance, as I see it, is the lack of definition of the appropriate role of the counselor. The range is great. There are counselors who feel qualified to make an analysis of the counselee's psychological makeup and prescribe courses of action which will lead to a complete overhaul of the individual's personality. This type of counselor feels he has the unique ability to quickly grasp the counselee's problems and does not hesitate to spell out solutions. The other extreme type of counselor is the one who does nothing more than listen and will never come forth with an opinion or idea regardless of how desperately the counselee wishes this assistance.

No doubt we will never be able to define explicitly the appropriate role of the counselor. This will vary with individuals. What may be correct and effective for one need not necessarily be so for another. On the other hand, an attempt should be made that will convince counselors that they are neither God nor silent bystanders.

This leads me to say that conflicts in the field of guidance stem from the kinds of people who enter the field. Too often they are theoretical, or "do-gooders." Too often they enjoy the privilege of delving into the problems of

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<sup>17</sup>Midwest Regional Director, The American College Testing Program.

others. Too often they do not have the type of personality that leads people with problems to them for assistance or the good common sense to use the right approach to help the individual find a solution.

This may sound like a serious indictment of the counseling profession, but it is based on observations made in secondary schools, colleges, and industry. Of course there are many people in the profession doing excellent work, but because of the nature of the responsibilities involved, there can be no room for the incompetent.

Robert E. Smith<sup>18</sup>

1. I think the greatest conflict within guidance is: client-centered versus directive.
2. The second most vital conflict within guidance to my mind is the needs of the economy, of the nation, etc., and the needs of the individual.
3. Another conflict within guidance as I see it is: professional concerns versus administrative pressures.
4. To me the list of conflicts would not be complete without some mention of the conflict brought about by the pressures to enlarge the numbers of guidance people and the pressures set up to maintain some sort of professional standards.

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<sup>18</sup>College Scholarship Service, Educational Testing Service, Princeton, New Jersey.



Dean K. Whitla<sup>19</sup>

1. I think the greatest conflict within guidance is the role of guidance: therapeutic versus educational.
2. The second most vital conflict within guidance to my mind is: organization of the guidance function: Professional versus Lay (teacher et al.).
3. Another conflict within guidance as I see it is the assessment of goals and outcomes.
4. To me the list of conflicts within guidance would not be complete without mentioning the style of counseling.

Frank B. Womer<sup>20</sup>

1. I think the greatest conflict within guidance is: vocational counseling versus personal (psychological) counseling.
2. The second most vital conflict within guidance to my mind is: directive versus non-directive counseling.
3. Another conflict within guidance as I see it is the use by counselors of paper and pencil personality tests or adjustment inventories.

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<sup>19</sup>Associate Director of Admissions and Director of the Office of Tests at Harvard College; Recipient of a grant from the College Entrance Examination Board in support of a research project on the life-styles of Harvard graduates; Author of "Counseling in the University Setting," Harvard Educational Review (Special Issue, Fall, 1962: Guidance--An Examination), Cambridge, Mass.

<sup>20</sup>Consultant and Director, Michigan School Testing Service, Bureau of School Services, University of Michigan.



4. To me the list of conflicts within guidance would not be complete without mentioning the ethics of attempting systematically to direct the behavior of other human beings.

## Part Four

### Names in the Literature

(Erickson, Hoppock, MacLean, Mathewson, Miller,  
Norris, Roe, Rothney, Shoben, Steffire,  
Traxler, Barry & Wolf)

Throughout this chapter are the names of people who have made their mark in the literature of the profession, but this part of the survey deals in particular with a group whose names are familiar to most of those connected with counseling and guidance. The range is from historians of the modern guidance movement to occupational theorists to central administrators.

Clifford E. Erickson<sup>21</sup>

1. I think the greatest conflict within guidance concerns the lack of boundaries. A clear delineation is needed. The same old argument still rages--role of teacher, parent, lay person.

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<sup>21</sup>Provost, Michigan State University (deceased March 1963); Author of (with Smith and Roeber) Organization and Administration of Guidance Services. New York: McGraw-Hill, 1955.

2. The second most vital conflict concerns the uncertainty, regarding the importance, influence and direction of emotional responses.
3. Another conflict concerns how to professionalize.
4. To me the list of conflicts within guidance would not be complete without considering an analysis of whose "good" is being promoted--the individual, the state, the occupational setting, the school, etc.

Robert Hoppock<sup>22</sup>

1. I think the greatest conflict within guidance concerns counseling psychologists versus school counselors.  
Who will control?
2. The second most vital conflict within guidance to my mind is: Will school counseling be mainly on problems of emotional maladjustment or on educational and vocational planning?

M. S. MacLean<sup>23</sup>

Some of the conflicts in guidance and personnel work are perennial.

1. One basic one is between what Hahn calls the Rockheads and the Bleeding Hearts. These terms

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<sup>22</sup>Professor of Education, New York University; author of (among other works) Occupational Information. New York: McGraw-Hill, 1957.

<sup>23</sup>Professor Emeritus, University of California; author of (among others) (with Hahn), Counseling Psychology. New York: McGraw-Hill, 1955.

describe in the vernacular two very basic and largely opposing points of view.

- (a) The "rockheads" are the experimentalists stemming back to Pavlov and his drooling dogs. They are deep in scientism, sophisticated in statistics and experimental design. They like neat and tidy projects, using students as animals with matched pairs, chi-squares, significances of the differences and all the rest of the experimental paraphernalia. To them the student counselee is the "object" under the microscope, the carcass for dissection, a unit in the mass differentiated from others by test scores, grades, standing in class. In guidance and counseling of such students, he plays the numbers; has such confidences in his data that his advice is usually highly authoritarian although this he denies, claiming that he always uses scientific caution. He tends to think in classical terms of the separation of mind, body and emotions with mind being supreme when he deals with what he calls intelligence which, as you know, he defines as composite scores on verbal and quantitative measures.



His interest in the body is primarily in terms of the brain, the recent work on the brain stem, and the nervous system and interpret the findings largely in terms of their effect on verbal and quantitative ability. He tends to be chiefly an S-R learning theorist but modifies its "purity" as evidence accumulates of two or more factors. Much of his research is petty, repetitive, deals with too few subjects, on too few factors, in too short a time span. He is often tough and arrogant.

- (b) The "bleeding hearts" in guidance and counseling are a very different breed. Primarily they take the view of an inseparable unity of mind, body and emotions; give body the primary place in the scheme of things, with emotions, arising from psychosomatic interaction being paramount, and mind taking a sort of middle place, continually under the powerful influence of body and feelings. More and more they are psychoanalytically and existentially oriented. How students feel about matters, what hunches they play, what intuitions they lean upon, and most of all how they behave, react, are to them the basic material of guidance and

counseling. They are confident that intelligence is not a simple, single component but that it is a great complex made up of many variables many of which cannot be measured at present by our primitive instruments; that there are in fact many kinds of intelligences each effective or not depending upon the environmental situation in which the student finds himself. Learning to them is a multifactored operation. It includes basically (1) sensory intake on the complex physical plane; (2) the resulting feelings and emotions; (3) contemplation, analysis and synthesis by the processes of thinking, and (4) extension of the combination of all of these into intuition. The guidance and counselor workers so oriented thus make use of all varieties of tools and techniques--not tests and measurements alone, nor statistics and experimental data but probings of feelings and reactions, hunches, intuitions, observations of non-verbal communicative behavior. He is primarily concerned with personal reactions including his own in his relationships with his students, counselees or clients. In this

sense he is much more of a social than experimental psychologist with profound and continuing interests in the development of communication theory, group dynamics and group processes, value systems, interests and attitudes.

I see the basic conflicts in guidance, therefore, arising out of these two positions--the absolute faith of the "rockheads" in the scientific and experimental method and the denial by the "bleeding hearts" that this method is the be-all and the end-all of understanding human beings and their behavior and of helping them through guidance and counseling. One has only to read Allport's Becoming; Rollo May's Existence; Snygg, Combs and others on phenomenology, Tillich's work and that of Gabriel Marcel to have his concepts stretched out far beyond those of the experimentally oriented in psychology.

Robert H. Mathewson<sup>24</sup>

One difficulty, of course, lies in the word "conflict," since there is a great deal more "conflict" involved even if you confine considerations to the field of school guidance proper.

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<sup>24</sup>Professor of Education and Director, Graduate Training Program in Guidance and School Counseling, Division of Teacher Education, College of the City of New York; author, Guidance Policy and Practice, (3rd edition), Harper & Row, 1962.

Limiting the question to the field of school guidance itself, it seems to me that one of the greatest difficulties at present is the discrepancy that exists between the perceptions and conceptions of counselor educators as to what guidance and counseling is, and should be, and the ideas of school administrators and practicing counselors. It is partly a matter of whether the school culture and the community culture in some areas will permit guidance to function in the way and in the direction that counselor educators, as a group, envision--yet counselor educators may be right so far as the fulfillment of individual and social needs is concerned.

The reasons for the discrepancy are enticing to explore but I do not believe it would be possible for me to undertake it in a letter.

Carroll H. Miller<sup>25</sup>

I think the greatest conflict within guidance is one which grows out of a conflict of basic values in American culture. On the one hand, there is the idealism of high faith in the worth of an individual, in his self-realization, and in equality. On the other there is the faith in things and technological progress, in the rightness of the group,

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<sup>25</sup>Formerly associated with U. S. Office of Education, presently with Northern Illinois University; author of Foundations of Guidance. New York: Harper & Bros., 1961.



in efficiency, and utilitarianism. And so in an educational system which feels that it must operate by group methods with some degree of efficiency to prepare students to live in a real and technological world we are continually driven to compromise notions of individual worth and self-realization.

The second most vital conflict within guidance to my mind is a special aspect of the first but on a somewhat more philosophical level. The existentialism which underlies much of client-centered counseling, implicitly if not explicitly, is in conflict with pragmatic "progressive education" thinking which is still characteristic of much educational thinking in American schools. Trying to place existentially oriented practice in such a pragmatic milieu is like trying to mix oil and water--the best that can be hoped for is an unstable emulsion.

Another conflict within guidance as I see it is a practical one growing out of confusion as to the role of the counselor and his relation to other personnel workers. We still lack an adequate frame of reference within which to define and relate guidance and other functions. To me the list of conflicts within guidance would not be complete without some recognition of what seem to be vested interests of various professional groups in the preparation of counselors and other personnel workers, and in their role of personnel services.

Willia Norris<sup>26</sup>

1. I think the greatest conflict within guidance is "vocational guidance" versus "guidance"--the separateness of vocational guidance from guidance in general is needed in too many agencies outside of the school system as well as in too many school systems themselves.
2. The second most vital conflict concerns group guidance versus group counseling. Terms and techniques and the role of each need to be defined and understood.
3. Another conflict within guidance concerns the role of elementary versus high school or college counselors. The role of the elementary school counselor needs to be more adequately defined.
4. To me the list of conflicts within guidance would not be complete without mentioning teaching experience versus no teaching experience for school counselors.

Anne Roe<sup>27</sup>

I think the greatest conflict within guidance is over its basic function. All other conflicts are subsidiary and stem from the position taken on this.

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<sup>26</sup>Associate Professor of Guidance, Michigan State University; author of (among others) "Highlights in the History of the National Vocational Guidance Association," Personnel Guidance Journal, 1954.

<sup>27</sup>Author of The Psychology of Occupations. New York: Wiley, 1956; "Early Determinants of Vocational Choice," Journal of Counseling Psychology, 1957, 4, 212-217.

John Rothney<sup>28</sup>

1. I think the greatest conflict within guidance is:  
guidance for all versus guidance for "problem" cases.
2. The second most vital conflict is: major emphasis  
on guidance of the individual versus major emphasis  
on group guidance.
3. Another conflict within guidance as I see it is:  
guidance primarily for aiding the individual to  
handle immediate problems versus guidance primarily  
to prepare the individual to handle future problems  
more effectively.
4. A fourth conflict would concern guidance as decision  
making versus guidance as therapy.

E. J. Shoben, Jr.<sup>29</sup>

You permit remarkably wide latitude (that equation of guidance with western civilization and democratic philosophy, for example, is particularly startling), and although I'd like to take advantage of it, I'm also, I confess, a bit bewildered by it! Even so, I offer my statements for what

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<sup>28</sup>Director, Guidance Laboratory, University of Wisconsin; author (among other works) of Guidance Practice and Results. New York: Harper, 1958.

<sup>29</sup>Professor of Clinical Psychology, Teachers College, Columbia University; Editor, Teachers College Record; President-elect, New York State Psychological Association; extensive contributor to professional journals in the field of psychology.

they may be worth, hoping they won't have to be disregarded or taken as overly idiosyncratic or too much beside the point.

I will be interested in your findings.

1. I think the greatest conflict within guidance is:
  - (a) On the professional side, the eagerness to ape the trained clinician versus the opportunity to make the environment of the school a maximally growth-facilitating one for youngsters.
  - (b) Substantively, the implications of (1) the population growth and (2) automation versus conventional assumptions underlying vocational guidance and career planning.
2. The second most vital conflict within guidance to my mind is: the demand for professional distinctiveness versus the relative lack of firm and distinctive knowledge or theory to define and guide the field as it develops.
3. Another conflict within guidance as I see it is the tendency, perhaps largely covert and unintended, to take middle-class values as givens versus the high dropout rate of lower class kids through the school year and the social necessity of identifying jobs and providing **adequate** vocational training for the culturally deprived and the academically dull.

4. The list of conflicts would not be complete without mentioning:

- (a) The "partyline" of permissiveness versus the realities of covert compulsion and the very possible desirability of directiveness and challenge.
- (b) The myth of value-free counseling versus the sheer fact that counselors have images (the plural is important) of at least the kind of human product they do not want to facilitate and probably of the kinds they do.

Buford Steffire<sup>30</sup>

1. I think the greatest conflict within guidance is the extent to which it should be technical, manipulative, mechanical as opposed to philosophical, ethical, religious. At what level should the question "Who am I?" be asked and answered, "I am a plumber" or "I am a consciousness in a sea of mystery."
2. After that what could be second? Should teachers stick to their knitting--and it's very excellent knitting--or should they dabble in happiness? What of a child's right to be miserable, undetected on an island of learning?

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<sup>30</sup> Professor of Education, Michigan State University; director and instructor, NDEA Institute - 1962; author (with Hatch), Administration of Guidance Services. Englewood Cliffs, N. J.; Prentice-Hall, 1958.

3. Are we a branch of psychology, or sociology, or philosophy, or pedagogy?
4. To me the list of conflicts within the field of guidance would not be complete without asking the question: "What, if anything, is the emperor wearing?"

A. E. Traxler<sup>31</sup>

I am not sure that these are the most important conflicts within the field of guidance or that they are listed in order of importance, but they are significant conflicts, I believe.

- (1) In the education of students, liberal education for all versus guidance toward and training for vocational specialization.
- (2) In the training of counselors, emphasis on development of interpersonal relationships versus emphasis on understanding of techniques.
- (3) Client-centered versus directive counseling, although the conflict here is not as sharply drawn as it was fifteen years ago.
- (4) The conflict over the place and function of objective measurement in the education process.

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<sup>31</sup>Executive Director, Educational Records Bureau, New York; author, Techniques of Guidance (Rev. Ed.). New York: Harper, 1957.

Ruth Barry and Beverly Wolf<sup>32</sup>

1. The greatest conflict within guidance is between modern developments in psychology and **Parsonian** theory.
2. The second most vital conflict within guidance is between guidance aims and practices.
3. Another conflict within guidance is between advising and counseling.
4. The list of conflicts would not be complete without mentioning the one between guidance training and current needs.

#### Part Five

The Dean's Office

(Hahn and **Pierson**)

The rather exclusive grouping here is due to the fact that other Deans of **Students** have been placed in what seemed more appropriate categories. **Shaffer**, for instance, appeared to fit primarily into **Part Two** and **Williamson** into **Part One** of this chapter. But here are two highly representative Deans of **Students**, speaking--if not from opposite poles of opinion--from opposite coasts of the continental United **States**.

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<sup>32</sup>Authors of Modern Issues in Guidance-Personnel. New York: Teachers College, Columbia University, Bureau of Publications, 1957; An Epitaph for Vocational Guidance, Myths, Actualities, Bureau of Publications, Teachers College, Columbia University, 1962.

Milton E. Hahn<sup>33</sup>

In my opinion the "conflicts" in either guidance or counseling arise from the operation of Gresham's law of currency applied to semantics. "If you would converse with me, first define your terms."

Guidance is a quasi-administrative process, involving all secondary school personnel, to soften the rigors and rigidities of the formal educational system in mass education. It is a frame of mind and perception which humanizes the acquisition of knowledge.

Counseling and psychotherapy are patterns of communication, the one for the normal individual, the other for the mentally ill or deeply disturbed. Assessment, which provides the content for communication with the normal individual (in educational institutions), is a set of skills which are negatively related to the process of communication (social intelligence). Practical reasons force us to combine the skills in one person called a "counselor." These semi-professional workers tend to be excellent communicators and indifferent assessors, or excellent assessors and indifferent communicators. Counseling follows the practice pattern of ADAPTATION-Distribution-Adjustment and psychotherapy that of ADJUSTMENT-Adaptation-distribution. (See Hahn, M.E.

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<sup>33</sup>Dean of Students, University of California at Los Angeles; author (with MacLean), Counseling Psychology. New York: McGraw-Hill, 1955.



1962, *Forgotten People: the Normal Individual*, and in *Professional Psychology*. Amer. Psychol., 17, 700-705.)

Professional has many meanings but rereading Flexnor (1936) and Darley and Hagenah (1955, Ch. 1) makes clear the semantic debasement of this term. Flexnor's criterion of ability to earn a livelihood through private practice and fees appears to be crucial as does the Darley-Hagenah point of legal protection for the group and its practice. Thus, Counseling Psychology is professional; "Counseling" is not.

My own impression of the conflicts is that we are attempting to protect quite meaningless labels--counseling, clinical, industrial--for political reasons in APA, APGA and various state and regional groups. We ignore that our tools as "talking doctors" leave us only four areas of possible professional skill--assessment, evaluation, diagnosis, and communication. The patterns with which, and the levels at which, we practice these skills determine the degree to which we can ethically claim "professional" status.

In order to save typing effort, I commend to you my forthcoming book, PSYCHOEVALUATION: ADAPTATION-Distribution-adjustment, McGraw-Hill, 1963 (February). In it you will find a quite clear statement of my present position on the issues with which you are concerned.

What you are doing needs to be done.

George Pierson<sup>34</sup>

1. I think the greatest conflict within guidance is the goal of the behavioral scientist to predict and control behavior. In America the individual is responsible for making his own educational and career decisions. (The old free will debate.)
2. The second most vital conflict: every student should have an opportunity to try his hand at any educational program (non-selectivity). The schools should assume the responsibility required to select students for various educational programs (selectivity).
3. Another conflict as I see it: Students can and should participate in policy decisions in all areas and at all levels of education--that is, with teachers, with administrators, and with lay governing boards. Students should participate in policy decisions only in those areas where they are competent in terms of maturity and legal responsibility.
4. The list of conflicts within guidance would not be complete without mentioning that the goal of all guidance is to satisfy needs recognized by society. The goal of all guidance is to satisfy the needs of the individual. (Group vs. individual.)

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<sup>34</sup>Dean of Students, Queens College, City University of New York; author of (among other works) "Results and Achievements to Date: The Failures and Successes of Current Guidance Practices," Journal, New York Academy of Sciences, New York, Fall Number, 1961.

## Part Six

## Scholars in the Symposium

(Field, van Kaam, Myerson and Michael,  
Tiedeman, Wrenn)

In the fall of 1962, the editors of the Harvard Educational Review announced the forthcoming publication of a Special Issue entitled "Guidance--An Examination." In line with the thinking of the writer of this thesis, scholars from other disciplines as well as the field of guidance were invited to participate in the symposium.

Participants Rogers, Shoben, and Whitla already have appeared in this chapter, but the names headlined above remain to be heard. The title of Wrenn's contribution was "The Culturally Encapsulated Counselor."

Frank L. Field<sup>35</sup>

1. I think the greatest conflict within guidance is over the purposes served by guidance; i.e., over the role of guidance in education and over the role of education in the life of the individual.
2. The second most vital conflict within guidance to my mind is that involving methods and attitudes; are we therapists or are we soul-savers, or-----what?
3. Another conflict as I see it is over the particular

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<sup>35</sup>Research Assistant and Assistant to the Director of Placement, Harvard Graduate School of Education; co-author (with David V. Tiedeman), "Guidance: The Science of Purposeful Action Applied Through Education," Harvard Educational Review (Special Issue, Fall, 1962; Guidance--An Examination), Cambridge, Mass.

behavioral science that underlies our practice.

Are we applied psychologists? sociologists?

4. To me the list of conflicts within guidance would not be complete without returning to No. 3. How much control over practice has the theory-builder in other areas?

Lee Myerson and Jack Michael<sup>36</sup>

I think the greatest conflict within guidance is the emphasis on vague goals, progress toward which is extremely difficult (or impossible) to measure accurately and which, therefore, is extremely difficult or impossible to influence in systematic and purposeful ways. "Good adjustment" and "self-actualization" when used as self-evident descriptive statements are examples of these vague goals as contrasted to goals relating to the generation, maintenance or alteration of specific, perceivable behaviors.

David V. Tiedeman<sup>37</sup>

1. I think the greatest difficulty in guidance is "everybody" believes that teaching "advocates."

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<sup>36</sup>Lee Myerson, Professor of Psychology; Director, Somato Psychology Program, Arizona State University; Jack Michael, Associate Professor of Psychology, Arizona State; co-authors, "A Behavioral Approach to Counseling and Guidance," Harvard Educational Review (Special Issue, Fall, 1962: Guidance--An Examination), Cambridge, Mass.

<sup>37</sup>Professor of Education, Harvard Graduate School of Education; Director of the Harvard Studies in Career Development; co-author (with Frank L. Field, "Guidance: the Science of Purposeful Action Applied Through Education," Harvard Educational Review (Special Issue, Fall, 1962; Guidance--An Examination), Cambridge, Mass.

2. The second most vital difficulty within guidance to my mind is that "nobody" believes that guidance "liberates."
3. Another difficulty within guidance as I see it is that we cannot advocate without either teaching or guidance.
4. To me the list of difficulties within guidance would not be complete without mentioning that we are sure as hell out to reorganize authority and responsibility for education within the institutions pretending to advocate.

Adrian van Kaam<sup>38</sup>

1. I think the greatest conflict within guidance is: structure-spontaneity.
2. The second most vital conflict within guidance to my mind is: self-focus--being or reality focus.
3. Another conflict within guidance as I see it is: experience centered-decision centered.
4. To me the list of conflicts within guidance would not be complete without mentioning:
  - (a) rational-irrational
  - (b) will-feeling

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<sup>38</sup>Editor, Review of Existential Psychology and Psychiatry; Director, Graduate Program in Theoretical Psychology, Duquesne University; Author of "Counseling from the Viewpoint of Existential Psychology," Harvard Educational Review (Special Issue, Fall, 1962: Guidance--An Examination), Cambridge, Mass.

- (c) absolute values-relative values
- (d) conceptual communication-lived communication
- (e) self-centered-community centered
- (f) actual openness-radical openness
- (g) feeling centered-percept centered
- (h) incarnated idealism-not incarnated idealism
- (i) dramatic experience-everyday experience
- (j) self actualization-participation

The aim of existential psychology is to solve these conflicts by bringing them together in a balanced unity. I might add that all of these conflicts overlap one another.

C. Gilbert Wrenn<sup>39</sup>

1. I think the greatest conflict within guidance is teaching as counseling versus counseling as a specialty in education. This conflict is lessening year by year but it is still the greatest.
2. The second most vital conflict within guidance is counseling as developmental in emphasis versus counseling as primarily remedial and therapeutic--counseling for the many or for the few.
3. Another conflict concerns guidance as a function in education versus counseling as a function with supporting

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<sup>39</sup>Professor of Educational Psychology, University of Minnesota; Editor, Journal of Counseling Psychology; Author of (among others) The Counselor in a Changing World. Washington, D. C.: American Personnel and Guidance Association, 1962.

resources, a few of which are separate from the instructional and administrative, most of which are not. "Guidance as emphasis" is a point of view--counseling is a professional service.

4. To me the list of conflicts would not be complete without the question: In counseling should stress be upon appraisal with a lot of "telling" from test scores and counselor opinions--or counseling as listening a lot and encouraging student to sort out his own feelings and perceptions?

## Part Seven

### Assortment of Talent

(Ellis, Hall, May, Mead, Miller and  
Dollard, Murphy, Reik)

This part of the chapter ranges in its survey from rational psychotherapy to existentialism. Two distinguished anthropologists are represented, as well as the research director of the Menninger Foundation, not to mention an analyst whose first published book carried a preface by Sigmund Freud.

Albert Ellis<sup>40</sup>

1. I think the greatest conflict within guidance is the fact that man is very clearly a biological animal, with quite strong physiological predispositions (or as Maslow has noted, instinctoid) tendencies toward liking and disliking many things; and that he is also very clearly (because of these very biological predispositions) a suggestible, teachable, environmentally-influenceable animal who will fairly easily try to ignore and go against his own biological predispositions. Within professional guidance this conflict is accentuated by the fact that most psychologists refuse to acknowledge the great importance of the biological tendencies.
2. The second most vital conflict within guidance to my mind is the fact that man is very clearly a social animal, with gregarious, love-seeking, other-directed tendencies; and also is most clearly an individualist-seeking, almost grandiose, self-directed animal who frequently hates himself for his other-directedness.
3. Another conflict within guidance as I see it is the fact that man in general, and psychotherapy patients in

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<sup>40</sup>Rational Psychotherapist (formerly a psychoanalyst); author (among other works) of How to Live with a Neurotic, New York: Crown Publications, 1957; Sex Without Guilt, New York: Lyle Stuart, 1958.



particular, learn by BOTH direct, didactic, active teaching and by indirect relationship, transference-centered modelings of themselves after a particular therapist with whom they have contact. Most psychologists today only acknowledge this latter tendency (which may well be the weaker of the two in terms of effective reorganization of the personality) and ignore the former.

4. To me the list of conflicts within guidance would not be complete without acknowledging the fact that most psychologists (and psychiatrists) are themselves pretty seriously conflicted and emotionally disturbed, and that they practice guidance in a tradition-bound, love-seeking, conformist manner, and do relatively little thinking for themselves and devising of newer and more effective methods of guidance.

Edward T. Hall<sup>41</sup>

The most crucial issue in counseling is that the counselor is in full command of the "situation dialect" of the counselee. That is, that he is able to read not only the words but everything else as well and in context; the intonation patterns, postures, space timing, dress, manners, gestures, in fact the works. And what is more, that he is

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<sup>41</sup>Anthropologist, Social Scientist; author, The Silent Language. New York: Doubleday & Company, 1959.



able to produce the same in reply so that the counselee "gets the message" with a minimum of distortion; all too often there is introduced into these situations an extraordinary amount of what Sullivan would call parataxic communication not just because of neurotic reasons but subcultural as well.

Rollo May<sup>42</sup>

1. I think the greatest conflict within guidance is between the counselor's interest in and dedication to the student as a person in his own right as over and against the counselor being a "company man" for the school and representing the views of the community and society.
2. The second most vital conflict within guidance to my mind is the amount of freedom and responsibility that can be given the student and how this freedom and responsibility can be developed in the student.
3. Another conflict within guidance as I see it is the value of the student and how he can be helped to arrive at his own capacity to value.
4. To me the list of conflicts would not be complete without the question of to what extent the counselor is a model for the student and whether this leads to

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<sup>42</sup>Editor, Basic Books, New York; R. May, H. F. Ellenberger & E. Angel (Eds.), Existence: A New Dimension in Psychiatry and Psychology. New York: Basic Books, 1958.

hypocritical role playing on the part of the counselor; and how the student may be helped to find the models most adequate for him.

Margaret Mead<sup>43</sup>

1. I think the greatest conflict within guidance is the struggle for professional status.
2. The second most vital conflict within guidance to my mind is the struggles among groups with different ideologies which almost completely obscure the purposes of guidance activities.
3. Another conflict within guidance as I see it is whether individuals are to be guided towards a state of society which is regarded as what should be because it is what it is, or towards a changing scene which their choices will help to define.

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<sup>43</sup> Anthropologist; Associate Curator of Ethnology, American Museum of Natural History (since 1942); Professor of Anthropology, Columbia University (1954 to present); Visiting Professor, Department of Psychiatry, University of Cincinnati (1957 to present) and Menninger Foundation (1959 to present); Past President (1960), American Anthropological Association; Author (among other works) of Coming of Age in Samoa (1928) and Male and Female (1949).

Miller and Dollard<sup>44</sup>

Miller: I am not a guidance worker, but I think the greatest conflict within the world is the desire of almost all individuals for peace and the national forces trending toward war.

Dollard: I do not have an opinion on these matters.

Gardner Murphy<sup>45</sup>

1. I think the greatest conflict within guidance is to give psychological help and yet not perform the work of a psychologist.
2. The second most vital conflict within guidance to my mind is to give specialized vocational advice but also to view life broadly.
3. Another conflict within guidance as I see it is to accept disciplined role yet remain democratic in spirit.
4. To me the list of conflicts within guidance would not be complete without noting regional and individual variations and tasks to be done.

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<sup>44</sup>Neal E. Miller and John Dollard, Personality and Psychotherapy. New York: McGraw-Hill, 1950.

<sup>45</sup>Research Director, Menninger Foundation; Past President, American Psychological Association (1943-1944); Author or co-author, several books relating to field, such as Challenge of Psychical Research, 1961.

Theodor Reik<sup>46</sup>

I expect that I cannot say much about the subject (guidance and counseling conflict). Just a few remarks; my impression (mostly from work with my students) is that also in counseling and guidance too little attention is given to the unconscious foreknowledge, otherwise called intuitive understanding. One must listen more to what one's own voice says ("il faut écouter sa voix intérieure") while one also listens to the person one counsels.

## Part Eight

### In Related Disciplines

(Counts, Havighurst, Reeves, Snyder,  
Strang, Taylor, Woodring)

On the immediately following pages, editors, administrators, philosophers, among others, speak their minds about conflicts within counseling and guidance. Although not direct occupants of the working field, they had ideas about it, and articulately expressed them.

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<sup>46</sup>Author (among other words), Ritual, (foreword by Sigmund Freud), International University Press, Inc., 1931; Listening with the Third Ear. New York: Farrar, Straus, Cudahy, Inc., 1948; Myth and Guilt. New York: George Braviller, Inc., 1957.

George S. Counts<sup>47</sup>

1. I think the greatest conflict in guidance is between our professed ideals and our actions.
2. The second most vital conflict within guidance is between our "practical inventiveness and our moral consciousness and social organization."
3. Another conflict is between the child and a society that provides no place for him.
4. To me the list of conflicts within guidance would not be complete without the conflict between our traditional conception of the world and its diverse peoples and the realities of the emerging age.

Robert J. Havighurst<sup>48</sup>

1. The greatest conflict within the field of guidance is vocational versus general education.
2. The second most vital conflict is individual guidance versus group guidance procedures.
3. Another conflict within guidance concerns the limits of usefulness in directive (didactic) guidance.

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<sup>47</sup>Professor Emeritus of Education, Teachers College, Columbia University; author of (among 30-odd other books) Khrushchev and the Central Committee Speak on Education, 1959.

<sup>48</sup>Social Scientist, Professor of Education, University of Chicago; author of (among others) Developmental Tasks in Education, 1948.

4. To me the list of conflicts within guidance would not be complete without mentioning the demands and limitations of the society versus the ambitions and needs of the individual.

Floyd Reeves<sup>49</sup>

1. The greatest conflict within society is the individual versus the group.
2. The second greatest conflict is authority versus freedom.
3. Another conflict is economic power versus political power.
4. Many of the conflicts listed below are related and partially duplicating:
  - (a) selectivity versus non-selectivity
  - (b) responsibility versus freedom
  - (c) nationalism versus world interests
  - (d) national power versus world diffusion of power
  - (e) free enterprise versus socialism
  - (f) the democratic process versus the non-democratic powers
  - (g) technical versus military assistance
  - (h) segregation versus integration
  - (i) openmindedness versus prejudice
  - (j) centralization versus decentralization of power
  - (k) basic versus applied research
  - (l) scientific knowlege versus wisdom
  - (m) conservatism versus liberalism
  - (n) control of population versus non-control
  - (o) reduction versus expansion of armaments
  - (p) free trade versus protection
  - (q) personal security versus opportunity
  - (r) offense versus defense
  - (s) an open versus a closed society

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<sup>49</sup>Central administration, Michigan State University; Editor, University of Chicago Survey, (12 vols.); co-author, 10 of the vols., 1933; Editor and co-author, Education for Rural America, 1945.



W. V. Snyder<sup>50</sup>

1. I think the greatest conflict within guidance is the lack of adequate training in learning theory.
2. The second most vital conflict within guidance to my mind is the lack of specific "information" to give the client.
3. Another conflict within guidance as I see it is the inability to feel empathy and "relatedness" with the client.

(I assume you are talking about public school guidance, and I really don't consider myself an expert in this.)

Ruth M. Strang<sup>51</sup>

1. I think the greatest conflict within guidance is the relative responsibility of classroom teachers vs counselor-fulltime and with special training.
2. The second most vital conflict is the diagnosis prior to counseling vs diagnostic information acquired during the counseling process.
3. Another conflict as I see it is the personality and values of the counselor vs technique and methods of counseling.

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<sup>50</sup>Department of Psychology, Ohio University; author: The Psychotherapy Relationship. New York: Macmillan, 1961.

<sup>51</sup>Professor, College of Education, University of Arizona; author, Educational Guidance, Its Principles and Practices. New York: Macmillan Company, 1947.

4. To me the list of conflicts would not be complete without mentioning the use of tests vs day-by-day observation in variety of situations.

(In all of these, I do not think it is either-or but rather a snythesis of the best in all points of view.)

Harold Taylor<sup>52</sup>

I would say that the best kind of guidance in my judgment comes from teachers who learn to understand their students by having direct relationships with them both in and outside of the classroom. I think one of the difficulties in the speed of growth of the American educational system in the schools is that two separate sets of departments have grown up to deal with the practical problems--one having to do with guidance and counseling, the other having to do with teaching and learning. In my judgment these are all components of the same thing, that is to say the concern which the educator must have with the growth of the student towards his own maturity. As part of that growth, the student must learn to discriminate among the various choices open to him, choices about which ideas are most important, choices about what area of the curriculum in which he wishes to invest the most of himself, choices about

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<sup>52</sup>Former president, Sarah Lawrence College; author of Art and the Intellect, 1960, The Museum of Modern Art, New York.

how he will spend his time, choices of the heroes whose ideas and actions he will emulate. The role of the teacher and of the counselor is to help the student make these choices, but not as a separate enterprise, separate from what he does in order to put together a body of knowledge which can inform him sufficiently well to make him able to know what he can do and what there is to do.

Paul Woodring<sup>53</sup>

1. I think the greatest conflict within guidance is the definition of "guidance." The fact that you can say, "for guidance you may read education, culture, western civilization, democratic philosophy, etc.," suggests that guidance must be a very fuzzy term if it can be used as a synonym for all these very different things.
2. The second most vital conflict within guidance to my mind is between those who (like Conant) see guidance as assistance in choosing the right courses and appropriate vocations and those who believe that the guidance program must deal with the "whole student" and hence must be a subdivision of psychological diagnosis and therapy.

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<sup>53</sup>Education Editor, Saturday Review, New York; Author of A Fourth of a Nation. New York: McGraw-Hill, 1957.

## Part Nine

## Business and Government

(Anderson and Romney)

In this highly selective part of the survey chapter may be seen the beginnings of a trail that might well be blazed with profit to the profession by other investigators. No attempt was made by the present writer to increase the size of this sample because it seemed beyond the limits of his research, but he saw much promise in the two leads established here by the spokesman for big business and by another qualified to speak not only for business but for government, the business of all.

George Romney<sup>54</sup>

1. I think the greatest conflict within guidance is the conflict between youth and adult. It is truly difficult for the counselor to understand the cultural and personal factors which have contributed to the special problems of a different generation.
2. The second most vital conflict within guidance to my mind is the conflict between the implicit aura of authority surrounding the counselor, and the counselor's genuine desire to be of assistance. To be effective,

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<sup>54</sup>Governor of the State of Michigan; former automobile executive.

the counselor must divest himself of symbols of authority.

3. Another conflict within guidance as I see it is the conflict occasioned by differences in race, religion, social status.

C. H. Anderson<sup>55</sup>

Since the subject you have selected for dissertation is rather broad and your questions allow considerable latitude, I should like to frame my reply to highlight what I consider to be some of the problems and limitations in effective counseling. In this way I will not be featuring "conflicts" as such, but I believe my reply will be consistent with the broad intent of your study.

Some of the problems and limitations in counseling and guidance as I see them are the following:

- o The inability of even the most skilled counselors to foresee the exact nature of jobs that will be available five, ten, or twenty years hence. The impact of technology is being felt in all areas of our economy, and the requirements which will be imposed on employees have undergone considerable change in the past several years and could be expected to produce changes in the future. Effective

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<sup>55</sup>Supervisor, Employee Relations & Analysis Section, Industrial Relations Staff, Ford Motor Company.

vocational counseling can be done with the greatest precision in a relatively stable situation; therefore, the problems presented to counselors by our rapidly changing economy are self evident.

- o Somewhat related to the above point but different in kind is the inherent difficulty of producing sufficient numbers of counselors with a breadth of vocational experience which will provide them the background to intelligently advise young people regarding career decisions. There is no adequate substitute for experience, and even though counselors may become well read, there is a definite need, in my opinion, for more of the kind of experience which comes from working outside the classroom.
- o There is a special need, in my opinion, to be aware of the limitations of so-called objective tests. While I am sure that the use of objective tests adds some degree of precision to the appraisal of interests and abilities, I believe that it is easy to over-estimate what tests can in fact measure. Therefore, it is my opinion that one of the continuing problems confronted by counselors is the need to make cautious and judicious use of test results.
- o Related to the above item is the fact that in counseling, we must deal with a highly important but very intangible factor; namely, motivation. We are all

aware that motivation alone is not sufficient, but we also frequently see evidence that with only limited basic ability and high motivation levels, significant achievements can be realized. Therefore, in my opinion, two factors should be considered in this regard:

- (a) We must be aware that we do not know enough about all of the factors which determine vocational success, and
  - (b) There is a distinct need for research efforts directed toward identifying the nature and determinants of motivational and aspirational levels.
- o Another problem which I believe counselors should constantly be aware of is the temptation (often resulting from the insistence of parents and students) to counsel or offer advice when the actual need is for therapy. In other words, I believe that counselors should be acutely aware that they are prepared to treat only normal individuals and should make referrals to appropriate other professionals where signs of abnormality exist.
  - o The distinction between negative and positive counseling is, in my opinion, a useful one to keep in mind; that is, at the present stage of our knowledge about human personality and its potentialities, we must be

ever cautious about directing individuals to one line of work to the exclusion of all others. Rather, the counselor can probably render a more valuable service by determining areas in which success is least likely and advising against those, leaving the range of choices for the individual to consider on the basis of his own insights and interests.

### Part Ten

The Organization Man, the Lonely Crowd,  
and Walden Two

(Whyte, Riesman, Skinner)

Here are three social critics with their wares. No more piquant introduction can be imagined for the first two than that of Hobbs (25:594-602):

What of Riesman's The Lonely Crowd and Whyte's The Organization Man, recently best sellers in the academic and business worlds respectively? Are they right when they say that we in America are giving up our individuality, our belief in inner-direction, and are putting our consciences into the hands either of the group or of the corporation? Can our counselor judge the validity of their arguments? Do Riesman and Whyte have something to say or are they just a couple of fellows who like to be in the thick of thin things?

There seems little argument but that the foremost naturalist in psychology is B. F. Skinner, an extremely bold social thinker as well. Carl Rogers (50:1060-1064) has



charged that Skinner, in his Utopian book Walden Two abandoned scientific method and confused what is with what should be, the charge being based on the dictum that science can compare two values only in terms of a criterion, or third value, which must lie outside science; e.g., when science itself is the criterion, or ultimate value, it is miscontrol. In Rogers' words it is "locked in the rigidity of initial choice and can never transcend itself to seek new goals." Therefore, in conclusion, "Walden Two and Nineteen Eighty Four are at a deep philosophical level indistinguishable."

In 1954, Joseph Wood Krutch went so far as to write The Measure of Man in an attempt to refute Skinner's Walden Two. Krutch was concerned because of seeing no clear differentiation between the positivistic control of the latter's book and the fascist control of a Nazi labor camp. Krutch held that survival is not the ultimate aim of man. Although the cockroach has survived for 250,000,000 years, Krutch felt that it was not enough to exist as a mere animal.

What does all this mean? That the Organization Man is wandering through the Lonely Crowd in quest of Walden Two? It seems to represent one of the paradoxes that permeate this thesis: the claims of Skinnerian psychology to be able to determine the conduct of a public whose highest value is freedom of choice.

David Riesman<sup>56</sup>

Rather than answering your questionnaire directly as to which I have no special wisdom, I thought I would write you a letter mentioning several conflicts which I have observed.

1. Guidance and counseling people are useful in defending the young against the imperialism of their parents and other adults who design the young into slots on the basis of their own ambitions, projections, and pretensions. A youngster, for instance, whose parents want him to "go for doctor" may be defended by a counselor who "proves" by tests that the person would be an errant failure as a doctor. The difficulty arises when the young themselves, rather than asking that most difficult of questions as to what they would like to do and be, consult the guidance counselor and seek an external verdict. Rather than, let us say, going to Antioch and using its work program or in other ways trying to find out how different jobs feel and how one performs, such students assume that if their talents match on some vocational inventory the talents of people now in the field, that is then the field for them. The fact that this is a rich society and that it doesn't

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<sup>56</sup>Lawyer and Social Scientist; Professor, Department of Social Relations, Harvard University; Author (among other works), The Lonely Crowd (with Glazer & Denney), New Haven: Yale University Press, 1950.

need to put people in the field this way doesn't enter their consciousness. They are too ready conscripts, whether to a post-Sputnik or Cold War society, or to their own lack of confidence in how work tastes to them.

I'm not saying that guidance and counseling can't help such people and often does. But it can also be wooden, recreating a field by filing people into it who are like those already there and thus dooming both the person and the field to a kind of high-level mediocrity.

2. I've talked to a good many students at Harvard and Radcliffe and colleges like these whose guidance counselors, perhaps particularly in small Mid-western communities, have counseled them against the risks of going out of the state in general and going to a high-power, high-pressure college in particular. Such guidance is often wise, as sound resistance to parental pressure or unrealistic ambition. But in all too many cases it represents a kind of subconscious envy on the part of the counselor whose attitude is "the state university or the up-graded normal school around here is good enough for me. Who does this fellow think he is?" Or the feeling might be, "Too many good kids are leaving Kansas already. What's wrong with our State University?" (I'm sure you realize from my writings that I say all this not out of Ivy League snobberies. I bring up Kansas because I have so high a regard for the University of Kansas and what they can do for an honor student there.)

William H. Whyte, Jr.<sup>57</sup>

1. I think the greatest conflict within guidance is the reliance on mechanistic criteria to gauge present performance and to predict future performance. This takes many forms--forced choice tests rather than essay examinations and such--but the most egregious example is the use of personality tests. Norms are based on a falacious model of "normality" but since they tend to be self-proving, they appear highly objective. They are not. They are an echo.

B. F. Skinner<sup>58</sup>

I wish I could answer your request without using the concept of conflict. I myself do not find it very useful. I am not particularly familiar with the field of guidance either. I would, however, list certain problems as follows:

- (a) to discover the ways in which the counselor actually influences the client;
- (b) to test the value of different degrees of deliberate control in exercising channels of influence;
- (c) to encourage early instruction in self-control as a kind of preventive counseling.

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<sup>57</sup>Writer; author of (among other books) The Organization Man. New York: Simon & Schuster, 1956.

<sup>58</sup>Psychological Laboratories, Harvard University; (Edgar Pierce Professor); author of (among others) Schedules of Reinforcement, (1957).

## Part Eleven

## M-R, the Depth Probers

(Anonymous, Cheskin, Dichter, Gardner,  
Miller, Wulfeck)

On the following pages will be met the opinions and observations of men who were among the prime movers in the field of motivational research. Here is encountered the author of the book that served as the "Bible" of the M-R people, a book whose telling theme is mindful of the cry uttered by Euripides' Hecuba:

Why, oh, why do we mortals toil, as needs we must,  
and seek out all other sciences, but persuasion,  
the only real mistress of mankind, we take no  
further pains to master completely by offering  
to pay for the knowledge, so that any man might  
upon occasion convince his fellows as he pleased  
and gain his point as well?

Those who deal in motivational research have been regarded with mixed feelings by the American consumer and by scholars who delve into problems of communication. Hayakawa (24:23, 24) made the most scathing indictment of the M-R people in terms too choice for deletion; they must be savored in full:

The trouble with car manufacturers (who, like other isolated people in underdeveloped areas, are devout believers in voodoo) is that they have been listening too long to the motivation research people. Motivation researchers are those harlot social scientists who, in impressive psychoanalytic and/or sociological jargon, tell their clients what their clients want to hear, namely, that appeals to human irrationality are likely to be far more

profitable than appeals to rationality. This doctrine appeals to moguls and would-be moguls of all times and places, because it implies that if you hold the key to people's irrationality, you can exploit and diddle them to your heart's content and be loved for it.

The Great Gimmick of the motivation researchers, therefore, is the investigation of irrationality, of which we all have, goodness knows, an abundance. Many people (perhaps most) have sexual anxieties and fears of impotence, as the motivation researchers say. Many upward-strivers (most, I am sure) like to impress their neighbors with the display of costly status symbols. Many people (surely not most!) allay their feelings of inadequacy with spaceship fantasies.

But what the motivation researchers, many of whom call themselves Freudians, do not bother to investigate, since it is too obvious, is rationality --or what Freud called the reality principle. Father may indeed see a bright-red convertible as a surrogate mistress and the hardtop as a combination wife-and-mistress, but he settles for a lesser car than either because Chrissie is going to an orthodontist. Doug, in his secret fantasies, screams along the track of the Mille Miglia at 200 m.p.h., but in actuality, especially when his wife and children are with him, he never drives above fifty-five. Andy's dreams are crowded with jet-propulsion themes which clearly mark him as haunted by feelings of sexual inadequacy, but on his eighty-five dollar-a-week salary he cannot be snow-jobbed into a conviction that his self-respect requires him to maintain a car that swallows six dollars' worth of gasoline every two hundred miles and costs a hundred dollars to repair every time his fender is dented.

What the motivation researchers failed to tell their clients (perhaps because they hadn't thought of it themselves) is that only the psychotic and the gravely neurotic act out their irrationalities and their compensatory fantasies--and it is because they act them out that we classify them as mentally ill. The rest of us--the mildly neurotic and the mature, who together constitute the majority (among whom I make bold to include myself)--are reasonably well oriented to reality. We do not indulge our fantasies

unless it is socially and psychologically safe to do so (as in taking fencing lessons or marching in regalia in a Shriners' parade) and within our financial means (as in reading paperback murder mysteries).

Motivation researchers seem not to know the difference between the sane and the insane. Having learned through their "depth" techniques that we all have our irrationalities (no great discovery at this date), they fatuously conclude that we are equally governed by those irrationalities at all levels of consumer expenditure--although it doesn't take a social science genius to point out that the more expensive an object is, the more its purchase compels the recognition of reality. The fact that irrationalities may drive people from Pall Mall cigarettes to Marlboro or vice versa proves little about what the average person is likely to do in selecting the most expensive object (other than a home) that he ever buys.

The trouble with selling symbolic gratification via such expensive items as the Phallic Ford, the Edsel Hermaphrodite, and the Plymouth with the Read-End Invitation is the compensation offered by much cheaper forms of symbolic gratification, such as Playboy (fifty cents a copy), Astounding Science Fiction (thirty-five cents a copy), and television (free). When on the advice of their voodoo men, automakers abandon their basic social function of providing better, safer, and more efficient means of transportation in favor of entering the business of selling dreams (in which the literary and entertainment industries have far more experience and resources), they cannot but encounter competition which they are not equipped to meet.

What Hayakawa in essence was saying is that "the Edsel laid an egg," and all because the motivational research people had given the Ford Motor people the wrong advice. But M-R has had apparently brilliant success on other fronts and with other products. Advertising agencies no longer

sell cream, they sell a promise of beauty; people don't buy oranges, they purchase vitality; cars are not bought so much as prestige.

It would appear that pure reason has had its defeats in the arena of consumer research equally (if not more so) than M-R. At any rate the mass media in which this development is used tended to make it of irresistible importance to the present writer. He first became alerted to it through Vance Packard (42) and although that author excused himself from joining the survey on the grounds of fears that "the subject matter is far outside my own area of competent observation," a number of the leading M-R people had no such hesitancy, as the following statements attest.

Anonymous<sup>59</sup>

This requires a book! Please don't identify my remarks by name or exact title, since I feel my response is not complete nor is it entirely appropriate to what you seem to need.

As to your query, I have never thought of myself as a guidance counselor, since I conduct studies involving fresh data for most part related to a specific marketing

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<sup>59</sup>Manufacturing executive (name withheld by request); member, **APA**, Society for Applied Anthropology, and American Marketing Association.



problem or area of public opinion. Since I can't counsel a legal entity (the corporation or company)--I must deal with a representative or executive in the client organization who in a very real sense transmits and translates my reports to other executives who have the total responsibility for the affairs of the company.

Lack of complete contact with the operating principals of the company (actually, up and down the line of authority) is the chief barrier in my kind of guidance. It is sometimes remarkable that I succeed at all with the odds against me and my chief "contact." Another way of stating it is that in large organizations of all kinds there's a sharing of responsibility which in the end is resistant to guidance which is at all novel--even in the face of obviously large change of current conditions.

1. I think the greatest conflict within guidance is: radical changes in our social environment, and our spacial relationships--speed, energy, etc.

2. Another conflict concerns the limitations of highly intelligent and technically trained men to deal with problems adjacent to their own areas of responsibility.

3. A third conflict concerns fragmentation of the individual in his corporate role.

Louis Cheskin<sup>60</sup>

The following are the major weaknesses that I see in the field of counseling and guidance:

1. Failure to recognize that behavior cannot be measured by asking people to verbalize, that individuals are motivated unconsciously and cannot or will not reveal their true feelings.
2. Lack of understanding of "sensation transference" or the fact that people transfer their sensations, that they judge a product by its package and a person by his attire.
3. Weakness in communication--excessive emphasis of creativity and not sufficient stress on communication. Often, subjectivity is a barrier in effective communication.
4. Failure to recognize the complementary relationship between the subjective and objective aspects of a problem.
5. Lack of realization that unprecedented problems demand unprecedented methods for solving them.

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<sup>60</sup> Director, Color Research Institute of America; one of two "contenders" for the title of "father" of the depth approach in motivational research.

Suggested reading: BUSINESS WITHOUT GAMBLING  
BASIS FOR MARKETING DECISION  
WHY PEOPLE BUY  
HOW TO PREDICT WHAT PEOPLE BUY<sup>61</sup>

Ernest Dichter<sup>62</sup>

1. I think the greatest conflict within guidance is between the demands of the environment and society and those of the individual.
2. The second most vital conflict within guidance to my mind is between parents and children.

Burleigh Gardner<sup>63</sup>

A fundamental problem in the practice of "guidance" at either student or adult level lies in the meaning of the term. The counselor too often feels it his duty to tell the student what his specific goals in life should be and what he must do to attain them. They use tests as a rigid and commutable measure and feel it is wrong to ignore their edict.

Rather than directing the individual, the good counselor should aid the individual in determining his own goals and in working toward them.

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<sup>61</sup>Ed. note: All above books authored by Cheskin, of course.

<sup>62</sup>President, Institute for Motivational Research, Inc.; one time lay analyst in Vienna; famed for such dictums as: "To women, don't sell shoes -- sell lovely feet!" The other "contender" (with Cheskin) for the title of "father" of the depth approach in motivational research.

<sup>63</sup>Ph.D. in Social Anthropology, Harvard; former assistant professor, School of Business, Univ. of Chicago; President, Social Research, Inc., Chicago; author (with others), Human Relations in Industry; Deep South: A Social Anthropological Study of Caste and Class.

The "guiding" counselor wants a directed world with himself as one who directs.

The creative counselor wants a world of self-directing people and his role is to enable them to attain self-direction.

Clyde R. Miller<sup>64</sup>

About Conflicts within Guidance:

1. The greatest conflict or mess or whatever you want to call it within western civilization is the hope that somehow we can remain civilized, to a degree, by retaining the semblance of a capitalism which now rests upon a sort of bastard socialism or state authoritarianism which keeps the economy going by huge military expenditures, welfare payments to the unemployed and unemployable, and Social Security benefits to the aged. It required World War Two to get the western world out of The Depression; and it requires the Cold War to keep us out of it.
2. Most of our colleges and universities--indeed, just about all of them--and our educational associations--national, state and local--add their supporting propagandas to those of the Chambers of Commerce and

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<sup>64</sup>Consultant, Community Education and Public Opinion; author, The Process of Persuasion and numerous other books in fields of school-community analysis.

and the Labor Unions and most of the religious orthodox in supporting the Cold War. I know of one or two universities which are exceptions to this general statement and, of course, you'll find exceptions in those minority groups which oppose the Un-American Committee and the Senate Internal Security Committee and the McCarran Internal Security Act. But by and large, our economy is kept going, insofar as it goes, by the same war economy which Franklin D. Roosevelt required to get us out of the Great Depression.

3. Increasing automation adds to the numbers of our helots for whom there is not even the prospect of serfdom to fill their idle hours what with "welfare and relief" supplying basic physical needs. Hence, into what occupations are you going to "guide" your high school drop-outs? We had vast numbers of unemployed youth in the days of the Great Depression. President Roosevelt found useful work for many of them by creating the Civilian Conservation Corps. President Kennedy has established the Peace Corps comprised of older persons who are doing useful work in other countries--and thereby helping improve the "image" of America. That "image" might be still better if the unemployed youth here at home had jobs in a new CCC.

4. To me, the list of conflicts within what we call "guidance" will not be complete until those responsible for educational policy in America combine their brains and courage to end the disparity between fiction and reality in the preachments of our public servants.

Mr. Kennedy's public utterances for example often emphasize FREEDOM as one of our precious American possessions. Well, perhaps it is precious because for so many of our people it is scarce--for most of our Negroes, for instance. FDR spoke of freedom from fear. He did not achieve that freedom; nor was it achieved in World War Two. Indeed, the mere fact that we and our allies, including Soviet Russia, achieved victory over the Fascist forces in that war left our American policy-makers so scared that they immediately had to invent the Cold War to justify continuing the huge military expenditures which had gotten us out of the Great Depression and which, now that America is off the gold standard, can continue unabated, helped along by our German allies of today (our Fascist enemies in World War Two).

Do I have any positive suggestions? Yes. Before America got into World War Two, some thousands of schools throughout that nation were, in connection with English, Social Studies

and related courses, analyzing the propagandas of the day. Our entrance into World War Two ended such study. "Ours not to reason why." In some schools, such studies have been restored to a limited extent. A wider and more thorough restoration would reveal to millions of young Americans what our conflicts are and how they might be solved before the present dependence upon military force destroys what freedom--including freedom to live and breathe and have our being--remains in what our politicians love to call The Free World.

Wallace H. Wulfeck<sup>65</sup>

I do not feel competent to discuss the situation within this area (guidance and counseling), because of my remoteness from it during the past ten years.

However, I would like to comment on one area which disturbs me very much, i.e., the superficial way in which much school, yes, even counseling services, perform their professional service. The reasons, whatever they may be, lack of competence, pressure of time, lack of money, etc., are no excuse. Results are only as good as the data, information and analysis they are based upon. We surely

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<sup>65</sup>Corporation Official (Advertising); Past President, Association of Applied Psychology; Original Chairman (1953-1954), Special Committee on Motivational Research, Advertising Research Foundation.

need more reliable tests, better ways of specifying the critical experiences of the individual's life history, more accurate descriptions of the interpersonal dynamics in the daily life of the individual and better ways of understanding the motivational patterns and goals which drive the emotional engine. These lacks, along with the sometimes strangling limitations in the life of the counselor himself are critical.

## Part Twelve

### The General Semanticists

(Glenn, Haley, Johnson, Rapaport,  
Roethlisberger, Wendt)

Because one of the basic conflicts within Western Culture is that of interpersonal and international communication, the writer decided to investigate the opinions and observations of the general semanticists, followers of the late Korzybski of Poland, onetime officer in the Russian army, then a League of Nations official, but never member of a university faculty.

In this country two of Korzybski's disciples have produced memorable best sellers: Stuart Chase's Tyranny of Words and Hayakawa's Language in Action. In addition to these, Irving J. Lee's Language Habits in Human Affairs and Wendell Johnson's People in Quandaries became standard college texts.



A general comment might be made about the general semanticists who contribute to this study: With possibly one exception, they are fluently articulate and they are far from stereotyped.

Although famed primarily for his creative research in the field of business, Roethlisberger has been included in this section because of his incisive comments on communications (the terse examples that follow under his name being typical of his cut-and-slash style).

Edmund S. Glenn<sup>66</sup>

The type of conflicts with which I am the most intimately concerned are those in guidance provided by American technicians and specialists to people in the so-called developing countries. In this area the greatest obstacle is that of differences of culture and understanding--what is known as the cultural barrier to communications.

Strange as it may seem, an obstacle of the same sort exists also, I believe, in education within the US: Our culture is a changing one and in consequence the picture of the American society and of the desirable values within

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<sup>66</sup>Chief, Interpreting Branch, Division of Language Services, U. S. Department of State, Washington, D. C.; author of "Semantic Difficulties in International Communication," (this paper forming the basis of the Scientific Conference on Interpreting and Intercultural Barriers to Communication), Washington, D. C., Jan. 4, 1956.

it may not be the same for teachers and students, or even for teachers at different levels, such as college, high schools, and elementary education.

Jay Haley<sup>67</sup>

1. I think the greatest conflict within guidance would be a confusion over the difference between psychotherapy and guidance. Many people have problems in living which are helped by advice and counsel from an outsider with some wisdom. A child with school problems who must organize his study habits, for example, or a man who drinks more than he should. However, there would seem to be a group of people who do not respond to advice and counsel, in fact who provoke it and absorb it without effort. These become candidates for psychotherapeutic tactics. For example, the child who is bright and despite good advice does not study or does not improve when he does. Or the man who drinks too much and does not drink less when advised to. I see this group as different, a discontinuous difference, and they typically behave in some extreme way and indicate they cannot help themselves. Psychotherapeutic tactics, such as helping them understand

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<sup>67</sup> Communications Analyst, Palo Alto Medical Research Foundation; General Semanticist; co-author with Gregory Bateson, "Toward a Theory of Schizophrenia," Behavioral Science, Oct., 1956.

themselves better, are then applied because advice to change for the better is not followed and if followed it goes awry.

When the tactics a therapist uses to bring about a change, such as avoiding advice and encouraging self examination, become part of a philosophy for dealing with people in general, I think this is unfortunate. A result is psychoanalytic ideas creeping into the school systems so that the emphasis is upon psychodynamics and understanding instead of upon practical guidance even among the group who could benefit by guidance. Therefore I think there is a confusion, if not a conflict between the strategy for dealing with people in terms of counseling and guidance and dealing with them to induce therapeutic change.

Let me attempt to make the distinction more clear. If a child is not studying properly, it is quite possible his failing in school could be resolved with guidance and discipline. If the philosophy of psychotherapy enters the picture, then he is likely to be treated with elaborate permissiveness because he has problems, which may indeed help him develop some. It is a characteristic of all forms of psychotherapy that they are extremely permissive. Tactically this is necessary with difficult people who will not change when offered

straightforward direction--one can only permit them to continue as they have been and divert them into other directions. However, many people with problems could be dealt with more quickly without elaborate attempts to help them understand themselves, and counselors might not do this because they have adopted a therapeutic philosophy of permissiveness and self-exploration.

2. Again, I am not sure I'm dealing with what you wish, but I would say a second conflict is related to the conflict between the family system and the social system. That is, a child trained in a family will exhibit behavior in school which may not be appropriate in the family but not outside of it. He may then compromise, or he may persist in attempting to adapt the outside world to his family world. A counselor then finds him behaving oddly and attempts to work with him, but the counselor is working against the persistent influence of the family at home. In individual terms, for example, one finds a child failing in school because this is necessary to maintain the system at home--the rule may be that he is not to surpass father and father failed, or the parents may need a "burden" to hold them together. A counselor working only with the boy and not the family is assuming it is the boy's individual problem when actually the boy is

continually being stirred into deviant behavior by the necessities of his home life. Therefore there is, in this sense, a conflict between the needs of the individual in his social world and the needs of his family, or there can be. We regularly see parents upset or threats of divorce when a patient improves, and it is asking quite a bit of a patient to undergo change at the expense of others at home.

3. **A** cultural conflict which has come to be of increasing concern with me is the conflict between what is said in the mass media and how this is qualified at home. That is, a child is exposed to thousands of hours of commercials on television with sincere-looking men praising products. Typically the child hears from his parents that the product is no good, or not that good, and he inevitably must learn to distrust what he hears through the mass media. He learns to assume that men on television regularly lie to him. When his president then appears on television, or other public officials, how is he to receive what they say? I am not suggesting that the child should not learn to expect deceit from people in the mass media, but I am suggesting that the effect of this may be more pronounced than any of the violence or ideology presented in the fictional programs (and I spent some years analyzing the content of popular films).

Insofar as the mass media represent "the outside world" to the child, the effect of parental advice that that world is deceitful, while also encouraging the child to go out and enjoy the world, must be peculiar. Certainly research should be done on the process of learning to disbelieve and the effects of this.

4. I am sure there are many conflicts between the pretenses of the world and the actualities, particularly in relation to power struggles and the ideologies which rationalize them. But a conflict in particular perturbs me, and that is the conflict between the development of the individual and the needs of institutions. I am impressed with the astonishing difference between the manner and the enthusiasm with which a six or seven year old approaches a problem and a graduate student. The child tends to see it in his own way and often tackles it with pleasure. The graduate student often couldn't care less and is unable to think, he can only quote what others have thought. It seems to take about twenty years of intensive schooling to beat originality out of someone. Insofar as guidance and counseling does deal with understanding, it appears to be a process of unlearning misinformation and pretenses. This process can conflict with the needs of institutions, which must maintain pretenses at considerable cost.

Wendell Johnson<sup>68</sup>

1. I think the greatest conflict within guidance is that between the factors making for control by the counselor of the client's behavior and the factors which are conducive to the development of constructive independence by the client.
2. The second most vital conflict within guidance to my mind is that between the proposition that the symbolization process and the communicative functions which it makes possible are of major importance as factors affecting behavior and indeed social organization and social policy, on the one hand, and on the other, the point of view that language is essentially peripheral and superficial in its relationship to behavior of individuals and of groups.
3. Another conflict within guidance as I see it is that between the more articulate and militant Freudians and those who are impressed by the limitations of the Freudian approach to counseling.
4. To me the list of conflicts within guidance would not be complete without an appropriate discussion of the possible advantages and disadvantages of the use of

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<sup>68</sup>Professor of Psychology and Speech Pathology, University of Iowa; author of (among other works) "You Can't Write Writing," from The Use and Misuse of Language (edited by S. I. Hayakawa). New York: Premier Books, 1962.

personality tests and other diagnostic procedures in relation to counseling.

Anatol Rapaport<sup>69</sup>

If my job were to advise young people in their choice of occupation or career, I think I would be troubled by a dissonance between my own value system and the dominant values in our society. For example, business competition is regarded in our society as a positive contribution to life and business success as a worth while goal in its own right. I disagree with this view. Thus I would face a conflict of whether I could sincerely advise young people against my own inclinations or whether I should inject some of my own biases into the counseling. The same applies to "national defense," a vast area in our lives, in which millions of people live "productive" lives to which they are adjusted. In view of my completely negative attitude toward this sector of our national life, I would be seriously handicapped in counseling young people with regard to their problems related to it.

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<sup>69</sup>Professor of Mathematical Biology, Department of Psychiatry and Mental Health Research Institute; member of the editorial board of Journal of Conflict Resolution and Behavioral Science; associate editor of ETC; author of Science and the Goals of Man (1950), Operational Philosophy (1953), and Fights, Games and Debates (1960).



Closely related to the above is the distinction I make between a sick individual and a sick society. As I understand it, the bulk of counseling and guidance is directed toward helping the individual adjust to society. It is frequently tacitly assumed that a healthy individual is adjusted to his society. If "happiness" is equated with mental health, this seems a natural criterion. However, I could never abandon the idea that a whole society or certain aspects of it may be "sick," and so the job of "adjusting" individuals to it would seem to me a self-defeating one in the long run.

My remarks are based simply on impressions and only reflect my attitudes.

F. J. Roethlisberger<sup>70</sup>

1. I think the greatest conflict within guidance is its identification, as you suggest, with education, culture, western civilization, democratic philosophy, etc., so that it becomes difficult to know what we are talking about.
2. The second most vital conflict within guidance to my mind is a fruitful way of thinking about conflict, i.e. how not to become conflicted about conflict.

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<sup>70</sup> Professor of Human Relations, Harvard Graduate School; co-author (with W. J. Dickson), Management and the Worker; (with A. Zalesnick and C. R. Christensen), The Motivation, Productivity and Satisfaction of Workers.

Paul R. Wendt<sup>71</sup>

I am not aware of such great "conflicts" within the field of guidance. There are many problems and differing points of view, but no major conflicts that can be identified.

### Part Thirteen

#### NDEA Directors and Other Counselor Educators

One of the largest, if not the largest, of the survey groups is that contained under the full designation: Director, National Defense Counseling and Guidance Training Institutes, summer 1963, and/or academic year 1963-1964. To this original list were added from time to time the names of counselor educators who had directed previous NDEA Institutes or had served in an appropriate capacity or were otherwise notable in the field. It should also be mentioned that a number of NDEA Institute Directors are not in the following group because they seemed more appropriately placed in other groups previously designated in this chapter.

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<sup>71</sup>General Semanticist; Associate Professor of Education, Southern Illinois University; author of "The Language of Pictures," from The Use and Misuse of Language, edited by S. I. Hayakawa. New York: Premier Books, 1962.

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James R. Barclay<sup>72</sup>

I think that the greatest problem in Counseling and Guidance is role determination.

There is a conflict between those who see the role of the counselor as a technician specializing in nothing and proficient in everything, i.e. a jack of all trades, and those who believe that counseling should be a bona-fide branch of counseling psychology.

The conflict in university centers is accentuated by the fact that faculty counselor trainers also disagree. Some think counseling is a "how-you-do it" technique, others that counselors need to know something about personality, behavior, testing, etc.

The marriage of Thorndikean connectionism, early psychoanalytic thought, Y.M.C.A. personnel approach, coupled with ample smatterings of Gestalt cliches, progressive education and Christian Science has begotten something which is far from a hybrid. (I could use stronger language!)

Until this conflict in role is settled, arguments about directive vs. non-directive procedures, diagnosis vs. non-diagnosis, transference vs. non-transference are all phrase-fabricating.

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<sup>72</sup>Director, National Defense Counseling and Guidance Training Institute, Idaho State College, Summer - 1963.

Harold W. Bernard<sup>73</sup>

1. I think the greatest conflict within guidance is that between what is expected theoretically (helping pupils make choices) and the necessity for performing clerical, disciplinary, testing and teaching functions.
2. The second most vital conflict to my mind concerns guiding students in the absence of alternatives. There must be greater opportunities for choice within the curriculum--not just the alternatives of submitting en masse to school requirements or leaving the field (psychologically or physically).
3. Another conflict within guidance as I see it is the fact that guidance workers must avoid working in areas "outside their competence." Many sick kids will not get help unless it is through the guidance worker. This is the same as saying: "I'll not try to prevent a drowning because I don't hold a Red Cross Badge in Life Saving."
4. To me the list of conflicts within guidance would not be complete without mentioning the widespread belief that guidance is just another function of the good teacher. School workers, including guidance personnel,

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<sup>73</sup>Director, National Defense Counseling and Guidance Institutes, Oregon State System of Higher Education, Summer 1963 and Academic Year 1963-1964.

must see that guidance workers see the child as a whole--not just as an algebra student, English pupil, etc. Teachers provide some of the knowledge for making choices--guidance workers use this knowledge plus knowledge of self in helping pupils make choices.

Donald H. Blocher<sup>74</sup>

1. I think the greatest conflict within guidance is whether the school counselor is to be a specialist in counseling or a general guidance worker.
2. The second most vital conflict within guidance to my mind is whether all counselors must have had teaching experience.
3. Another conflict within guidance as I see it is whether the minimum acceptable level of training shall be at least two years of graduate work for high school counselors.
4. To me the list of conflicts within guidance would not be complete without regarding confidentiality of interview information and other appraisal data.

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<sup>74</sup>Director, National Defense Counseling and Guidance Training Institute, University of Minnesota, Academic Year 1963-1964.

H. K. Brobst<sup>75</sup>

1. I think the greatest conflict within guidance is:  
counselor versus psychologist or educator.
2. The second most vital conflict within guidance to  
my mind is: time allotment--pressures of adminis-  
trative tasks vs. individual counseling.
3. Another conflict within guidance as I see it is:  
counseling vs. advisement.  
Learning experience vs. emotional release  
The extent of environment manipulations which the  
counselor should perform.

E. F. Carnes<sup>76</sup>

1. I think the greatest conflict within guidance is  
the philosophical dilemma of individual freedom vs  
the group welfare.
2. The second most vital conflict within guidance to  
my mind is related to the first--natural determinism  
vs free will.

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<sup>75</sup>Director, National Defense Counseling and Guidance  
Training Institutes, Oklahoma State University, Summer -  
1963, Academic Year 1963-1964.

<sup>76</sup>Director, National Defense Counseling and Guidance  
Training Institute, University of Southern California,  
Academic Year 1963-1964.

William T. Carse<sup>77</sup>

1. I think the greatest conflict within guidance is the inability to distinguish the difference between counseling and teaching in class for those who work with children.
2. The second most vital conflict within guidance to my mind is the selection of prospective counselors when these persons are drawn from the teaching profession.
3. Another conflict within guidance as I see it is the knowledge versus personality for dealing with people problems.

Paul I. Clifford<sup>78</sup>

1. I think the greatest conflict within guidance is whether the didactic relationship in the counseling interview is, in fact, the central focus in the training and functioning of secondary school counseling.
2. The second most vital conflict in guidance to my mind is whether or not non-counseling interviews in the educative process on the part of the secondary school counselor are valid dimensions of the role performances of secondary school counselors.

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<sup>77</sup>Director, National Defense Counseling and Guidance Training Institute, University of Kentucky, Summer - 1963.

<sup>78</sup>Director, National Defense Counseling and Guidance Training Institute, Atlanta University, Academic Year 1963-1964.



3. Another conflict within guidance as I see it is the one related to whether the objective of guidance and counseling should be identified in terms of adjustment or in terms of autonomy, freedom, and self-actualization.
4. To me the list of conflicts within guidance would not be complete without identifying the one which has to do with whether or not the evaluation of the effectiveness of guidance and counseling involves empirical or intuitive data or both.

James W. Costar<sup>79</sup>

1. I think the greatest conflict within guidance concerns a direct open intellectual approach versus an indirect emotional approach whether it be in the counseling offered, administrative structure of the guidance program, or accumulating information about youngsters.
2. The second most vital conflict within guidance concerns the development of the individual versus the development of the group (society).
3. Another conflict deals with the objectives of the guidance program. They are often in conflict with the

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<sup>79</sup>Chairman, Guidance and Personnel Services Curriculum Group, Michigan State University; author of (with Raymond N. Hatch and Paul L. Dressel) Guidance Services in the Secondary School. Dubuque, Iowa: William C. Brown Co. Publishers, 1963.

objectives of the total educational program of the school.

4. To me the list of conflicts within the field of guidance would not be complete without mentioning the philosophy of the person administering or responsible for the guidance program. He is often in conflict with those actually carrying out the guidance functions.

S. S. Davis<sup>80</sup>

1. I think the greatest conflict within guidance is counselor role identification.
2. The second most vital conflict within guidance to my mind is the nature of counselor preparation.
3. Another conflict within guidance as I see it is the question of certification.
4. To me the list of conflicts within guidance would not be complete without mentioning contributions of group procedures.

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<sup>80</sup> Director, National Defense Counseling and Guidance Training Institute, Arizona State University, Academic Year 1963-1964.

L. M. DeRidder<sup>81</sup>

1. I think the greatest conflict within guidance is the extent to which group counseling has the legitimate and important role to play in guidance within our schools.
2. The second most vital conflict within guidance to my mind is the difference existing in the perceptions of principals and other administrators and guidance workers in terms of the roles or duties or responsibilities of the guidance worker.
3. Another conflict within guidance as I see it is the extent to which the training of guidance workers must be undergirded by an undergraduate major or a significant amount of courses in psychology.
4. To me the list of conflicts within guidance would not be complete without emphasizing the controversy now existing between the S-R school of learning as personified by Skinner and the self-concept school as identified by Rogers.

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<sup>81</sup>Director, NDEA Counseling and Guidance Training Institute, University of Tennessee, Summer 1963.

W. J. Dipboye<sup>82</sup>

In my opinion all 'conflicts' within this field are essentially concerned with disagreement about goals. That is, there is a group which is concerned about the 'growth and development' of children and youth. This group is concerned about the reconstruction of society as well as adjustment to it.

There is another group who see the guidance function as essentially a remedial or therapeutic function. These people tend to view the major contribution of the school counselor as one of assisting those few pupils who need special help to become more like the rest of us who do not.

There is a third group who emphasize the 'distributive' functions of personnel work. These people see the counselor as making his most important contribution in assisting the pupil to adjust to the school environment with the apparent assumption that this will enable him (the pupil) to benefit from these experiences. These people are essentially school oriented and tend to be more concerned with school problems than with pupil problems. Their emphasis is more of a 'status quo' protection than the other two groups.

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<sup>82</sup>Director, National Defense Counseling and Guidance Training Institute, Syracuse University, Summer 1963.

Rosalind Dymond (Cartwright)<sup>83</sup>

1. I think the greatest conflict within guidance is who is to guide. (The expert versus the individual consumer.)
2. The second most vital conflict within guidance to my mind is guide toward what? (Goals of conformity, creativity--individual growth.)
3. Another conflict is necessary training--what makes a good practitioner?
4. To me the list of conflicts within guidance would not be complete without some mention of the overlapping of professional roles which create tensions.

George S. Elias<sup>84</sup>

1. I think the greatest conflict within guidance is the fact that the profession has yet to agree on what guidance is.
2. The second most vital conflict is the clinically oriented versus the school oriented counselor trainer.
3. Another conflict within guidance concerns the levels of training. Do we need different levels of training for the different jobs to be done?

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<sup>83</sup>College of Medicine, University of Illinois; author of (with Rogers) Psychotherapy and Personality Change, University of Chicago Press, 1954.

<sup>84</sup>Director, National Defense Counseling and Guidance Training Institute, Springfield College, Summer 1963.

4. To me the list of conflicts within guidance would not be complete without asking--is teaching experience necessary for school guidance counselor?

Kenneth Engle<sup>85</sup>

1. I think the greatest conflict within guidance is client-centered versus all other theories of counseling. The conflict continues to raise, particularly as it affects the counselor training programs in the universities.
2. The second most vital conflict concerns how we shall screen counselor candidates in the graduate school. The conflict involves testing, interviewing, marks, the practicum, etc.
3. Another conflict concerns whether to test or not to test. The adversaries run the gamut on a continuum beginning with no testing all the way to an unrealistic amount of testing.
4. To me the list of conflicts within guidance would not be complete without mentioning the counselor responsibility on the matter of confidentiality of information received from the client. There is no agreement with

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<sup>85</sup> Assistant Professor of Guidance, Western Michigan University, Kalamazoo, Michigan, replying for -- and with -- Arthur J. Manske, Director, National Defense Counseling and Guidance Training Institute, Summer 1963.



respect to the obligation the counselor has to his client, his employer, society, the government, etc.

George L. Fahey<sup>86</sup>

1. I think the greatest conflict within guidance is the preoccupation of many counselors and counselor-educators with counseling psychology at the expense of the realistic needs and opportunities of pupil personnel services. (No disparagement of counselor psychology, but the schools are not tooled-up for them and perhaps they do not belong in the school structure anyway.)
2. The second most vital conflict within guidance as I see it concerns the explanation of dynamics by needs --theory or learning theory.
3. To me the list of conflicts within guidance would not be complete without noting the need for new or revised techniques for shaping behavior. (I spent yesterday with a group of counselors and came away saddened by their complete confidence in the simulated couch; the solution of everything by verbal exchange.)

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<sup>86</sup> Director, National Defense Counseling and Guidance Training Institute, University of Pittsburgh, Summer 1963.





William Farquhar<sup>87</sup>

1. I think the greatest conflict within guidance is the lack of adequate criteria (criterion) to properly evaluate the effectiveness of the guidance process. Conflict of assumption that it is automatically effective versus some serious doubt about what we are doing.
2. The second most vital conflict within guidance to my mind is the lack of adequate theory (behavioral, of course). The conflict comes in assuming that theory makes a difference in practice or in explaining etiology, treatment or better prognosis.
3. Another conflict within guidance as I see it concerns the generalist and specialist. We need both, but we need better clarification of respective roles.
4. To me the list of conflicts within guidance would not be complete without mentioning quality vs quantity training. Pressures of the times pressing for more and more guidance and counseling workers, often with little selectivity. This conflicts bleeds over to the conflict between those who feel they must make decisions about trainees and those who abdicate this responsibility.

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<sup>87</sup> Professor of Education, Michigan State University; leading researcher in educational motivation; recipient of the APGA Research Award, 1959.

Gail F. Farwell<sup>88</sup>

1. I think the greatest conflict within guidance is the notion that just anyone can do guidance. In my judgment guidance to be meaningful has its central core in the counseling relationship. This interpersonal involvement, in practice, is relegated to the sidelines and each of the "mechanistic" functions such as testing, program planning, etc., are attempted to the exclusion of involvement in counseling relationships.
2. The second most vital conflict within guidance to my mind is the lack of a theory that has its origin in something other than experiences with the severely disturbed child, youth, or adult. To my mind, guidance is a growth process and we need to develop a theory and research evidence to support the theory.
3. Another conflict within guidance as I see it is who should be selected to study in the field of school counseling. At present, certification laws and collegiate selection procedures are suspect of too much laxity. There is great need to study counselors themselves--their background, preparation, and subsequent application.

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<sup>88</sup> Director, National Defense Counseling and Guidance Training Institute, University of Wisconsin, Academic Year 1963-1964.

4. To me the list of conflicts within guidance would not be complete without:

- (1) Further research on the adequacy of testing as now conceived for guidance practice.
- (2) The place of guidance in elementary schools.
- (3) The responsibility of school administrators (and counselors themselves) to foster a role for the counselor that eliminates him being a substitute teacher and an assistant administrator.
- (4) The need for more research at local school levels.

Daniel D. Feder<sup>89</sup>

1. I think the greatest conflict within guidance is the struggle which results from the increasing awareness that there has been too much intuitive operation and not sufficient experimental validation of procedures.
2. The second most vital conflict is the effort to get a single philosophical or theoretical underpinning for a guidance program. This is related to the whole structure of personal values of guidance workers and also their general lack of preparation in fundamentals of psychological theory as well as personal philosophical orientation.

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<sup>89</sup>Professor of Guidance and Counselor Trainer, University of Denver.

3. Another conflict is the struggle that many guidance workers have between what they believe to be a philosophy (rather than a technique) of permissiveness and the need to express their own personal values orientation.
4. To me the list of conflicts would not be complete without another issue which certainly must be faced and worked out in the near future is the intelligent use and development of vocational materials in the counseling process. This is related to the whole question of what is counseling and how it will be defined and what place it will hold in the systems of vocational guidance in the counseling program. This raises the whole larger issue of the definition of counseling and is one which the profession must address itself to in the very immediate future.

John L. Ferguson<sup>90</sup>

1. I think the greatest conflict within guidance is the nature of professionalization--the professional what? Defining of job.
2. The second most vital conflict within guidance to my mind is: appropriate education or experience background for counselor preparation.

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<sup>90</sup> Director, National Defense Counseling and Guidance Institute, University of Missouri, Summer 1963.

3. Another conflict within guidance as I see it is the counselor as a therapist or as a counselor.
4. To me the list of conflicts within guidance would not be complete without mentioning counseling as technique or counseling as an "art" in terms of the counselor.

Gerald Gage<sup>91</sup>

I'm afraid I could write a book, in a semi-literate manner of course, on any of these issues as I see them. I hope the brief sketch proves sufficient to orient you to what I'm thinking. If you have trouble, and why shouldn't you, return my paper and I'll try for clarification. I am pressed for time and I have shortened your assignment--but, God, I appreciated the opportunity. I did some thinking I needed to do. Thank you.

1. I think the greatest conflict within counseling and guidance grows out of the problem of "How shall we look at Man?" That is, is man a reactor or an actor. Does he merely respond to stimuli or does he have motivational properties which result in his searching for experiences? Is his every response determined or does he have considerable choice? I suppose I am not reflecting what Allport might term "proprie" behavior. I list this as the number one conflict since I perceive all others growing

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<sup>91</sup>Director, National Defense Counseling and Guidance Training Institute, Central Washington State College, Summer 1963.

out of it. Whether we are directive or non-directive, whether we support or condition, whether we advise or counsel depends on what our concept of man is. This is the basis upon which all other decisions in the psychological process of guidance and counseling is founded.

2. The second greatest conflict grows out of the first and concerns the degree of responsibility which the counselor should be expected to take for the subsequent behavior of the counselee. I do not visualize this as limited to a "permissive versus non-permissive" or "client-centered versus directive" situation. This is a more basic problem which not only influences the counselor's methodology but his perception of himself as a counselor, his own "peace-of-mind" so to speak.

Can the counselor really operate in an accepting manner when his value system is so much unlike that of the counselee? Can he love without liking? Can he recognize that the values which work for him may not be sufficient or desirable for his client? Can he now function knowing that what he believes may be satisfactory in principle even if not in fact?

3. Third, if the counselee's value system seems antisocial does the counselor have a duty to society as well as to his client? The conflict is that we need to help the person become that which he can become; but what he can become

needs to be such that society is not harmed by him, even if it is not helped. In a sense this may involve the individual versus the group but more realistically it involves the individual within a group. I might expound on this but it is sufficient to say the point of view, that the counselor should help the counselee become whatever he wants to become, seems rather naive and neglectful of one's duty to the counselee--not to mention the society of which he is a part.

4. It seems to me that solving the above makes it inappropriate to list another--it would now be resolved. There may be another conflict not really covered in the others and growing more out of the counselor's values than the situation or process termed counseling. Can the counselor really do anything to help the counselee toward self-sufficiency in a universe which in the next ten years may be smaller--or larger, depending on one's point of view--than we ever suspected? When we communicate with intelligent life on another planet how do we then revise our concept of self? How do we help others find out who they are when we have no idea who we are? Even if the counselor needed a counselor, who would it be?



Robert L. Gibson<sup>92</sup>

1. I think the greatest conflict within guidance is determining the appropriate role of the counselor.
2. The second most vital conflict within guidance to my mind is the role of educational experience as a prerequisite for counselor certification. Some believe counselors should come through the ranks of the Education professor, only others are suggesting that they might well be accepted from such related disciplines as sociology, psychology, etc., without a basic background of education.
3. Another conflict within guidance as I see it is the increasing concern of the completion of the Masters degree as a terminal point in counselor training. Many counselor trainers feel that a six-year program is a minimum for counselor training and certification. However this viewpoint is opposed by many in institutions whose graduate programs are limited to the Master's degree only.
4. To me the list of conflicts within guidance would not be complete without

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<sup>92</sup>Director, National Defense Counseling and Guidance Training Institute, University of Toledo, Summer 1963.

- a. The role of psychology in training counselors (those who think it should be increased versus those who feel it is currently adequate)
- b. The problem of accreditation--what agency and what criteria
- c. Conflicts over admissions standards.

Robert E. Gorman<sup>93</sup>

1. I think the greatest conflict within guidance is:
  - (a) The role of the counselor within the school.
  - (b) The level and type of preparation of counselors.
  - (c) Selection of trainees--prediction of counselor success.
2. The second most vital conflict within guidance to my mind is the conflicting counseling theory--directive vs non-directive vs eclectic.
3. Another conflict within guidance as I see it is the confusion of terminology within the field--"guidance - counseling - personnel services," etc.
4. To me the list of conflicts would not be complete without mentioning the deviant viewpoints of "purist" psychologists vs educational psychologists or applied psychologists of what training and theory best applies in the preparation of counselors.

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<sup>93</sup>Director, National Defense Counseling and Guidance Training Institute, Montana State University, Summer 1963.

Clarke F. Hess<sup>94</sup>

1. I think the greatest conflict within guidance is at the point where our belief in the universal motivation for good clashes with our compulsion to save the individual from his own evil tendencies. This conflict gets number one priority because of its prevalence and insidiousness.
2. The second most vital conflict within guidance to my mind is in our attempt to attain some sort of compromise between the needs and rights of the individual and those of society or whatever group. This is a conflict which we share with all human organizations and institutions.
3. Another conflict within guidance as I see it is the age old discord between absolutism and relativism, between rigidity and flexibility.
4. To me the list of conflicts within guidance would not be complete without mentioning the dilemma of legalism versus humanitarianism. The compromises we must make between the demands of justice and those of mercy.

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<sup>94</sup>Director, National Defense Counseling and Guidance Training Institute, Marshall University, Summer 1963.

Joseph W. Hollis<sup>95</sup>

1. I think the greatest conflict within guidance is:  
Interdiscipline course preparation vs. work mostly  
in psychology.
2. The second most vital conflict within guidance to my  
mind is: one year work in grad school vs. two years  
preparation.
3. Another conflict within guidance as I see it is:  
Individual vs. individual within social setting.
4. To me the list of conflicts within guidance would  
not be complete without:  
School counselor vs. school psychologist and pupil  
personnel directors.

Carl M. Horn<sup>96</sup>

My answers to your questions will be based largely upon my experience in observing guidance at work in the schools. As you know, I have worked in the field with schools for nearly twenty-four years.

1. I think one of the greatest conflicts within  
guidance is between the specialist approach and  
the generalist approach.

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<sup>95</sup>Director, National Defense Counseling and Guidance Training Institute, Ball State Teachers College, Summer 1963.

<sup>96</sup>Professor of Education, Michigan State University; veteran expert in school-college relations; "Dean of the Guidance Movement in Michigan."

2. Another conflict within guidance to my mind is between theory and application.
3. Another conflict within guidance as I see it is between client-centered and counselor-centered guidance.
4. To me the list of conflicts within guidance would not be complete without mentioning vocational guidance versus other types of guidance.

Each of these conflicts is a continuum in which various guidance workers tend toward the left or right of the middle. The degree to which they tend to believe and operate away from the middle tends to characterize their philosophy and practice of guidance. The guidance worker who understands and uses many techniques but does not go to the extreme is usually the most successful.

One of the biggest problems in the selection of guidance workers is that of identifying the individuals who have desirable personality characteristics. Many are trained as guidance and personnel workers who do not have the desirable characteristics of personality.

Kenneth B. Hoyt<sup>97</sup>

1. I think the greatest conflict within guidance is that involving in professing to meet guidance needs of all

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<sup>97</sup>Director, National Defense Counseling and Guidance Training Institute, State University of Iowa, Summer 1963.

students but, in practice, limiting our effective help to that minority of youth who least need our assistance--i.e., the college-bound student.

2. The second most vital conflict within guidance to my mind is the extent to which the school counselor is to be considered a professional counselor versus the extent to which he is considered to be a specialist within the profession of education.
3. Another conflict as I see it is the extent to which information as information is important to the counseling process.
4. To me the list of conflicts within guidance would not be complete without mentioning the extent to which and ways in which school counselors should work with other counselors outside the school setting who profess some interest in being of counseling assistance to youth.

L. E. Isaacson<sup>98</sup>

1. I think the greatest conflict within guidance is related to defining and clarifying the role of the school counselor.
2. The second most vital conflict within guidance to my mind is the lack of agreement on a minimum core

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<sup>98</sup>Professor of Guidance and Counseling, Purdue University; Director (1962), National Defense Counseling and Guidance Training Institute.

of professional preparation for counselors and the establishment of generally accepted standards therefore.

3. Another conflict within guidance as I see it is the ambiguous terms and philosophies in the general area of education which impend upon guidance as a specific field.
4. To me the list of conflicts within guidance would not be complete without recognizing the philosophic conflicts in western culture which bear upon education generally and thereby upon the field of guidance specifically.

Walter H. Jarecke<sup>99</sup>

1. I think the greatest conflict within guidance is a definition of the role of the guidance worker in the educational process of students. What are his duties, his responsibilities, and his relationships to the administration, to the faculty and to the students?
2. The second most vital conflict concerns the content, breadth and depth of the training of the counselor.
3. Another conflict concerns time and staff functions of the guidance worker.

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<sup>99</sup>Professor of Education, West Virginia University.

4. To me the list of conflicts within guidance would not be complete without recognition of the professional responsibilities and minimizing the clerical drudgery of guidance workers.

Wynn E. Johnson<sup>100</sup>

1. I think the greatest conflict within guidance is the misuse of psychometric data.
2. The second most vital conflict concerns the counselor-teacher relationship and the counselor-administrator relationship.
3. Another conflict as I see it is the role expectancies of guidance personnel as viewed by themselves, by public, by other educators.
4. To me the list of conflicts within guidance would not be complete without mentioning:
  - (a) Education of the counselor.
  - (b) Purposes (ends, goals) of guidance.
  - (c) Previous teaching experience.

Norman Kagan<sup>101</sup>

1. I think the greatest conflict within guidance is trained versus half-trained counselors. This is not a conflict

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<sup>100</sup> Director, National Defense Guidance and Counseling Training Institute, Sacramento State College, Summer 1963.

<sup>101</sup> Director, National Defense Counseling and Guidance Training Institute, Michigan State University, Summer 1963.



among practitioners but is an important issue in counselor-education.

2. The second most vital conflict is clinical versus statistical research and the failure of the latter to provide useful data concerning practice.
3. Another conflict within guidance is independent role prescription versus institutional prescription.  
Should guidance worker do that which he feels is needed in an institution or that which others perceive his job to be.
4. To me the list of conflicts within guidance would not be complete without mentioning the various conflicts related to the role definition of a counselor or guidance worker. Disagreement about what the role ideally includes.

Mark Kipfmue<sup>102</sup>ller

1. I think the greatest conflict within guidance concerns the question: what direction should guidance take?
2. The second most vital conflict is the conflict among counseling theories.
3. Another conflict concerns the relations of other disciplines (psychology, sociology, economics, etc.,) to guidance.

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<sup>102</sup>Instructor, Guidance and Personnel Services, Michigan State University; instructor and sub-group leader in NDEA Institute, 1962.

4. To me the list of conflicts within guidance would not be complete without considering the selectivity process of prospective candidates.

David D. Malcolm<sup>103</sup>

1. I think the greatest conflict within guidance is:  
Is NDEA money for "society" or for "individuals"?
2. The second most vital conflict within guidance to my mind concerns trained versus untrained (i.e.: teacher-counselors).
3. Another conflict: the area of definition of roles--  
When is what the so-called "counselor" does really "guidance" and when is it really administrative or instructive?

Phelon J. Malouf<sup>104</sup>

1. I think the greatest conflict within guidance is a philosophical dilemma--does the counselor respond to the pressures of society or can he support the individual in his decisions, regardless of their congruence with the needs and values of the group?

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<sup>103</sup>Director, National Defense Counseling and Guidance Training Institute, Academic Year 1963-1964; Summer 1963; San Diego State College.

<sup>104</sup>Director, National Defense Counseling and Guidance Training Institute, University of Utah, Summer 1963.

2. The second most vital conflict is the question regarding effectiveness--does the counselor benefit the counselee in the ways and in the manner that he thinks that he does?
3. Another conflict is the definition of the role of the school counselor--is he generalist or specialist, is he a vocational or a personal counselor, and to what extent does he perform intensive psychotherapy?
4. To me the list of conflicts within guidance would not be complete without mentioning what is related to Number 3 above, does the counselor first of all have to be a teacher?

W. P. McDougall<sup>105</sup>

1. I think the greatest conflict within guidance is: "counseling" vs "therapy".  
Counseling in the educational sense for all students.  
Therapy in the sense that counselors are junior psychologists.
2. The second most vital conflict within guidance to my mind is the conflict between counselors and administrators in terms of definition of role.
3. Another conflict within guidance as I see it is that direct vs the non direct baloney is still an issue.

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<sup>105</sup>Director, National Defense Counseling and Guidance Training Institute, Washington State University, Academic Year 1963-1964.

4. To me the list of conflicts within guidance would not be complete without mentioning the conflict in philosophies and norm behavior analysis vs intuitive approach.

(I don't really see these as conflicts as much as lack of communication.)

Richard B. Mease<sup>106</sup>

1. I think the greatest conflict within guidance is:  
individual versus the group.
2. The second most vital conflict within guidance to my mind is:  
individual versus the Educational setting.
3. Another conflict within guidance as I see it concerns selective placement versus individual self-placement.
4. To me the list of conflicts within guidance would not be complete without realizing the guidance program is still yet new enough so that it has a problem becoming adjusted within the institutions of any society.

I'll try one generality:

The broad general conflict within guidance and counseling stems from the differences of the big, broad, important field of education which is group and institutionally oriented and from the equally big and

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<sup>106</sup> Director, National Defense Counseling and Guidance Training Institute, North Dakota State University, Summer 1963.

important fields of clinical psychology and psychiatry which are individual and not institutionally oriented.

Gregory A. Miller<sup>107</sup>

1. I think the greatest conflict within guidance concerns just exactly what it is we are trying to do when we are not even sure of the methods by which we should do it.
2. The second most vital conflict within guidance probably seems trivial, but I am always concerned by the synonymous use of the term guidance and counseling when we mean nowhere near the same thing by both terms.
3. Another conflict concerns the selection of students whom we feel would make adequate guidance workers.

Gilbert D. Moore<sup>108</sup>

1. I think the greatest conflict within guidance is selection.
2. The second most vital conflict within guidance to my mind concerns purpose.

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<sup>107</sup>Professor of Rehabilitation Counseling, Michigan State University; Director of the Counseling Practicum Laboratory.

<sup>108</sup>Director, National Defense Counseling and Guidance Training Institute, State University of New York, Summer 1963; Academic Year 1963-1964.

3. Another conflict within guidance as I see it concerns:  
societal expectations  
quasi professionalism  
nature of counseling
4. To me the list of conflicts would not be complete without mentioning:  
counselor versus "status determiner"  
counseling and manpower  
NDEA versus counselor education or  
NDEA and counselor education.

Frank C. Noble<sup>109</sup>

1. I think the greatest conflict within guidance is whether counseling is to become a distinct professional entity apart from teacher although practiced in the schools. This would include the necessity of teacher training, certification and experience of counselors.
2. The second most vital conflict in guidance to my mind concerns the question: what is the primary discipline appropriate to counselor education--psychology, sociology, professional education?

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<sup>109</sup>Director, National Defense Counseling and Guidance Training Institute, George Peabody College for Teachers, Summer 1963.

3. Another conflict within guidance as I see it: How useful are current psychological tests when used for predictive purposes in individual counseling?
4. Should the counselor be primarily a group worker (guidance and counseling) or devote most of his time to individual counseling?

C. H. Patterson<sup>110</sup>

1. I think the greatest conflict within guidance is counseling as manipulation, operant conditioning, control or shaping of behavior, versus counseling as understanding, a relationship, as facilitating and freeing the individual to control his own behavior.
2. The second most vital conflict within guidance to my mind is developmental versus problem counseling -- Wrenn, Mathewson.
3. Another conflict within guidance as I see it is emphasis on techniques versus attitudes.
4. To me the list of conflicts within guidance would not be complete without Vocational-educational vs personal counseling in schools "Wild analysis" or eclecticism vs a systematic approach

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<sup>110</sup> Professor, University of Illinois; author of (among numerous publications) Counseling and Psychotherapy: Theory and Practice. New York: Harper & Brothers, 1959.

"Doing what comes naturally" vs developing a therapeutic personality in counselor education

I have unpublished papers or speeches on all of these -- see also "A note on counselor personality and therapeutic techniques," J. Counsel. Psychol., 1961, 8, 89-90, and "Control, Conditioning and Counseling," PGJ April, 1963.

Hermon J. Peters<sup>111</sup>

1. I think the greatest conflict within guidance is the professional commitment of its members--especially leaders. Will it be Education or Psychology?
2. The second most vital conflict within guidance to my mind concerns the question: Is there too little or too much emphasis on clinical counseling? (It seems to me that is too much and is unsuited for children and adolescents.)
3. Another conflict within guidance as I see it is the role of the federal government.
4. To me the list of conflicts within guidance would not be complete without considering the role of the elementary counselor (and)
5. There are too many counselor education programs.

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<sup>111</sup> Director, National Defense Counseling and Guidance Training Institutes, The Ohio State University, Summer 1963, and Academic Year 1963-1964.



D. Gordon Poling<sup>112</sup>

1. I think the greatest conflict within guidance is the tendency for some counselor educators to confuse counseling psychologists with school counselors. Some of the proposed curricula changes presented at the recent ACES meeting would make the school counselor a school psychologist, a counseling psychologist, a psychotherapist, a psychologist, a psycho-analyst or some other highly psychologically oriented person, with little relationship to the educational function of the school system. Perhaps the confusion lies in the definition of the role of the school counselor or student personnel worker. I would surmise however that the crux of the problem is imbedded in the clinical orientation of the psychologist as opposed to the educational orientation of the educational psychologist. I believe that the resolution of this difference is of paramount importance to the field of student personnel services in secondary education.
2. Another conflict within guidance as I see it is the terminology used by counselor educators to describe the counseling techniques employed by the various counselors. I agree with Arbuckle that it is impossible

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<sup>112</sup>Director, National Defense Counseling and Guidance Training Institute, State University of South Dakota, Summer 1963.

to be eclectic, and that this often is an excuse for inability on the part of the counselor. I think that the technique used by a counselor, if you can call it a technique, is a reflection of his counseling philosophy, and is permeated with his general philosophy of life--how he views man, the world, and himself.

3. Another conflict within guidance as I see it is the lack of research designed to show the effectiveness of counseling and guidance programs in our secondary schools. I am not sure that the financiers will be willing to support our programs indefinitely without statistical evidence of the worth of our programs. This is very difficult to do, as attitudes and concepts are difficult to examine scientifically. Perhaps with the new data-processing equipment now being used, we will become less complacent, as our excuses become inappropriate and unacceptable.
4. A list of conflicts within guidance would not be complete without some reference to the "split" between those who see the counselor's function as an educator and those who see the counselor's functioning as an independent free agent in society. I think this is further complicated by such issues as pointed out in the first conflict here stated, by portions of the Wrenn report, by the length of counselor education

programs deemed necessary and by the types of programs provided by the counselor educators for the prospective counselors. True, all learning is education, and self-understanding is true learning but the people that pay the piper, in our society, still have the right to call the tune.

In re-reading what I have just written, I guess most of what I consider to be major conflicts are tied closely around the practical vs. the theoretical approach to counselor education. We definitely need both kinds of educators working for the betterment of education as a whole, but we are also going to need some practitioners.

Paul C. Polmantier<sup>113</sup>

1. I think the greatest conflict within guidance is the failure to delineate its functions within education and in society, as well as failure to spell out the functional roles of counselors, teachers, other school personnel, and parents in the process of guidance.
2. The second most vital conflict within guidance to my mind is the failure to determine the legal status of school counselors.

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<sup>113</sup>Professor of Guidance, University of Missouri; author of (with Callis and Roeber) A Casebook of Counseling. New York: Appleton, 1955.

3. Another conflict within guidance as I see it is the strange anomaly of the helping arts waiting and ready to help persons, but in jeopardy for helping persons.
4. To me the list of conflicts would not be complete without mentioning that too many so-called leaders in the field are out for personal gain through the movement.
5. Lip service to individual welfare in a group-oriented school system.

S. Marvin Rife<sup>114</sup>

1. I think the greatest conflict within guidance is the lack of understanding and communication within the profession itself with regard to the unique roles and functions of persons who are called counselors. The statement which is coming out in the January 1963 issue of the APGA Journal is one approach to resolving this conflict for counseling in general. There are so many shades of interpretation of role that we fail to present a clear-cut image to administrators, teachers in general, and to the consuming public.

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<sup>114</sup>Director, National Defense Counseling and Guidance Training Institute, University of Rhode Island, Summer 1963.

2. The second most vital conflict within guidance to my mind is the lack of understanding and acceptance of counseling and guidance by administrators of the schools as being as critical for human development and the learning process as instruction and administration. Counseling and guidance has not yet attained status and recognition among administrators who formulate budgets and make interpretations to school boards and the general public, since these persons either have an antiquated view of counseling-guidance, or they lack the basic understanding necessary to give it vigorous support in the development of their educational programs.
3. Another conflict within guidance as I see it is the emphasis placed upon "teaching" as a necessary experience for counseling. In many ways this kind of experience can be helpful, but it can also hinder counseling effectiveness. Resistance to experimentation and demonstration in this area seems prevalent throughout the country.
4. To me the list of conflicts within guidance would not be complete without mentioning:

Consideration of the relative advantages of full-time versus part-time counseling. In most parts of the country the teacher-counselor is the mode, with



divided loyalties and distorted image of what the counselor can mean to the developing boy or girl.

Study of the issue of voluntary versus involuntary counseling sessions. In our desire to "do a job" we seem to want to be sure that all students are contacted and counseled periodically, whether they need or want it. Some more extensive evidence should be gathered on the merits of operating a highly voluntary system of client-counselor relationships.

Although closely related to problems mentioned prior to this point, there is considerable need for giving attention to the conflict arising from the contamination of the professional role of the counselor by administrative authorities who enlist guidance/counseling personnel for duties which are peripheral to the central concern of guidance.

An important issue which needs much clarification and resolution is that of determining the extent to which counselors are effective when they communicate some aspects of the value system of their culture or of themselves to the counselee, enabling him to incorporate or become more sensitive to the role of values in determining attitudes and behavior. Is the highly permissive, non-evaluative approach desirable or effective in the long-run? We do not have enough

experimental evidence to justify conclusions one way or the other.

Edward C. Roeber<sup>115</sup>

1. I think the greatest conflict within guidance is a clash of values, i.e., process vs content, humanistic vs materialistic, authoritarian vs democratic, etc.
2. The second most vital conflict within guidance to my mind is a struggle for professionalization, including problems of selection, preparation, certification, etc.
3. Another conflict within guidance as I see it is a struggle between research-based and practice (or technique)-based guidance and counseling.
4. To me the list of conflicts within guidance would not be complete without a recognition of role conflicts which persist among those in the helping occupations, including those among pupil personnel specialists.

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<sup>115</sup>Professor of Education, The University of Michigan; author of (among others) Occupational Information (with Max F. Baer). Chicago: Science Research Associates, 2nd Ed., 1958.



Lyle Schmidt<sup>116</sup>

1. I think the greatest conflict within guidance is whether guidance people are going to be mainly concerned about individual or group interests. This appears in terms of whether counselors are going to relate to each student on the basis of that student's needs and values or if most of their counseling will be done with a concern over whether the U.S. has enough engineers or college graduates or whatnot. I think there are signs of guidance persons being made to feel they are "saviors" of our way of life and have a patriotic duty to discover and encourage talent. Whether or not this attitude becomes a dominant purpose among guidance people will have a tremendous influence on the future of guidance, to say the least.
2. The second most vital conflict within guidance to my mind is whether "counseling" as an individual procedure is going to continue to exist in guidance programs. There are signs, I think, that it may become less and less common in favor of more "personnel" type procedures (testing and evaluation; placement; orientation; etc.). There may be defensible reasons for this (cost, personnel,

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<sup>116</sup>Professor of Psychology, Ohio State University; co-author and editor of Counseling: Readings in Theory and Practice. New York: Holt, Rinehart and Winston, 1962.

etc.), but mostly it may involve persons going on for training in guidance who aren't interested in counseling or don't have the personalities for doing it.

3. Another conflict within guidance as I see it is whether "psychology" in name and in principle is going to be integrated more thoroughly with "guidance." To me the name aspect is irrelevant but if psychological principles were to somehow become dissociated from guidance we would be left with a hollow profession. Still there are many guidance persons making loud growling noises over whether guidance should be education or psychotherapy (this they substitute for psychology for argument, I think). What happens in this area seems critical.
4. To me the list of conflicts within guidance would not be complete without mentioning the conflict over whether students should have guidance services "forced" on them as a group or if they should be allowed to choose them as they and their parents see fit. Parents in some locales are becoming more vocal about their objections to guidance people "snooping" by various means, into their and their children's privacies. The problems seem to be related to whether the students had a choice about being counseled, being tested, etc.

If guidance people could overcome their uncertainties about whether their services would be used if they didn't "call in" every student, they might not be faced with these situations.

Bruce Shertzer<sup>117</sup>

1. I think the greatest conflict within guidance is the lack of role definition by counseling practitioners.
2. The second most vital conflict within guidance to my mind is: counselor-teacher relationships.
3. Another conflict within guidance as I see it is that one year of training program is too brief; yet many in the field are without even this amount of training.

George E. Slinger<sup>118</sup>

1. I think the greatest conflict within guidance is between those who desire to develop the occupation of school counselor on the basis of clinical assumptions versus those who would base it on educational assumptions.

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<sup>117</sup> Director, National Defense Counseling and Guidance Training Institute, Purdue University, Summer 1963; Academic Year 1963-1964.

<sup>118</sup> Director, National Defense Counseling and Guidance Training Institute, Miami University, Oxford, Ohio, Summer 1963.

2. The second most vital conflict within guidance to my mind is between existential psychologists and behavioral psychologists and their influence on the counseling process.
3. Another conflict within guidance as I see it is that since guidance is the core service in the complex of pupil personnel services, its functions tend to shade over into other helping professions in this complex. Result in role and function confusion between the other helping professions and guidance in this complex.
4. To me the list of conflicts would not be complete without pointing out that the rapid expansion of school counseling and guidance has created problems in role and function definitions between counselors and counselor-educators (e.g. differences in size and levels of institutional settings affect roles and functions at least from the standpoint of degrees of counselor specialization and tasks performed).

Robert O. Stripling<sup>119</sup>

I think the greatest conflict within guidance is what should be included in the basic preparation program for the

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<sup>119</sup>Professor of Education and Head, Department of Personnel Services, University of Florida; Director, National Defense Counseling and Guidance Training Institute, Academic Year 1963-1964.

counselor. This conflict, in my opinion, stems from two basic problems. First, there is the problem of the theoretical basis of knowledge for the school counselor, and second, there is a problem of just what should be included in professional courses and experiences. As you know, little attention has been paid to the problem of a theoretical frame of reference that would serve to give direction to the counselor. Counselors know how to do many things, but few of them know why they do them. I do not believe that this problem will be solved by having counselor candidates take one course out of one department, another course out of another, and so on until he has completed all of his so-called electives in the foundation area. The second problem relates specifically to the need for supervised practice versus the amount of content that can be crowded in the present minimum one-year preparation program. The only solution to this problem as I see it is a minimum two-year program of preparation.

The second most vital conflict within guidance relates to which institutions have the resources to prepare school counselors. As you know, every crossroad institution in the country today is in the business of preparing counselors. Many of these institutions have relatively few physical sources and materials, to say nothing of the inadequate staff and other personnel. There is a serious need for guidelines that administrators can use in determining if

their institution has the resources, facilities, and qualified personnel to offer counselor preparation.

Another conflict within guidance relates to the need for a teaching experience background. Many people claim that the minimum one-year of teaching is essential. Others feel that there may be a more meaningful way to introduce the prospective counselor to the total school program. This might be done through an internship designed, not for teaching, but for counseling. This internship would precede any kind of internship for the school counselor. In other words, it would be an internship relating to the total school program, specifically designed to introduce the school counselor in a practical way, under supervision, to the total educational setting.

Last, I would say that another conflict relates to the image of the school counselor. Is he a "professional" "counselor" who understands the educational process through study and internship experiences or is he a "teacher" who has taken additional preparation to become a counselor? This is not suggesting that the professional counselor should not be an educator. On the contrary, my feeling is that he needs to be a professional educator in every sense of the word. The question simply is does he need to be a teacher in the professional sense of the word.

Bob B. Winborn<sup>120</sup>

1. I think the greatest conflict within guidance is the maintenance of traditional concepts and thinking about guidance services vs a progressive environment whereby new ideas, thinking, philosophizing are encouraged.
2. The second most vital conflict within guidance to my mind is the lack of emphasis and research in the area of "normal" people vs a concern with the abnormal (and the prestige, status, etc., that goes with the "glamor" of the abnormal).
3. Another conflict within guidance as I see it concerns the low standards of admission to the profession vs an active program (nation-wide) to encourage high standards.

Ezra R. Wyeth<sup>121</sup>

1. I think the greatest conflict within guidance is the role of the guidance personnel in schools.
2. The second most vital conflict within guidance to my mind is the nature of the counseling process.
3. Another conflict within guidance as I see it is the nature of the preparation of counselors.

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<sup>120</sup>Director, National Defense Counseling and Guidance Training Institute, North Texas State University, Summer 1963.

<sup>121</sup>Director, National Defense Counseling and Guidance Training Institute, Summer 1963, San Fernando Valley State College, Northridge, California.

4. To me the list of conflicts within guidance would not be complete without suggesting that we integrate theory with practice in counseling.

#### Part Fourteen

##### **ASCA Study of Counselor Role and Function**

(Fitzgerald, Hoffman, Johnson,  
Loughary, Winfrey)

Another tentative bid for opinions and observations from an integrated group was made to members of the American School Counselor Association's study on counselor role and function. The chairmen of the regional divisions were asked to fill out the format of inquiry or respond in a way more suitable to them. The results are an indication of what might be accomplished, given the time and the inclination to follow-up.

A leading member of the above-mentioned study was withheld from this section in order that he (Ulrich) might be reserved for the "State Level" section.



Paul W. Fitzgerald<sup>122</sup>

1. I think the greatest conflict within guidance is the struggle for an acceptable rationale for the school counselor.
2. The second most vital conflict to my mind is an agreement between the secondary school counselor and the secondary school administrator.
3. Another conflict within guidance as I see it is the activities performed by the school counselor.
4. To me the list of conflicts within guidance would not be complete without relating to the selection of prospective school counselors.

Fred W. Hoffman<sup>123</sup>

1. I think the greatest conflict within guidance is: group counseling as opposed to individual counseling.
2. The second most vital conflict within guidance to my mind concerns the concept of counseling--information giving versus deeper ego involvement.

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<sup>122</sup>Education Services Division, Pinellas County Board of Public Instruction; National Co-Chairman, ASCA Study on Counselor Role and Function.

<sup>123</sup>Coordinator of Testing, Pinellas County Schools, Clearwater, Florida; Chairman, Southern Region, ASCA Study on Counselor Role and Function.

Kenneth J. Johnson<sup>124</sup>

1. I think the greatest conflict within guidance is how much is to be included within the term definition. Every state varies its guidance pattern. This variability may be fine, but it is a real conflict nevertheless.
2. The second most vital conflict is working with the broad range of the average student--or limiting oneself to the non-achiever, etc. I say "cover the waterfront."
3. Another conflict: I don't think client-centered versus directive counseling is a conflict at all. It usually boils down to the point that the two people with opposing views are talking about different situations.

John W. Loughary<sup>125</sup>

1. I think the greatest conflict within guidance is: between the world of counselor educators on one hand and the practicing school of counselors on the other. It seems to me that the conflict results from differences in level of training, quality of training, roles

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<sup>124</sup>Counselor, Village Junior-Senior High School, St. Anthony Village, Minnesota; Chairman, North Central Division, American School Counselor Association's Study on Counselor Role and Function.

<sup>125</sup>Associate Professor of Education, University of Oregon; Chairman, Western Division, American School Counselor Association's Study on Counselor Role and Function.

assigned, etc. One significant manifestation of the conflict has been in the recent attempt by a variety of professional organizations to define, on the one hand, the training and education of school counselors, and, on the other, the reaction of school counselors to the preliminary statements which have been published.

2. The second most vital conflict within guidance to my mind is that, between wanting to serve students, on the one hand, and determine empirically what kinds of things can be of help, on the other. I suppose this is another way of saying that many counselors and counselor educators confuse the philosophical position which they hold with regard to the desire to help youngsters, on the one hand, with their responsibility to determine what is actually effective, on the other. This results in a widespread reluctance to test many of our theories and notions regarding counseling and guidance procedures.
3. I think there are a number of other issues which might be viewed in your conflict frame of reference. These certainly include the general lack of precision and purpose with which too many of us pursue our counseling efforts.



James K. Winfrey<sup>126</sup>

1. I think the greatest conflict within guidance is the actual role and function of the school counselor--the difference of opinion from counselor to counselor, among counselor educators, between administrators and counselors, teacher and counselor, etc.
2. The second most vital conflict within guidance to my mind is the selection of counselors. Finding that exact something that makes a "good counselor" rather than just high academic ability. Personality versus brains.
3. Another conflict within guidance as I see it concerns the training of counselors. Amount or quantity needed, but also what type--emphasis on "how to" counselor versus broad psychological background and in social sciences.
4. To me the list of conflicts would not be complete without mentioning whether teaching experience is absolutely required, or whether in a few cases where persons obviously have the proper personality characteristics and training in counseling, that there may be some other method of giving them educational experience--such as internship.

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<sup>126</sup> Supervisor of Counseling, University of Minnesota; Chairman, North Central Division, ASCS Study on Counselor Role and Function.

## Part Fifteen

### At the Federal Level

(Bedell, Craig, and McCully)

This part of the chapter merely scratches the surface of what might well be another profitable step in the direction of worthwhile research. People operating at the national level may have vital things to say.

Because of the high interest among young people in the organization, a director of the Peace Corps was included in this section.

Ralph Bedell<sup>127</sup>

Your request for an opinion about conflicts within guidance is a challenging one. To me the most fundamental conflict in guidance is that between the self and the forces of the outside world that impinge upon the individual. Each person is continually resolving in his own way his ordering of these forces, the patterns in which they appear, and the meanings he gives to them. This continual interaction between the self and the outside world results in some kind of process used by the individual to place himself in relation to the outside world.

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<sup>127</sup> Director, Counseling and Guidance Institutes Branch, Division of College and University Assistance, Department of Health, Education, and Welfare, Office of Education, Washington, D. C.

This process is all important to guidance, whether the process is rational or irrational, systematic or unorganized, planned or unplanned. Each of these may be viewed as conflicts, but in my mind they all center around the basic conflict between the self and the world.

William G. Craig<sup>128</sup>

1. I think the greatest conflict within guidance is lack of a unified theory and consequently, within the educational community, confusion as to which department-- Psychology, Education -- has the responsibility for the training curriculum.

This leads to conflict in the choice of courses in a graduate program -- weighted toward Psy. for higher education training (counseling) and education for schools (guidance).

All other conflicts stem from the one above.

Harold C. McCully<sup>129</sup>

1. I think the greatest conflict within guidance is between the more tradition-bound individuals who relieve their anxieties through performances of peripheral rituals as described ad nauseam in most

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<sup>128</sup>Director, Peace Corps for Puerto Rico, Santurce, Puerto Rico; candidate for APGA presidency in the term of office to which Cottingham was elected.

<sup>129</sup>Director, Counseling and Guidance Section, Division of Higher Education, U. S. Office of Education.

contemporary guidance texts and the less tradition-bound intellectually mobile individuals who perceive guidance as the primary means of facilitating self-discovery and the experiencing of individual freedom and responsibility by students.

2. The second most vital conflict within guidance to my mind is between those who have an unholy fascination with the "adjustment" of students and those who emphasize the student's need to cope with risk and to become a responsible innovator.
3. Another conflict within guidance as I see it is between those who view counselor education as an overlay of techniques and procedures on prior teacher education and those who believe counselor education should be based first on general education in the liberal arts, next on depth study in the behavioral sciences, all with central focus upon self-discovery, the clarification of personal values and common interests, and the growing realization that the self of the counselor is the primary instrument of the counseling process.
4. To me the list of conflicts within guidance would not be complete without referring to those functions other than individual counseling the qualified school counselor should undertake. There is in the making a conflict between those who believe he should spend his time on



those traditional activities, chiefly information dispensing which surveys show counselors to be doing versus those who believe that counselors should do high level professional counseling with parents, with teachers and with school administrators; and that they should move to a more central responsibility in helping the school reincorporate the educative process as one of the goals of education; and in helping teachers and administrators distinguish mere quantity from high quality in education.

## Part Sixteen

### At the State Level

(McCreary, Shear, Shearhouse, Smith,  
Taulbee, Tobler, Ulrich)

Here again there is but the germ of a research idea. People operating at the state level more often than not supply liaison between school and college.

William H. McCreary<sup>130</sup>

1. I think the greatest conflict within guidance is the lack of clearly defined goals or disagreement as to goals of the guidance program.

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<sup>130</sup> Chief, Bureau Pupil Personnel Services, California State Department of Education, Sacramento, California.

2. The second most vital conflict concerns the role and responsibility of counselor in relation to that of other members of pupil personnel team, e.g., school psychologist, school social workers.
3. Another conflict as I see it concerns the administrators' views of purposes and role and responsibility of counselors vs those of persons in this special field.
4. The list of conflicts would not be complete without inquiring: Where does counseling end (school's function) and psychotherapy begin (non-school function).

Glenn E. Smith<sup>131</sup>

1. I think the greatest conflict within guidance concerns whether we should prepare counselors to do mainly personal-social counseling, or whether do the same job to make them competent primarily in educational and career planning.
2. The second most vital conflict within guidance to my mind is broadening our concept of the counselor's role as against creating him in the image of a too-narrow specialist.

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<sup>131</sup>State Department of Public Instruction, Lansing, Michigan; author (with Roeber and Erickson), Organization and Administration of Guidance Services. New York: McGraw-Hill, 1955.

3. Another conflict within guidance as I see it is our ambivalence about the need for guidance services (and counselors) in elementary schools as against our failure to make an intelligent and concerted effort in this direction.
4. To me the list of conflicts within guidance would not be complete without the one dealing with our belief (or perhaps knowledge) that not all persons are capable of being effective counselors for personality and attitudinal reasons as against the weak effort of counselor education to eliminate misfits ruthlessly, if necessary, from counselor education programs. This could be the single most important conflict.

Bruce E. Shear<sup>132</sup>

1. I think the greatest conflict within guidance as "implimented" in school guidance programs is: well defined assistance for all pupils versus concentration on a few.
2. The second most vital conflict to my mind is the long-range developmental guidance versus immediate decisions-first guidance.

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<sup>132</sup>Director, Division of Pupil Personnel Services, New York State Department of Education; member, National Advisory Committee, APGA, for television program, "Challenge of Change."

3. Another conflict within guidance as I see it is emphasis on educational and vocational guidance versus guidance for the "whole child."
4. To me the list of conflicts within guidance would not be complete without citing present uncertainty of guidance personnel as to functions and training.

H. S. Shearhouse<sup>133</sup>

1. I think the greatest conflict within guidance is the role of a guidance program in a school. There is a lack of uniformity, functions, and agreement as to the counselor.
2. The second most vital conflict within guidance to my mind is the lack of sound theory on which functions are based.
3. Another conflict within guidance concerns the conflicting views on how the counselor should work with the students in making vocational choices.
4. To me the list of conflicts within guidance would not be complete without the question: Should counselors have previous teaching experience before beginning to counsel?

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<sup>133</sup> Director, Division of Instruction, State Department of Instruction, Atlanta, Georgia; member, National Council of the National Honor Society.

Calloway Taulbee<sup>134</sup>

1. I think the greatest conflict within guidance is: individual counseling versus group guidance, and the level of preparation of counselors.
2. The second most vital conflict within guidance to my mind is the role of guidance and pupil personnel services in the total education program and the preparation of each specialist.

Charles J. Tobler<sup>135</sup>

1. I think the greatest conflict within guidance is "The Role of the Counselor." What are the duties to be performed and have these duties been clearly defined? Many tasks are gradually finding their way into the realm of responsibility of the counselor. There will have to be some attempt at organization. Counselors cannot be "all things to all men."
2. The second most vital conflict within guidance to my mind is "The Role of the Counselor and the Role of the Psychologist." Both have distinct areas of responsibilities, and these areas seem to have common acceptance. These should be explored to refine them and to make them known to all concerned.

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<sup>134</sup>Director of Secondary Education, State Department of Education, Santa Fe, New Mexico.

<sup>135</sup>Consultant in Guidance and Testing, New Jersey Department of Education.

3. Another conflict within guidance as I see it is "The Training of the Counselor." Should this training be heavily oriented in the area of education or should the school counselor have a strong clinical background?
4. To me the list of conflicts within guidance would not be complete without "Should the School Counselor Have Teaching Experience?" There are those who feel that this is not essential. Others consider it vitally important.

Gerald F. Ulrich<sup>136</sup>

I think the greatest conflict within guidance is the different concepts of the role of the counselor in the school held by counselor educators, guidance supervisors, counselors and school administrators. Once role is established, I feel that what might be called conflicts involve nothing more than a professional judgment on the best way to accomplish the job.

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<sup>136</sup>Consultant, Guidance Services, State of Colorado Department of Education.

## Part Seventeen

At the Secondary Level--the Administration  
(Superintendents and Principals)

The writer felt no survey could be considered anywhere near complete in scope unless those who did the hiring and the ordering-about were consulted. Here again the approach was merely tentative, a road sign pointing out a way to travel.

B. Frank Brown<sup>137</sup>

1. I think the greatest conflict within guidance is the lack of understanding on the part of teachers as to the function of counsellors.
2. The second most vital conflict within guidance to my mind is the lack of understanding on the part of counsellors with regard to the problems leading up to school "drop-outs."
3. Another conflict within guidance as I see it is that counsellors are oriented differently--some are oriented towards college, some are oriented towards testing, some towards vocational training and some towards college administration.

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<sup>137</sup>Principal, Melbourne High School, Melbourne, Florida.

Thomas B. Dunsmoor<sup>138</sup>

1. I think the greatest conflict within guidance is:  
client-centered versus directive counseling.
2. The second most vital conflict within guidance to my  
mind is the disagreement of emphasis by schools who  
are preparing counselors.
3. Another conflict within guidance as I see it is:  
acceptance and understanding of program on the part  
of parents and fellow teachers.
4. To me the list of conflicts within guidance would  
not be complete without asking: What is the role  
of the counselor?

Leslie M. Evans<sup>139</sup>

1. I think the greatest conflict within guidance is  
between serving the individual and trying to do the  
best for the most through group work.
2. The second most vital conflict within guidance to  
my mind is the importance given to testing.

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<sup>138</sup> Superintendent of Schools, Hartley, Iowa; nominee, Executive Committee, American Association of School Administrators, 1963.

<sup>139</sup> Principal, Central High School, Columbus, Ohio; member, National Council of the National Honor Society, National Association of Secondary School Principals.



John B. Geissinger<sup>140</sup>

Guidance has so many other responsibilities that counseling may be neglected. Even in a school day much of a counselor's time is consumed with reading and distributing mail, thinking about schedules, writing reports, giving tests, and handling public relations. For a person who enters the field with a strong desire for counseling, all this can be frustrating. Many hours are also spent on college and industrial visiting and contacts with college and employer visitors in order to learn opportunities for students. I happen to believe this pays off for students in placement, but it does interfere with counseling for individual students. The fact that many students have a full schoolday and a counseling period can take them from a desired activity leads to lack of rapport and interest in the counseling session.

If I knew how to solve the above, I would do so. The definition of guidance is assisting the person to assist himself. It requires a great deal of knowledge to give to the person who wants to find opportunities and much assistance in present progress. Counseling may require many sessions and much more time than a guidance counselor has in a normal school assignment.

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<sup>140</sup> Superintendent of Schools, Tenafly, New Jersey.

E. D. Goldman<sup>141</sup>

Specifically I would point out that there is a basic conflict in the secondary schools between the teacher with a general education who is academically oriented and the vocational education programs. The primary reason for this is that the majority of our teachers in the elementary and secondary schools have had very little contact with or exposure to the trades. In most instances they have no idea of what kind of training the trades require and the necessity for counseling children so that they will have an understanding and awareness of these values in the world of work. Therefore our counselors and our guidance personnel are frequently called upon to assist secondary school students in making some determination as to what their future shall be but are unable to properly counsel them because of the lack of understanding and information concerning this particular phase of the work world.

It is my strong conviction that at both the teacher training level and at the in-service level more must be done to give more information and a greater understanding, especially to our vocational counselors.

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<sup>141</sup>Assistant Superintendent, Adult and Vocational Education, San Francisco Unified School District.

Samuel M. Graves<sup>142</sup>

1. I think the greatest conflict within guidance is between the two schools of guidance philosophy-- that of the psychologically oriented counselor and the educationally guidance oriented counselor.
2. The second most vital conflict within guidance to my mind is between the two methods of counseling, the directive and non-directive.
3. Another conflict within guidance as I see it is the lack of definition of responsibilities--should guidance include checking attendance, schedule classes, handle discipline, etc.
4. To me the list of conflicts within guidance would not be complete without consideration of the difference between the philosophy of the junior and senior high schools.

W. Earl Holman<sup>143</sup>

1. I think the greatest conflict within guidance is the extent of therapy by the counselor in working with the emotionally disturbed.
2. The second most vital conflict is the role of testing in guidance such as personality inventories, aptitude and interest tests, etc.

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<sup>142</sup>Principal, Wellesley High School, Wellesley, Mass.; officer, National Association of Secondary School Principals.

<sup>143</sup>Principal, Jackson High School, Jackson, Michigan

3. Another conflict within guidance as I see it is the type of education and experience needed by counselors.
4. To me the list of conflicts within guidance would not be complete without the individual versus the group.

Sister Mary Janet, S.C.<sup>144</sup>

I have attempted to answer your questions about conflicts within counseling and guidance. A great deal more could be said under each topic which I have mentioned, but I believe you are interested at present in discovering what other educators believe are sources of conflict.

1. I think the greatest conflict within guidance is the attitude that preparation for college is the only respectable aim of the secondary school. The ill effects of this conflict are augmented by continued college dictation of courses to be taught and by over reliance on the results of such tests as National Merit and the College Entrance Board. These are useful but fallible. The judgment of the good high school is still superior.

It is likewise quite valid for a school to do what it can to prepare for vocational skills and other life needs.

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<sup>144</sup>Supervisor, Sisters of Charity, Mount St. Joseph, Ohio; member, National Council of the National Honor Society.

2. The second most vital conflict is parental ambition which still looks upon success in terms of the professions. Thus development of technical and mechanical aptitudes must take second place or even be neglected in the school program. Even though such skills are highly important in today's world, there is a tendency on the part of parents and many teachers to condemn any courses except those traditionally looked on as college preparatory or in the liberal arts category. Even music, art, and the crafts must take places of inferiority though they have particular importance in a society of increasing leisure time.
3. Another conflict as I see it is the lack of unity and cooperative effort among teachers themselves as well as among teachers and parents. If conflicting views are acted upon the confusion within a young person is compounded. It is highly important all the various agents of education understand one another and work together in the direction of youth. Of particular significance is the spirit of understanding between the guidance counselor and the other faculty members. Indeed every teacher has a certain responsibility for guidance and must work with the special counselors.

4. To me the list of conflicts within guidance would not be complete without reference to the necessity of accepting native differences which are dependent on our Creator. Although we are all born with different endowments, there is a strong desire to act as if we were all alike and to mold all to a certain pattern which is considered desirable. It is true that we can build common attitudes and values based on fundamental, enduring truths; but we cannot develop people who realize these in exactly the same way or in the same walks of life. Indeed society demands differences, and the almighty Creator has created us to meet the demand.

N. B. These conflicts are interrelated and cannot be completely separated from one another. The last is in some ways the one which underlies all the others. For the youth must be taken as he is--with native endowment and the effects of environment. Only then will guidance be truly effective.

Reverend C. Albert Koob<sup>145</sup>

1. I think the greatest conflict within guidance is the failure to produce in a large percentage of our youth a true sense of values. Mass culture tends to become more a question of "follow the crowd." Ethical and spiritual values are falling further behind constantly. Guidance programs may teach some how to "adjust" but they are not doing enough to teach people to think--to set values--to stay out of the rut which says "this is good because everybody says so"--"this is right because everybody does it"--"this is necessary because somebody decided it," etc.
2. Another conflict within guidance: Oh, for some realistic thinking in education! Every man doesn't have to have a college degree! We push people ahead, demand equal production and similar success from people who are vastly different in talent. God created us very unequal in certain respects, and we thank God for that! If only we could undo some of the harms of a system of democracy which forces the unwilling and untalented to stick with education which will never help them.

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<sup>145</sup>Associate Secretary, Secondary School Department, The National Catholic Educational Association, Washington, D. C.

Then too, educators have now taken over the full responsibility of raising youth. We teach them everything from walking, driving a car, through the arts, practical and otherwise. We give them their values. Parents are encouraged to let the school do it all. Now the counselor takes on the father's job, and the mother's job! I don't know how to change all this. I just know I'd rather it weren't so. The home is terribly weakened.

Edward Landy<sup>146</sup>

1. I think the greatest conflict within guidance is on the issue of what the emerging professional job of the counselor is to be like. Standards, training, prerequisites, and relationship to teacher and teaching are involved in this issue.
2. The second most vital conflict is concerned with the development of counseling theory and the influence of one's own values in developing and accepting theory.
3. Another conflict within guidance is the issue of whether we stick to our oft-repeated principle of concern for helping the individual help himself or we become agents for the state for purposes of the state.

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<sup>146</sup>Program Coordinator for the 1963 Convention, American Personnel and Guidance Association; Assistant Superintendent, Newton Public Schools, West Newton, Mass.



4. The list of conflicts would not be complete without mentioning the issue of developing guidance theory. We just don't have any.

Drayton E. Marsh<sup>147</sup>

1. I think the greatest conflict within guidance is determining the role of the counselor. Some people say that the counselor should not handle any discipline. Others think it is all right for the counselors to work with students who are having personal problems, which are usually indicated by the fact that they are often in trouble discipline-wise. Some people think that the counselors should see every student although the student may not feel there is a need for him to see the counselor and the counselor can't think of any reason why he should see the student.
2. The second most vital conflict within guidance to my mind is the role of the teacher in the guidance program. Some people want to get the teacher involved in after-school workshops on counseling and guidance, group guidance activities, and performing many duties that would assist the counselors in doing their job better. They seem to forget that many teachers who do an excellent job in the classroom are performing a guidance

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<sup>147</sup>Principal, Culver City Junior High School, Culver City, California; member, National Council of the National Honor Society.

and counseling function by virtue of the fact that some boys and girls are stimulated and hence given direction in their lives through the efforts of these teachers. Each of these teachers will be different in his attitude and approach in teaching, yet each will be influencing the lives of many youngsters. Any person who has been in education for a long time knows this if he checks with students who are in college or out of school. If you ask them, "What person influenced you to do certain things in your school life?" they will go back and name a teacher in the 7th grade, or in high school who stimulated them to go on to college or take a different attitude toward life.

3. Another conflict within guidance as I see it is the lack of pupil understanding of the program. For some reason in many schools, very few students know what the guidance program is all about or why a counselor is there. Many students don't feel that the counselors have much to offer. This is particularly true of many counselors in trying to help students with personal problems, or on the high school level, giving direction to students as far as their futures are concerned. For example, a boy wants to be an engineer, but the counseling staff is trying to create a class in electricity, so they talk the boy out of

taking physics or chemistry which he would need to have in his high school background as he enters college. The boy is paying for the counselor's short-sightedness now. Another example: A boy has only maintained "C" work in high school and all of his teachers think that he is not college material, so he is discouraged from going to college. The boy goes to junior college and decides to become a student and a teacher. Eventually, he graduates from college with "B" and "A" grades in his last two years, goes on to get his master's degree, and becomes one of the best physical education teachers on our staff, and a person who can write up course outlines and presentations for steering committees that are just as good as his former teachers could write.

Another example: A girl who had only average ability but tremendous drive was constantly discouraged by her counselors from going on to college. But, she did, and she graduated from the University of California with top grades--all through hard work and perseverance. Counselors can't play "God" and they can't rely completely on test data and observations of mere human beings to place a judgment on other human beings.

4. To me the list of conflicts within guidance would not be complete without mentioning the selection of counselors. It is very difficult to be sure that all persons who apply are suitable for counseling, and even those selected often do not prove suitable for counseling. In my experience, I have placed people in counseling who didn't prove themselves to be capable of doing the job. I have taken them out of the counseling and put them back into the classroom and then let them have another try at counseling. The second time, with some of these people, it really works. With others it doesn't. Some people can go into counseling and be very effective for two or three years, and then all of a sudden something happens. They lose their drive or their interest, or they don't do an effective job. Fortunately, in my experience, most of the persons selected for counseling have been stimulated and have developed leadership qualities which have carried them to better positions. Right now there is a trend in insisting that a person have a pupil personnel credential. This is fine, and I agree that we should have a pupil personnel credential. But, I think we must not tie up the requirement to the point where we prevent people from starting out as counselors on a part-time basis without a pupil personnel credential. This gives us a chance to try them out,

find out if they have the potential, and then if it appears that they do, they can be encouraged to go ahead with their training and become certified counselors.

Harold H. Metcalf<sup>148</sup>

1. I think the greatest conflict within guidance is the idea that a person who guides and counsels cannot also discipline students without becoming ineffectual in guidance. I take the view that a single person can act in both capacities and we have built our program around this philosophy.
2. The second most vital conflict within guidance to my mind is between those who believe counseling must be directive and those who believe it must be non-directive.
3. Another conflict within guidance as I see it is between the idea that only a man can effectively counsel boys and a woman counsel girls and the idea that the sex of the counselor and counselee is not an important factor in results.
4. To me the list of conflicts would not be complete without defining the characteristics of the successful counselor. Education and training are important but

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<sup>148</sup> President, Illinois Association of School Administrators; Superintendent, Bloom Township High School and Junior College, Chicago Heights.

they cannot convert an "insecure" person into an effective counselor.

Irwin T. Mickelson<sup>149</sup>

1. I think the greatest conflict within guidance is: proper function of guidance departments.
2. The second most vital conflict within guidance to my mind is: Is it possible for the classroom teacher to counsel in groups as effectively as the counselor?

John L. Miller<sup>150</sup>

1. I think the greatest conflict within guidance is the degree to which the guidance people should be involved within the school district.  
Guidance people are not in agreement as to their involvement in discipline.
2. The second most vital conflict within guidance to my mind is the question: When is the guidance counselor serving the guidance function and when the psychologist's function? I fear some counselors are self-appointed psychologists.
3. No other conflicts seem important enough to list. Our guidance staff does an excellent job.

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<sup>149</sup>Superintendent of Schools, Austin, Minnesota;  
President, Minnesota Association of School Administrators.

<sup>150</sup>Superintendent of Schools, Great Neck, New York.

Glyn Morris<sup>151</sup>

It is difficult to discuss "conflicts within guidance" out of context. I think the biggest single problem (substitute for conflict) facing all who are concerned with education is one of definition and all that this implies in terms of priorities. This problem, of course, has implications for guidance.

The questions which seem to keep cropping up among guidance people are:

1. What is the role of the counselor?
2. Can and should the classroom teacher do guidance, and what kind?
3. Certification requirements for counselors?
4. To what extent should the counselor take into account the inner dynamics of a pupil?
5. What is the counselor's image of himself?
6. What motivates a teacher to become a counselor?
7. What is the moral responsibility of a counselor?
8. Can and should a counselor be both directive and non-directive?
9. Do counselors take themselves too seriously?
10. What is the nature of the counselor's responsibility to the school system (administrator) - when this

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<sup>151</sup> Superintendent, Lewis County Schools, Lyons Falls, New York.

is in conflict with confidential material  
imparted by a pupil?

11. What is the relation of guidance to "Pupil  
Personnel Services?"

J. Win Payne<sup>152</sup>

1. I think the greatest conflict within guidance is--  
the difference of opinions of counselors as to what  
they consider to be the major functions of guidance.  
In a recent study by Dr. George Small, of Tulsa  
University, a list of thirty-six functions were  
presented to 192 counselors and counselors in train-  
ing, listing these functions.

The functions receiving the most votes were  
those dealing with preparing the students for  
occupational opportunities. Secondly, to provide the  
student with an individual counseling service under  
conditions through which students can be assured of  
a professional and confidential relationship and  
where they will feel free to take their problems,  
with assurance of help and understanding in planning  
possible solutions.

I feel that each of the two functions are of equal  
importance.

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<sup>152</sup> Superintendent of Schools, Ponca City, Oklahoma



2. As I see it another conflict within guidance and counseling is in regard to the proper method of conducting interviews between the counselor and the counselee. While many authors maintain that the non-directive is the only method, others feel that the individual counseling problem and the counselee should be the deciding factor. College and upper high school level students will respond to the non-directive method, while students at the junior high level need to be helped to present their problems.
3. I believe that there is a place in the public schools for both group as well as individual counseling, and both methods are of prime importance to the counselor and guidance personnel.

Wendell H. Pierce<sup>153</sup>

1. I think the greatest conflict within guidance concerns time for individual counseling versus time for general guidance functions. Movement toward an ideal counseling situation must be paced by movements in other areas such as pupil-teacher ratio--no one operates in an ideal situation. Counselors are no exception.
2. The second most vital conflict within guidance concerns the school as a diagnostic and referral center versus

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<sup>153</sup>Superintendent of Schools, Cincinnati, Ohio.

the school as a treatment center. Extent of responsibility of schools for pupil behavior needs clarification.

3. Another conflict concerns counselor role versus teacher role in guidance activities.
4. To me the list of conflicts within guidance would not be complete without mentioning counselor concepts of role versus administrative concepts of role of counselors.

Nolan D. Pulliam<sup>154</sup>

1. I think the greatest conflict within guidance is the question of the role of the counselor. Counselor trainers and most recent graduates from counselor training seem to feel that the counseling role is to enter a therapeutic relationship with the client. Many people engaged in counseling in the public schools believe that their principal role is educational and vocational guidance and therapy belongs to other agencies.
2. The second most vital conflict within guidance to my mind is whether counselors are more effective when they work on a full-time basis or when they have a

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<sup>154</sup>Superintendent of Schools, Stockton, California; nominee, vice-president of American Association of School Administrators, 1963.

shared assignment between teaching and counseling.

Our district takes the latter view, although not all of our counselors agree. Allied to this is the question of whether or not teaching experience is essential to the counselor. We believe it is.

3. Another conflict within guidance as I see it is the role of the counselor in discipline. We would agree that it is not the role of the counselor to assign punishment for an overt act against the good order of the school. At the same time the counselor should be able to discuss tardiness, truancy, failure to bring in required work, and similar matters with a student in a non-threatening atmosphere which will help the student to perceive the consequences of his behavior.
4. To me the list of conflicts within guidance would not be complete without a consideration of the effectiveness of various types of counseling. We need more research on directive versus non-directive and individual versus group, with what types of students each approach is most fruitful and in what situations various types of counseling are indicated.

W. Eugene Smith<sup>155</sup>

In my view, I see no major conflicts existing within counseling and guidance. In the practical application of several approaches mentioned above as "trigger" items, the experienced and wise counselor will utilize whatever tools that seem necessary to meet the needs of the counselee. Those of us who have the responsibility and complex task of doing that which is best for youngsters individually or collectively cannot cling to one pattern of operation. If there are those who advocate a rigid procedure in all cases at all times then there is a conflict.

Those counselors who work with youngsters on a day to day basis with the many varied problems and situations that confront them must exercise sound judgment to know when to be selective, directive, and also when to throw away theory and meet a problem that must be met in the best possible way, for the good of the youngsters involved. There are items that can be successfully handled in large groups, small groups and select groups.

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<sup>155</sup>Principal, Orangeburg, South Carolina; National Council of the National Honor Society.

Edgar Stahl<sup>156</sup>

1. I think the greatest conflict within guidance is, so far as public schools are concerned, the emphasis placed on the clinical approach to guidance in college instruction as against the "non-clinical" operational atmosphere in which the counselor finds himself. In most public schools, facilities are lacking, assigned tasks are incompatible, and time is unavailable to practice extensively the "clinical" approach in guidance activity. Colleges should offer some avenues of practicing the guidance function that will afford assistance to the guidance personnel in the realistic situation.
2. The second most vital conflict within guidance to my mind is "client-centered versus directive counseling." Neither is the answer. The skilled counselor will be "eclectic" in his mode of counseling and use parts of the "client-centered" approach and parts of the "directive" approach, as the individual case demands. Clients many times want to be given information and many times prefer to work out their own problems with the aid of the "counselor-catalyst". The skilled

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<sup>156</sup>Principal, Emmerich Manual Training High School, Indianapolis, Indiana.

counselor can be more effective and more efficient for his employer in this way.

3. Another conflict is the problem of the "individual versus the group" method of counseling. Again, all one or the other is not the answer. It is often a more expedient and efficient counselor practice to guide students in groups where the problem is common to many. Individuals augment their confidence when they see that similar problems exist for others as well as themselves and thus can be helped without having to be personally exposed. Problems of a more personal and deep-seated nature can best be handled in an individual interview where the client is exposed only to the mutual trust of the counselor.
4. To me the list of conflicts within guidance would not be complete without mentioning the conflict of administrative versus guidance determination of the role of the counselor as being "disciplinarian" or "clinician" or "disseminator of information". Heterogeneous treatments of the counselor role is ubiquitously tendered. No two guidance situations are homogeneous in nature in their operation. Such differences are understandable to an extent, but sources of information that set up the counselor role decry the co-existence of the disciplinary function and the counseling function. There is some compatibility of the other two roles.

Eugene S. Thomas<sup>157</sup>

1. I think the greatest conflict within guidance is the problem of determining the activities in guidance that pay off. Every speech or article gives a different point of view. Let's get a program tied down.
2. The second most vital conflict within guidance to my mind is the question: What are reasonable expectations from vocational guidance? We talk about this angle a lot, but probably accomplish little.
3. Another conflict within guidance as I see it concerns maintaining a status for the guidance program. Its position is not as stable as that of a United States History class.

Harold S. Vincent<sup>158</sup>

1. I think the greatest conflict within guidance concerns the time to be spent in four guidance areas:
  - (a) Assistance to students
  - (b) Assistance to teachers
  - (c) Assistance to administration
  - (d) Research assistance

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<sup>157</sup>First Vice President, National Association of Secondary Schools, 1961-62; Principal, Central High School, Kalamazoo, Michigan.

<sup>158</sup>Vice President, The School Administrator; Superintendent of Schools, Milwaukee, Wisconsin.

2. The second most vital conflict within guidance to my mind deals with the delicate matter of confidentiality. The counselor may not give his word that whatever a student tells him will be held in confidence.
3. Another conflict within guidance as I see it concerns the fact that counseling is more for natural process than therapy. Recognize limitations, don't go too far as a counselor.
4. To me the list of conflicts within guidance would not be complete without mentioning that the success of counseling service demands the goals be seen as integrated with the broader aspects of education.

### Part Eighteen

#### At the Secondary Level -- The School Counselors

Call them Directors of Testing, Directors of Research, Coordinators of Education, Coordinators of Guidance, Supervisors of Pupil Personnel, Deans of Boys or Girls, or whatever title, here speak the counselors from their native habitat, somewhat out of breath from hurrying through the day but intent upon completing this final task for a fellow toiler in the field.

The reader may note with interest how many of these respondents were replying for their administrator, thus



indicating the trust reposed in them by the superintendent -- and also indicating another chore in the day of a counselor!

Leslie M. Evans<sup>159</sup>

1. I think the greatest conflict within guidance is between serving the individual or trying to do the best for the most through group work.
2. The second most vital conflict within guidance to my mind is the importance given to testing.

Fred W. Hoffman<sup>160</sup>

1. I think the greatest conflict within guidance is the concept of Counseling -- information giving vs deeper ego involvement.
2. The second most vital conflict within guidance to my mind is Group Counseling as opposed to individual counseling.

Kenneth J. Johnson<sup>161</sup>

1. I think the greatest conflict within guidance is how much is to be included within the term definition.  
Every State varies its guidance pattern. This variability

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<sup>159</sup>Guidance Coordinator, Central High School, Columbus, Ohio.

<sup>160</sup>Coordinator of Testing, Pinellas County Schools, Clearwater, Florida.

<sup>161</sup>Counselor, Village Union-Senior High School, St. Anthony Village, Minnesota.

may be fine, but it is a real conflict nevertheless.

2. The second most vital conflict within guidance to my mind is working with the broad range of the average student, or limiting oneself to the non-achiever, etc. I say, "Cover the Waterfront."

I don't think client-centered vs directive Counseling is a conflict at all. It usually boils down to the point that the two people with opposing views are talking about different situations.

Thomas A. Kenefick<sup>162</sup>

1. I think the greatest conflict within guidance is the role of the client-centered counseling in a large public high school situation where the pupil-counselor ratio is about 400 - 1. The time factor itself precludes any feasible policy for this counseling technique--except in rare situations. A high pupil-counselor ratio, in effect, becomes an information dispensing agent. Little time for client-centered program.
2. The second most vital conflict within guidance to my mind concerns too much time spent in "chasing" failures.

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<sup>162</sup>Director of Pupil Services, Springfield, Mass.  
Form prepared for Superintendent McCook.



Many such pupils do not seek help and, therefore, are not receptive.

3. Another conflict within guidance as I see it is the fact that a major portion of counseling is somewhat geared to academic and vocational aspects. Less emphasis on racial and emotional aspects probably due to lack of professional training.
4. To me the list of conflicts within guidance would not be complete without suggesting that we provide more clerical help.

Clyde J. Lavine<sup>163</sup>

1. I think the greatest conflict within guidance is: "Guidance" versus Counseling. In this case, guidance to mean all of the functions of the department including administrative and clerical duties, writing of recommendations for work and college, providing occupational and educational information, psychological testing, placement, follow-up, etc.; counseling to mean the person-to-person relationship between counselor and client. There are those who believe that a counselor cannot ethically or practically engage in the activities labeled "guidance"; there are others, myself included, who feel that counseling, although the heart and core

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<sup>163</sup> Guidance Director, Laconia High School, Laconia, New Hampshire. (Form completed at the request of Donald F. Piper, Superintendent.)

of guidance is not the only function of the typical school counselor. Time? never enough!

2. The second most vital conflict within guidance to my mind is: Teacher, Administration and Parent expectations of guidance and counseling versus the role as seen by the counselor.
3. Another conflict within guidance as I see it is the desire on the part of the student (or client) to be "advised" or directed versus the counselor's desire to "help the individual to help himself."
4. To me the list of conflicts within guidance would not be complete without mentioning--advice given by well-meaning parents, friends, teachers, administrators, etc., versus the counseling attitude of the guidance worker which calls for helping the individual to solve his own problems and make his own choices.

George E. Mowrer<sup>164</sup>

1. A definite conflict which I see (in guidance) is a failure to visualize guidance as operating in a school setting for the improved functioning of the student within the setting. Although we recognize a need to adapt instruction programs to the needs of students, we also recognize that a student needs to learn to adapt to programs which are available.

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<sup>164</sup>Director of Education in Charge of Guidance,  
St. Louis, Missouri.

2. A second conflict seems to me to fall in the area of counselor training. Judging from the product of counselor training (regularly participate in counselor training programs) counselor training programs concentrate on the counseling function with little noticeable results from emphases in other areas of counselor activities.
3. Another conflict which I see is that counselor trainers typically fail to realize that a counselor is influencing the direction which a counselee will take whether the counselor realizes it or not. This is true whether the counselor is using well either a client-centered or a counselor-centered approach.
4. Within the school any student has to make an adjustment within several different classes. The teacher then becomes a vital part of his adjustment. Counselor training programs seem to emphasize almost exclusively the counselor's work with the students. It has been my experience that if the counselor has at least fifty per cent of his time given to working with teachers relative to the adjustment problems of particular students that this is time well spent.

Robert Pfendler<sup>165</sup>

1. I think the greatest conflict within guidance is Client-centered versus directive counseling--the conflict is not a psychological one but a mechanical one involving the time factor--also the counselor so often does not have the training or experience to make a good judgment on this.
2. The second most vital conflict within guidance to my mind is the individual versus the group--the real conflict is the class of opinion caused by the failure to recognize that excellent and adequate programs in both of these complement each other in a way that provides the only really balanced guidance program!
3. Another conflict within guidance as I see it is the conflict over what constitutes guidance. So many of the things that administrators or teachers tend to regard as guidance so clutter the program that they often leave little time for the essentials of guidance.

Herbert J. Stern<sup>166</sup>

1. I think the greatest conflict within guidance is uncertainty of social purpose.
2. The second most vital conflict within guidance to my mind is inability to distinguish between and among

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<sup>165</sup>Director of Guidance, Massillon, Ohio.

<sup>166</sup>Director, Division of Guidance and Placement,  
Baltimore Public Schools.

precepts derived from and relevant to philosophy, attitudes, systems, and programs.

3. Another conflict within guidance as I see it is ends and means.
4. To me the list of conflicts within guidance would not be complete without guidance as an area of conflicting ambitions of poorly defined sub-or semi-professional power cliques.

Robert A. Swanson<sup>167</sup>

1. I think the greatest conflict within guidance is that conflict within a counselor who wants to actually do counseling and apply the techniques that he has learned in school while working in a fast moving directive, and administrative sort of environment.
2. The second most vital conflict is the enormity and the importance of the task to be done and the very limited personnel, time, and facilities with which to accomplish this.
3. Another conflict is that a large number of faculty members have long forgotten or never did accept some of the basic demands of personnel work. For example, students can change, can understand their own problems, can make adjustments, and the dye is not precast.

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<sup>167</sup> Director of Guidance, Farmington, New Mexico, for Superintendent W. H. Foster.



4. To me the list of conflicts would not be complete without mentioning that conflict between what a few anxious parents would like to have counselors accomplish and what the program actually purposes to accomplish. This is frequently a matter of reaching the public.

## CHAPTER VII

### CONFLICTS -- THE SUMMING UP

This chapter does not intend to be a Reader's Digest nor does it attempt the presumptuous task of proposing solutions to anthropoid conflicts as old as cave society. Moreover the writer's bias should be stated: that statistics are deadening (not to mention, subject to manipulation) and that behavioral research tends to kill what it ostensibly intends to create. Dissection has proven value in certain studies, but the Aztec ritual of tearing a human heart from the breast and exposing it, still beating, to the sun god has no more madness in its method than modern methodologies seeking to lay bare the mysteries of the human spirit with rodent-standardized instruments.

#### The Problem--In Broad Historical Perspective

The world's a stage, as Shakespeare remarked, and today's world--as Mathewson commented in Chapter IV--is a stage on which men play their several parts in a kind of Greek tragedy. The age is Grecian. As in the days of the

Iliad, a grim irrational fate seems to brood over everything. Payne brought this out in his biography of Schliemann, The Gold of Troy (44:216). Hector's summing up of the action in Homer's epic poem is strikingly modern:

"These things happened. This doom was brought on us. We fought back, and we extracted from every passing moment the little joy that was left to us."

It would appear ironic, perhaps deeply symbolic, and possibly prophetic, that one blueprint of values within Western Culture was taken (in this thesis) from a funeral oration in long ago Athens.

Mead, in Chapter IV, gives an expression of feeling on a global scale that was voiced by Electra in The Cheophori of Aeschylus:

Hear me, O father, once again hear me.  
Lo! at thy tomb, two fledglings of thy brood  
A man-child and a maid; hold them in ruth,  
Nor wipe them out, the last of Pelops' line.  
For while they live, thou livest from the dead;  
Children are memory's voices, and preserve  
The dead from wholly dying . . .

To whom may modern man appeal? To whom may he pray,  
"Please don't run the risk of blowing us up, by accident  
or by design"?

Modern man and his leaders are seen by contributors to this thesis as relatively sane and moral (by Hayakawa notably, with Rapaport and Clyde R. Miller perhaps delivering the minority opinion). Accepting the majority inter-

pretation, modern man is qualified by Aristotle's definition as the ideal tragic hero:

"A man who is highly renowned and prosperous, but one who is not pre-eminently virtuous and just, whose misfortune, however, is brought upon him not by vice and depravity but by some error of judgment or frailty."

The Greek drama presupposed free will, thus anticipating Dr. Johnson's final word on the problem (37:27): "All theory is against the freedom of the will; all experience for it."

Men continue to argue about free will while freedom itself for mankind has become the greatest of all myths. This does not mean to declare that deceit and wickedness are rampant; it does mean to echo Hector's, "This doom was brought on us." The modern saying, "These things happen," is akin. Mathew Josephson, in his 1959 biography of Edison, pointed out, for example, that while the inventor proclaimed his own individualism, his contributions to mass production and mass entertainment served to hasten the coming of the Machine Age, which suppresses individual differences between men and regiments their lives to a degree never known previously. Edison, for all his sincere belief in the individual as against society was doomed "to make instruments to make other instruments, to make still other instruments, ad infinitum," (in Bertrand Russell's phraseology).

Toynbee, in Civilization on Trial (59:150, 151), looked and wondered at the astonishing contradictions in today's society:

For instance, our world has risen to an unprecedented degree of humanitarian feeling. There is now a recognition of the human rights of people of all classes, nations and races; yet at the same time we have sunk to perhaps unheard-of depths of class warfare, nationalism, and racialism. These bad passions find vent in cold-blooded, scientifically planned cruelties; and the two incompatible states of mind and standards of conduct are to be seen today, side by side, not merely in the same world, but sometimes in the same country and even in the same soul.

Here is the very heart of this thesis. Instead of blaming others, man must look to himself, search the recesses of his own soul. Within him are the conflicts of Western Culture that must be resolved if civilization is to go free after its trial.

Thornton Wilder (62), speaking through his stage manager in Our Town, said: "Every child born into the world is nature's attempt to make a perfect human being."

In The Cocktail Party T. S. Eliot remarked that "All Life is an endless struggle to think well of oneself." Fromm (19:26) probed deeper: "The whole life of the individual is nothing but the process of giving birth to himself."

The vital problem would appear to be that counselors and counselor educators in fairly large numbers are attempting to help individuals give birth to themselves at a time when

the counselors and educators are none too well aware of their own birth or birthrights.

These are peribus times that call for Hobb's (25:594-602) "Compleat Counselor," a gentleman as well versed in his calling as Isaac Walton on angling, a man not only competently instructed in professional matters but a man of broad understanding and experience maturely reflected upon; in short, a man who has gone fishing for a philosophy of life more often than not.

Awaiting this Compleat Counselor, the world in its collective unconscious is torn between fear and hope-- fear of man's historical inhumanity to man and hope that thrives on life itself and on the secrets of life, as sung by the chorus at the close of Euripides' savagely religious play, The Bacchae:

There be many shapes of mystery,  
And many things God makes to be  
    Past hope or fear.  
And the end men look for cometh not,  
And a path is there where no man thought,  
    So hath it fallen here.

So may it fall here--a path where no man thought. Today a path to the stars is already begun, but Shakespeare (to adapt an idea of his) reminds us that destiny lies not in the stars but in ourselves. After reading Darwin, Gide (21:296, 297) observed that animal forms become less and less numerous the more they become complicated, with man being a remarkable exception to this rule. However, Gide

went on to the insight: "But immediately there is found in him, I mean in the heart of the species itself, all the differences he had left behind."

The Compleat Counselor is invited to make a study of the processes of evolution vestigeal within mankind, the contending forms of life that died in struggle to give ultimate birth to Homo Sapiens. This very model of a modern guidance counselor also is invited to think about the philosophy in Robert Frost's last poem (20:47):

With what unbroken spirit naive science  
Keeps hurling our Promethean defiance  
From this atomic ball of rotting rock  
At the Divine Safe's combination lock . . .

Yet what a charming earnest world it is,  
So modest we can hardly hear it whizz,  
Spinning as well as running on a course  
It seems too bad to steer it off by force.

The poem deserves to be read in its entirety. So do many poems, and the Compleat Counselor will pay more attention to them than to the copybooks (a term used advisedly) of his trade.

#### The Problem -- In Present Application

What went wrong in the past to bring the world to its present state? This seems a fair question and certain answers may be hazarded. The crucial factor may be the wide gulf of knowledge between the progress of the natural sciences and of the behavioral sciences. But what of man's general loss of faith in a super-natural authority and his

transfer to belief in rational control? When the latter in large measure proved unfounded, with Freud leading the way in pointing out the power of unconscious drives and irrational desires, Western Man fell into a quandary; he had lost his balance wheel; his sense of values deteriorated, his family (due to circumstances not necessarily related) showed increasing lack of identity; he became ambivalent, verged toward the schizophrenic.

The above is less than an over-simplification; it is simply an impression. But it is not an impression floating in a void; it has anchors in reality. And the vital fact remains that counselors and counselor educators, as well as the people they counsel, have been affected by the dilemma of the present: vast power, scant control.

The dilemma poses a guidance problem: Who guides the guides? What portent in the sky? What oracle of old? What article of faith?

The choice of words might be modified but the basic statement is unalterable: Two small groups of men with opposing ideologies in Western Culture, along with Murphy's law of electronics, hold the destinies of mankind, the heritage of all his yesterdays, the seeds of all his tomorrows, in careless thralldom.

How does a counselor explain such tyranny, such manifest insanity, to a young client with the world, as the



saying goes, before him? The subject may never be raised but it is there, throbbing.

There seems little question but that the natural sciences have been permitted to run wild at untold risk to civilization. This brings to mind the picture of Leonardo da Vinci destroying his drawing of an underwater warship because he was reluctant to release such a weapon to mankind in its then (Renaissance) state of unenlightenedness. It seems evident that no one of da Vinci's moral calibre (or value viewpoint) was involved in the thermo-nuclear decisions.

Here again the basic conflict within Western Culture, the rights of the individual in relation to the rights of society, is drawn into sharp focus. The natural scientist in his "purest" form recognizes his primary (perhaps sole) responsibility as the search for truth. The truth does not have to have immediate application, or any application; it is the search that is important. If the search should result in wholesale destruction, the natural scientist (again in his "purest" form) would recognize no responsibility. That was not of his doing, or at least it is out of his hands.

Therefore the behavioral scientist faces the dilemma of how far the natural scientist should pursue his bent. Who has the right to make such a decision? In Plato's

Republic, the wise old men, the white-haired aristocrats. But who decided in Hitler's Third Reich? Who will decide in Khrushchev's Russia? In President Kennedy's America?

If two small groups of men, and blind chance, are permitted to wield vast power with scant control--power capable of destroying both the memory and the promise of life on earth--then what have Euclid, Dante, Cervantes, Faraday, Beethoven, Rembrandt, Jesus amounted to in the scheme of things alongside such titans of today?

A conclusion seems justified: Unless the behavioral sciences and the natural sciences draw closer together, the direct prophecies of the Apocalypse appear on the verge of fulfillment. Is this the counselor's concern? It had better be so.

One may ask whether the conflicts abroad in the world, the conflicts of fission and fusion, of Hiroshima and Armageddon, are not the eternal conflicts within man, the impulses toward Eros and Thanatos, momentum and inertia, joy and grief, the elemental concepts in contrasts, the pendular nature within man and within the universe, the system of checks and balances that must maintain the most delicate equilibrium, while growing and ever changing.

One may ask indeed, and one may reply that in today's field of gravity, man's equilibrium is precarious.

### Personal Testament

Before attempting to report the findings of his study, the present writer wants to sum up a number of idiosyncratic viewpoints and personal biases with which he started, or continued, this research. The thought here is that, although these viewpoints and biases would appear to have been well established throughout the text, they should be reiterated and clarified at this point so the reader might be put in more convenient position to estimate correlations between the writer's expectations (prognoses) and the actual results. It would of course be the writer's primary bias that the reader should pay limited attention to the "short-form" report of the findings and extensive attention in depth to the contributions by the survey respondents in Chapter VI and by the literary and scientific notables whose names grace this thesis in its entirety.

The procedure outlined above will involve that weary device, a listing -- not necessarily in order of importance, but trending in that direction:

(1) It is an understatement to say that there is a gap between theory and practice in school counseling (or college counseling). There is no recognizable theory and no standardized practice.

(2) Too many counselors, whether through necessity or personality, view the world in narrow focus rather than in broad prospective.

(3) Too many counselors try to educate the young without having either an educational philosophy worth defining or a personal philosophy of life worth transmitting to others.

(4) Too many counselors are confused about their roles, thereby serving to confuse others.

(5) Too many counselors are glib in the vernacular of their trade but they speak as parrots. They have read the "right" copybooks and they are quick at composing variations on a theme by Arbuckle or Wrenn or Hahn and MacLean, but they show little creative understanding.

(6) Too many counselors fancy themselves as blossoming psychologists and visit the school as their hospital.

(7) Too many counselors see themselves as recruiters for the American way of life, as patriotic personnel directors in charge of placement for the jobs and careers that Democracy needs most to defeat Communism.

(8) Too many counselors go overboard for dubious testing programs, setting up games of electrical bingo for the college-bound, while perhaps as many counselors take an anti-intellectual line and belittle what other schoolmen attempt to accomplish.

(9) Too many counselors spend so much time on such cases as potential drop-outs that they are negligent in serving the majority of the school population, the shut-ins.

(10) Too many counselors are obsessed with ways and means, thoughtless of ends and goals.

(11) Too many counselors are being trained to perform one set of tasks and hired to perform another. (By happenstance listed second-last but obviously far from least.)

(12) Too many counselor educators are involved, one way or another, in the above categories.

In the foregoing list the global criticisms, as distinct from the specific job criticisms, are applicable to members of other professions as well, but the counselor and counselor educator are virtual newcomers to the arena and therefore more conspicuous and vulnerable targets of opinion. The reaction has tended to turn these all-too-human targets into status seekers and manufacturers of other defense mechanisms.

#### Findings of the Study

The ten hypotheses, put forward in the first chapter<sup>1</sup> of this work, appear to be more or less substantiated both in the historical approach and in the descriptive survey.

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<sup>1</sup>See pages 3, 4 and 5, noting again the qualifications and restrictions imposed on five of the ten hypotheses.

People--according to their natures, experiences, and resultant viewpoints--tend to see the field of counseling and guidance in broad perspective or in narrow focus. There would seem to be a relation between broad perspective and theoretical outlook, between narrow focus and practical outlook.

For discussion purposes it could be argued that people who have a broad perspective toward counseling and guidance tend to be more concerned with purposes and goals whereas people who have a narrow focus tend to be preoccupied with methods and materials and techniques rather than with global concerns about culture and mankind. The latter also (it could be argued) tend to be obsessed with one aspect of life or system of education, Oppenheimer's career furnishing a sharp reflection of the runaway genius in natural science who proved himself (to the world's cost and his own repentance) a political ignoramus.

Furthermore, it could be argued that counselors and counselor educators with narrow focus may be similar to the socialites who were the butt of Oscar Wilde's quip: "They know the price of everything and the value of nothing." In other words, such counselors and counselor educators would have plenty of know-how about administering the Kuder or the PSAT but little basic alertness to the nature of man or the goals of creation. They would resemble

the stereotype English teacher who knows all about the mechanics of the language but hardly anything about the dynamics of communication arts.

Such counselors as those described above are the kind who in graduate training say, in effect: "Don't hand us any of that waste-of-time theory business. Tell us the techniques, give us the gimmicks, so we can do the job quick."

Anyone who has worked in the strait-jacket schedule of an elementary or secondary school will have more than a modicum of sympathy for the practical-minded counselor with the narrow focus on the job to be done and the most efficient way to do it. But those who are driven to get things done, either because they are compelled to do so by external circumstances, or by their own compulsive natures, may be doing more harm than good. The poet Yeats (64:336) comes to mind here: "Nobody running at full speed has either a head or a heart."

This study, and most of the scientific research done so far throughout the field, concludes that counseling is an art rather than a science. Investigations indicate that warmth, empathy, sensitivity, and other intangibles are more important than techniques. The counseling profession has not made the mistake of the psychologists who left philosophy behind before they had founded a science.





What about conflicts within the field of counseling and guidance? The historical approach and the descriptive survey agree that there are a number of conflicts at both the broad-perspective level and at the narrow-focus level.

Generally prevalent throughout the surveys of opinion were questions and observations about the following:

- - Confusion regarding the counselor's role:  
functions (job definition); ethics (with particular concern as to how far one should go in attempting systematically to direct the behavior of other human beings; goals.
- - Lack of a recognizable theory.
- - Lack of a standardized practice.
- - Preparation of the counselor; professionalization; certification.
- - Personality of the counselor.
- - Place of counselor in elementary school.
- - At the secondary level, should the counselor confine himself to "educational" counseling or may he venture toward psychotherapy?
- - The pros and cons of testing in counselor's program.
- - Lack of research (worthwhile and provable) regarding the results of counseling.
- - The counselor and discipline. Isn't counseling a kind of discipline in itself?

- O - Should the counselor reveal his sense of values?  
Can he keep from doing so?
- O - Variance in procedures: directive, nondirective, eclectic.
- O - Variance in service outlook: generalist or specialist.
- O - Conflicts involving the different orientations of counselors: toward psychometry, psychology, sociology, school or college counseling, administration, etc.
- O - Conflicts involving differing viewpoints:  
between counselor educators and secondary school administrators, between those who profess and those who practice, between the theorists and the efficiency experts.
- O - Conflicts resulting from the differing basic values in American culture.
- O - Conflicts caused by radical changes in social environment and spatial relationships (speed, energy, etc.) and the increasing difficulty in predicting the kind of jobs that will be available in tomorrow's world.
- O - Conflicts caused by contamination of the professional role by administrators who enlist counselors for other duties (with the counselor's acquiescence placing him as most to blame).

O - Conflicts caused by the need for self-realization and by society's obligation to direct and teach its young how to meet life's situations.

All the above conflicts (and all the others mentioned in this thesis but not listed above) may be sorted into two categories: conflicts involving values and conflicts involving communications. Values and communications operate crucially at all levels in every field. The narrow-focus counselor concerned about his workaday role in a public high school is face to face with conflicting values and problems in communications, the same as the broad-perspective counselor educator in a university setting who wonders about the nature of man and his role in the universe.

What might be called a "hidden" conflict in the field is the fact that some spokesmen in related disciplines and in other professions claim to have no knowledge of counseling and guidance, or have not read enough or heard enough about it to discuss the matter, or appear aseptical that any such separate profession ought to or does exist. These people might be called, in contrast to the title of Packard's book, The Hidden Dissuaders.

Perhaps it is time for counselors and counselor educators to come out of their cloisters and, instead of forming mutual admiration societies or indulging in family bickerings, to

start doing a public relations job with professionals and non-professionals alike. When an authority in as high a place as Allport replies, after a year of time in which to reflect, "I still don't have the faintest conception of 'guidance,'" while sending in the same mail his article published in the Harvard Educational Review under the title "Psychological Models for Guidance," then a critical breakdown in communications seems to exist. When another spokesman replies, "Sorry, I haven't read anything in that line," there is the implication that he has not been stimulated to read anything or that the books in the field are a sort of secret code for a secret society on the fringe of society.

On the other side of the coin is the fact that people in counseling appear to be increasingly guided by spokesmen in cultural anthropology, sociology, behavioral psychology, general semantics, among others.

#### Proposals for Action

This study has resulted in the following proposals:

- (1) Counselors should be broadly educated and alerted to the values in Western Culture.
- (2) Counselors should be sensitive to communication problems, not only within the counseling chamber but within society at large.
- (3) Counselors should strive to encourage better communication at all levels and in all fields they

contact. In particular, there needs to be more and better communication between those who "profess" counseling or educate counselors and those who practice counseling or hire counselors in schools.

- (4) Counselors should stress public relations, in the school and within the community. At all levels this would appear to be the key to acceptance and therefore to value placed on counseling services.
- (5) Counselors should get out of "guidance." They have won their fight to individualize Education. From now on they should entrust guidance to the classroom teacher and other personnel.
- (6) Counselors should settle on counseling as their distinct and definitive function.
- (7) Counselors should avoid such school titles as Director of Guidance (aggressive and dominant) or Coordinator of Guidance (defensive and abusive). These titles are anathema in many secondary school situations. They tend to make administrators and fellow faculty members bristle.
- (8) Counselors should bend every effort to correct the typical schoolman's reaction that a counselor is someone who has the student body for a captive audience with built-in subjects and whose mission

in society is to buttonhole each member of the school population for a given number of sessions per semester, no matter what.

- (9) Counselors should offer more counseling services to groups of students, not to save time but to get interaction. It is often surprising to find how much information and intelligence about jobs and careers there may be in a group, provided enough selective procedure is used to insure an interest level.
- (10) Counselors should be themselves in the counseling process. Sincerity communicates, whereas operating behind a facade is a deception easily detected in accordance with the Emersonian judgment: "What you are speaks so loudly that I can't hear what you say."

#### Prospects for Further Research

From the viewpoint of interest and enthusiasm shown by a variety of respondents, prospects for further research would seem encouraging. A surprising number of respondents cared. They felt strongly. They were opinionated. They admittedly "got something off their chests." They said it was a piece of research that needed doing. They requested to see the results. They went out of their way to volunteer information of their own and cited sources of

other information. Clyde R. Miller sent a follow-up postcard, calling attention to a likely article in the New Republic. Allport, in an incident already touched upon, mailed a copy of one of his articles. Hayakawa, although not considering himself adequate as a respondent, volunteered an issue of the magazine he edits (ETC.: A Review of General Semantics).

Apart from the interest and enthusiasm shown by contributors to the thesis, the study points to certain leads that might well result in profit to the profession if followed out by others more skilled in statistical research than the present writer.

In short, the study has gone a little way on a long road. But this thesis closes with a thought expressed by Sir James Jeans (27:217):

"To travel hopefully is better than to arrive."

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## APPENDIX A

Typical Form Letter and Format of Inquiry Used  
in the Descriptive Survey Portion of  
the Research

## CHARLEVOIX PUBLIC SCHOOLS

Charlevoix, Michigan

[Note: The dateline for these form letters ranged from the summer of 1961 to the late winter of 1963.]

Dear Sir:

It is with reluctance, due to fear of imposing, that I write you, but your name is particularly prominent on my list.

I'd like to introduce myself as an advanced (in age) graduate student at Michigan State University, but any real references I may have are in the current Who's Who, although not in education.

I'm writing a doctoral dissertation about conflicts within guidance and counseling. Names contributing include Reik, Whyte, Mead, Riesman, Rogers, Williamson, Wrenn, Counts, Havighurst, Shoben, Roe, Super, Strang, Hoppock, Arbuckle, Ellis, van Kaam, among others both within and without the field of guidance, as the above names would indicate.

A major and vital part of this research is to ask for responses from notables in other disciplines and professions, seeking their viewpoints within a broad perspective of guidance ranging from home advice and admonition to school counseling to psychotherapy in depth, and frankly acknowledging that counselors like myself (and our counselees) are increasingly guided by spokesmen in cultural anthropology, general semantics, national testing, and motivational analysis--to name a few.

Therefore we'd appreciate your filling out the enclosed form as briefly and in whatever fashion you prefer. (Several respondents have chosen to dispense with the form and write out their opinions and observations in a more personal way. Please follow your bent.)

As a school counselor and as a counselor trainer and extension lecturer for Michigan State, I want to add my appreciation of such work as yours.

With best wishes for the New Year, along with a souvenir bookmark and brochure by way of calling card--not advertisement.

William Ratigan  
Guidance Director



## CONFLICTS WITHIN COUNSELING AND GUIDANCE

Without too much reflection, please state briefly the conflicts within the field of counseling and guidance -- and for guidance you may read education, culture, western civilization, democratic philosophy, etc., as you wish. Perhaps these conflicts may be triggered in your mind by such points of departure as the following: selectivity vs non-selectivity; client-centered vs directive counseling; the individual vs the group; and so forth. Please list and describe as many of these "Conflicts Within Guidance" as you regard important, use the reverse of this sheet if necessary (and repeat any or all, or none, of the above in the order you judge best):

1. I think the greatest conflict within guidance is
  
  
  
  
  
  
  
  
  
  
2. The second most vital conflict within guidance to my mind is
  
  
  
  
  
  
  
  
  
  
3. Another conflict within guidance as I see it is
  
  
  
  
  
  
  
  
  
  
4. To me the list of conflicts within guidance would not be complete without



## APPENDIX B

Correspondence Between Dr. Edward C. Roeber  
and the Present Writer

NATIONAL DEFENSE  
COUNSELING AND GUIDANCE INSTITUTE  
School of Education  
The University of Michigan  
Ann Arbor, Michigan

Guidance and  
Counseling

December 5, 1962

Mr. William Ratigan  
Director of Guidance  
Charlevoix Public Schools  
Charlevoix, Michigan

Dear Mr. Ratigan:

I finally got around to completing your questionnaire only to find that I was not clear regarding your terminology. I am not sure whether you are talking about conflicts in society, among "experts" in guidance, or "experts" and "non-experts." Further clarification would be helpful, and I will then attempt to send a reply.

Cordially,

/s/ Ed Roeber

Edward C. Roeber  
Professor of Education

ECR/mm

December 10, 1962

Dr. Edward C. Roeber  
National Defense Counseling and Guidance Institute  
School of Education  
The University of Michigan  
Ann Arbor, Michigan

Dear Dr. Roeber:

I can appreciate your statement about not being clear regarding my terminology. My intention was to make the terminology broad enough to allow for a number of reactions, including those you mention: conflicts in society, conflicts among "experts" in guidance, or "experts" and "non-experts."

Frankly, one of my aims was to see how people in the field of guidance saw their work and the issues involved: as confined primarily to the discipline itself and the practical problems encountered therein, or as related closely to basic problems in the historical perspective of western civilization, etc, etc. I also have queried spokesmen in related disciplines, such as cultural anthropology, sociology, and psychology, about their reactions along this line in relation to the allied field of guidance and counseling. However, I really have made no attempt to get at conflicts among "experts" or among "experts" and "non-experts." Everyone on my list is a person whose opinion would be valued by other professional people.

My interest is to get a reaction on what constitute conflicts, and in what setting they are seen. I had better stop right here because the more I explain my purpose the more I defeat it!

Several respondents have chosen to dispense with the form and write out their opinions and judgments in a more personal way. Please follow your own bent.

Looking forward to your response.....

/s/ Bill Ratigan  
William Ratigan  
Director of Guidance  
Charlevoix Public Schools  
Charlevoix, Michigan

## APPENDIX C

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