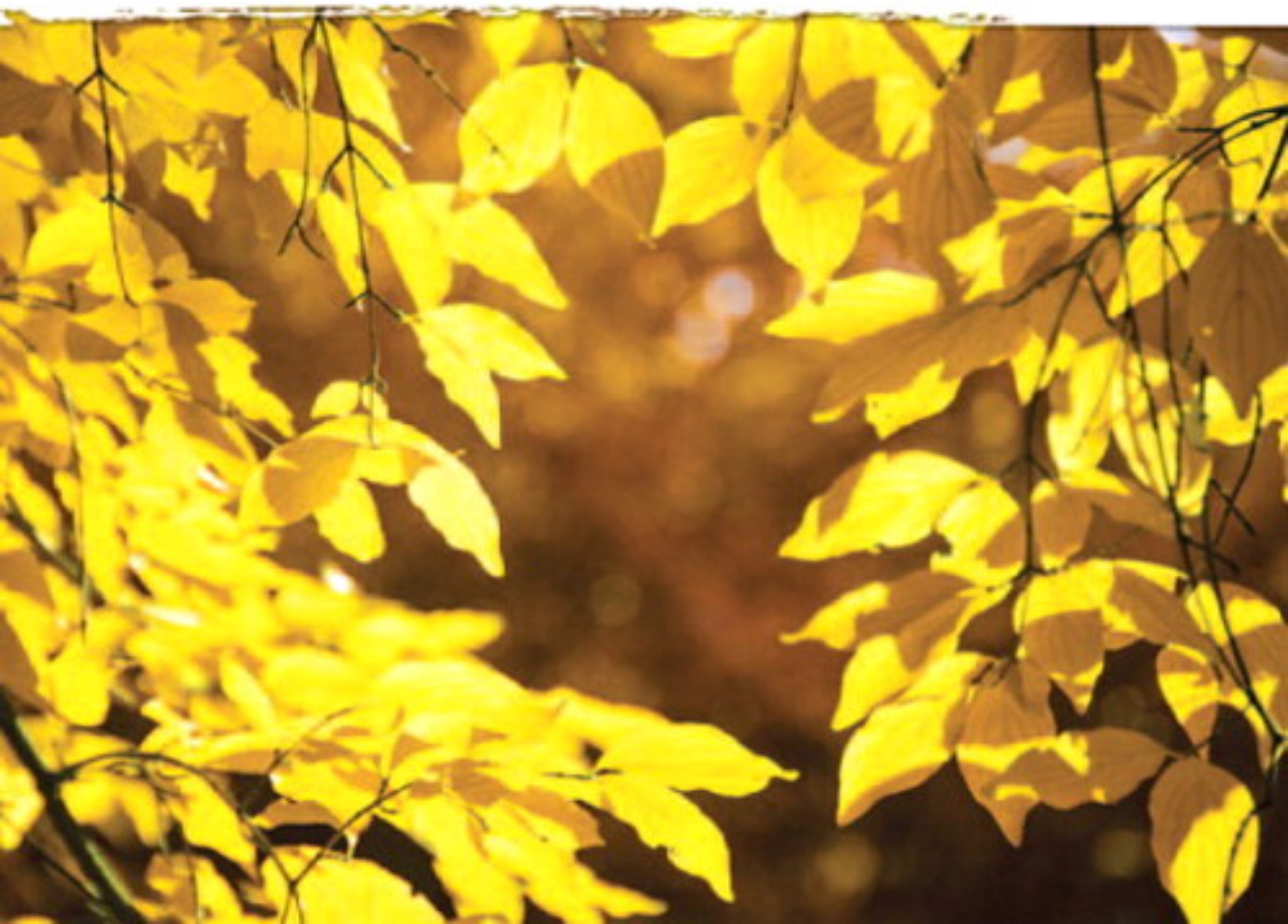


The Merrill Counseling Series

6TH EDITION

COUNSELING IN SCHOOLS  
*Comprehensive Programs of  
Responsive Services for All Students*

JOHN J. SCHMIDT



# *Counseling in Schools*

## *Comprehensive Programs of Responsive Services for All Students*

SIXTH EDITION

**John J. Schmidt**

*East Carolina University, Emeritus*

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*With affection and admiration to  
Dawn and Eric Bergquist,  
daughter and son-in-law,  
and most important, devoted parents of  
Evelyn, Erica, Aidan, and Addyson*



## *About the Author*

**Dr. John J. (Jack) Schmidt** is professor emeritus of counselor education at East Carolina University, Greenville, North Carolina, where he chaired the Counselor and Adult Education Department from 1989 through 2002. He completed bachelor and master's degrees at St. Michael's College in Vermont, and earned a doctorate in counseling from the University of North Carolina at Greensboro. Jack has been a social studies teacher; an elementary, middle, and high school counselor; a school system director of counseling and testing services; and the state coordinator of school counseling with the North Carolina Department of Public Instruction.

In addition to *Counseling in Schools*, Dr. Schmidt has authored other books, including *The Elementary/Middle School Counselor's Survival Guide*; *Intentional Helping: A Philosophy for Proficient Caring Relationships*; *Social and Cultural Foundations of Counseling and Human Services*; *Invitational Counseling* with Dr. William Purkey; and *From Conflict to Conciliation*, with Drs. Purkey and John Novak.

Recipient of many career awards, Dr. Schmidt served as President of the North Carolina Counseling Association and the North Carolina Association for Counselor Education and Supervision. He has been an editorial board member of national and international journals, including *The School Counselor*, *Counselor Education and Supervision*, and the *Journal of Invitational Theory and Practice*, and served two terms on the North Carolina Board of Licensed Professional Counselors and one term as a director on the National Board of Certified Counselors.

Jack lives with his wife, Pat, in Clemmons, North Carolina. They have one daughter, Dawn; a son-in-law, Eric; and four grandchildren, Evelyn, Erica, Aidan, and Addyson, who live in Pennsylvania.

# Preface

This sixth edition of *Counseling in Schools: Comprehensive Programs of Responsive Services for All Students* continues the effort of providing information about the school counseling profession and the leadership role professional counselors have in schools. This edition advocates for the development of comprehensive programs of services that identify the role of counselors in schools while assisting all students in the areas of academic, career, and social/personal development.

As with previous editions, this revision of *Counseling in Schools* traces the development of school counseling, presents contemporary roles and functions for school counselors, and explores future possibilities for the profession. This text is for students who are preparing for a career in school counseling as well as for professionals seeking information about the nature of school counseling services.

## *New to This Edition*

This edition of *Counseling in Schools* includes 13 chapters, updated with the most recent references, trends, research, and views about professional school counseling. In presenting this information, the revised text includes the following:

- **New tables, diagrams, figures, and forms** to highlight material in each chapter and to help readers follow content and connect it with salient issues in the profession.
- **Perspectives** placed in all the chapters that encourage readers to explore personal insights and relate them to specific content.
- **Updated websites and suggested readings** at the end of each chapter to provide readers with contemporary resources.
- **Exercises** at the conclusion of each chapter to offer opportunities for practical application.
- **Fresh information about the ASCA National Model® (2005, 2012)** and comparisons with other comprehensive school counseling approaches, such as models developed by Gysbers and Henderson (2012), Myrick (2003), and Dollarhide and Saginak (2012). Revised content offers professional counselors opportunities to examine similarities and differences among popular models of comprehensive school counseling programs.
- **Updated information about current counselor preparation standards** from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009).
- **New competencies of professional practice** by the American School Counselor Association (ASCA, 2008) and ASCA's 2010 Ethical Standards for school counseling.

This new content about counselor preparation, competencies, and current ethical standards of practice will help students learn what the school counseling profession believes are important knowledge bases, competencies, and standards of practice in the twenty-first century.

### ***What Is Retained from Previous Editions***

*Counseling in Schools* continues to illustrate a divergence of professional practice. The ways that professional counselors function in schools are often determined more by state and local educational, political, and administrative decisions than by the mission and models promoted by the school counseling profession; consequently, school counselors rely on numerous resources to expand their professional knowledge of current practice. As part of that effort, this edition of *Counseling in Schools* presents a programmatic description of school counseling giving a broad overview of professional practice. It touches briefly on many of the components and services of a comprehensive program without giving extensive treatment to specific aspects. Other courses and specialized texts in counselor preparation have that mission.

This revision continues to offer a professional foundation with which new school counselors can take leadership roles in advocating for comprehensive school counseling programs and responsive services for all students. Professional counselors who work in schools face the dual challenges of clarifying their own roles while designing an appropriate program of services to complement the mission of the school. Although the profession has made progress in meeting these two challenges, many counselors find themselves in situations in which they are unable to provide adequate responsive services to students, parents, guardians, and teachers. Other assigned functions, often unrelated to their preparation as professional counselors, frequently prevent them from providing crucial educational, career, and personal assistance. This sixth edition encourages counselors in schools to establish an appropriate professional identity through an assertive posture that conveys who they are and what they can offer to schools.

### ***How This Book Is Organized***

*Counseling in Schools* promotes the philosophy that the most efficient and effective way to provide counseling in schools is through comprehensive programs of services designed to meet the needs of students, parents, and teachers during the elementary, middle, and high school years. Thirteen chapters illustrate the common goals and various functions found in the practice of school counseling at these three levels of education, as well as aspects that influence the role of counselors in schools. The book is divided into three sections:

- Chapters 1 through 4 describe the historic development of school counseling; provide an overview of the diverse students, communities, and schools served by counselors; summarize the role of counselors in elementary, middle, and high schools; and present basic components of general comprehensive school counseling programs.
- Chapters 5 through 10 focus on the functions of counselors in schools and provide practical ideas for developing a program of services. Chapter 5 introduces these functions as responsive services of the school counseling profession, and Chapter 6

provides an outline of practical strategies for planning, organizing, implementing, and evaluating a comprehensive counseling program. Chapters 7 through 9 illustrate how professional counselors incorporate each function and responsive service into the practice of school counseling. Chapter 10 offers an overview of educational and career development, two primary purposes for counselors to work in schools. An important responsibility of school counselors is to help students with educational and career decisions—a process that begins in the primary grades and expands in secondary schools with the involvement of parents, teachers, and counselors guiding students toward occupations, postsecondary educational opportunities, and adulthood. Three case studies close Chapter 10, and illustrate how core services of a comprehensive program come together in a collaborative effort to assist all students. The cases represent three levels of school counseling—elementary, middle, and high school.

- Chapters 11 through 13 present professional issues related to the practice of school counseling. Chapter 11 explores issues related to program evaluation and reviews methods of assessing counseling services, as well as those related to performance appraisal and supervision of school counselors. Chapter 12 summarizes legal and ethical issues related to the practice of counseling in schools and presents the ethical standards of the school counseling profession as put forth by the American School Counseling Association (ASCA, 2010b). Chapter 13 considers the future of school counseling, relating schools of tomorrow to students of tomorrow, and examining both visions within the context of school counseling programs and services. Technological advances and their impact on learning and counseling are explored, as are some of the social changes expected in years to come.

As noted earlier, lists of further readings, exercises, and relevant websites appear at the end of each chapter. Learning about a profession's heritage and the functions and responsibilities that make up its identity becomes more significant when students absorb the information through practical exercises and outside reading. These added experiences give special meaning to a person's professional development.

### *Also Available for Instructors*

- **Instructor's Resource Manual and Test Bank.** A comprehensive Instructor's Manual with Test Bank is available electronically to qualified adopters. Please ask your Pearson sales representative to obtain a copy.
- **PowerPoint® Presentations.** PowerPoint® slides for each chapter are also available.

These instructor supplements are available online on the Instructor's Resource Center on the Pearson Higher Education website ([www.pearsonhighered.com](http://www.pearsonhighered.com)).

### *Acknowledgments*

This revision is the product of effort by many people. I sincerely appreciate the leadership of Meredith Fossel, my editor at Pearson, and her assistant, Krista Slavicek, who directed this project. I also am grateful to the reviewers for this sixth edition: Charlene Alexander, Ball State University; Laurie Carlson, Colorado State University; Shelley Jackson, Texas



Woman's University; Carolyn Kern, University of North Texas. Their suggestions guided much of the editing and many of the additions to this revision. In addition, Jeffrey M. Warren, counselor educator at UNC–Pembroke, provided excellent assistance in coauthoring the Instructor's Manual and PowerPoint® presentations as supplemental material for this text. Finally, I am deeply indebted to my wife, Pat, whose love and guidance have allowed me to be successful in my life and career.

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# CHAPTER 1

## *The School Counseling Profession*

School counseling began as the guidance profession in the late 1800s, and today it is a significant specialty area within the broader counseling profession (Gladding, 2009; Granello & Young, 2012; Nystul, 2011; Schmidt, 2008). A relatively new field of study and practice compared with teaching, medicine, law, and others, school counseling has led the development of a growing counseling profession that includes members working in a variety of educational and community agency settings.

In addition to schools, professional counselors help in hospitals, mental-health centers, industries, family centers, and countless other arenas. Although they practice in different settings with divergent missions, these counselors are united by their understanding and command of basic communication and helping skills; a common knowledge base of psychological, sociological, and human development theories; and similar goals that identify them as colleagues within the counseling profession. The work settings of these counselors may differ, but their professional practices are founded in related theories of counseling and human development, an appreciation of the power of the human spirit, and a commitment to changing systems and relationships for the betterment of all concerned.

Each new school year, children and adolescents across the country enroll in classes and begin instruction to acquire skill and learn information to enhance their personal, social, and career development. In schools, students relate to many different professionals who assist them in pursuing and achieving their educational goals. School counselors in elementary, middle, and high schools are among the professionals who assist students with these developmental tasks. They also help parents and teachers challenged by the countless needs of children and adolescents in today's society. These counselors provide program leadership and offer services to students, parents, and teachers so that students have equal opportunity to reach their educational goals, choose an appropriate career direction, and develop as fully functioning members of a democratic society.

In this text, you will learn about professional counseling in schools. As noted, compared with other notable vocations, school counseling is a relatively young profession, but its growth has been remarkable since the beginning of the twentieth century, particularly in the United States. To fully appreciate the role of school counselors in U.S. education during this period and the role that these counselors continue to have in the twenty-first century, it is appropriate to begin with an understanding of the counseling profession as a whole. What is this field we call *counseling*, and who are these professionals we call *counselors*?

## *Counseling as a Profession*

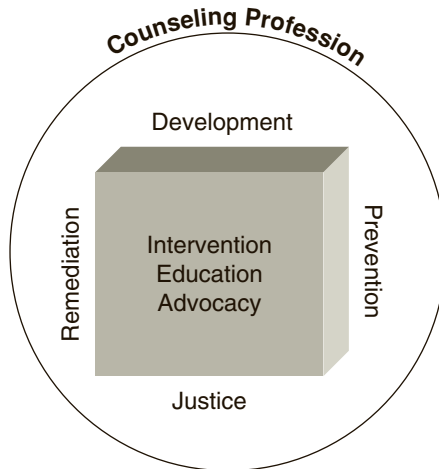
Throughout history, different laypersons and professionals have accepted roles as confidants and helpers for people who have sought assistance in making decisions, who have been less fortunate than others, or who have simply needed the comfort of a friend. Many literary and historical accounts refer to philosophers, wizards, fortune-tellers, medicine men, and others who in their unique and sometimes mythic ways were the advent of the helping professions. It is likely that the ancestors of professional counselors were the elders of ancient tribes who advised their youthful members, guiding them toward responsible decisions and behaviors. In ancient times, helping relationships among tribal members probably focused on learning basic survival skills. As civilizations progressed, these relationships developed into processes for encouraging youth to acquire proficiency in personal, social, and survival skills.

History shows that varieties of helping relationships were formed within cultures and among people. In all human encounters and relationships, people have sought the wisdom and advice of others, including friends and professionals whom they respected. It seems natural to reach out to people when you need help or when you want to help others.

People who seek assistance are concerned with issues that revolve around relationships with themselves and others. Often, these relationships involve questions of personal acceptance, social belonging, and future goals. People ask: “Who am I?” “Where do I belong?” “What should I be doing with my life?” In assisting with these and other questions, helpers create a caring atmosphere where desired goals can be explored and a plan for achieving these goals can be forged. This helping process of gathering information, becoming self-aware, exploring options and goals, and choosing a direction is, in essence, a description of professional counseling.

*Professional counseling* consists of processes that establish relationships to identify people’s needs; design strategies and services to satisfy those needs; and actively assist in carrying out plans to help people make decisions, solve problems, develop self-awareness, and lead healthier lives. Sometimes, counseling relationships help people avoid negative events and prevent harmful circumstances from impeding their growth and development; at other times, these relationships help people assess the progress they are making in life and plan strategies to ensure continued development. Another type of counseling relationship is appropriate when people experience difficulties and cannot remedy problems without support and intervention by others. An emerging form of helping relationship in the counseling profession often includes advocacy for social justice to eliminate inequities across a variety of cultural issues in schools, other institutions, and other parts of society (Comstock, Hammer, Strentzsch, Cannon, Parsons, & Salazar II, 2008; Singh, Urbano, Haston, & McMahon, 2010). In summary, counselors establish different types of helping relationships to prevent problems, develop human potential, remedy difficult situations, and advocate for social change, and include direct and indirect interventions, education, and advocacy. Figure 1.1 shows how the different emphasis on development, prevention, and remediation translates into various types of helping relationships.

The first type of helping process, prevention, can be understood in historical terms. Early civilizations worked to protect their camps and villages from natural disasters and human or other animal encroachment. Survival and expansion of the tribe were predicated on security measures that members put in place. In a similar way, human survival and



**FIGURE 1.1** *Emphasis and Types of Counseling Relationships*

development relate to preventive plans that individuals and groups make and carry out for their own protection. Professional counselors, in schools and other settings, assist people and organizations in preventing losses, avoiding crises, and thwarting other calamities that impede progress in education and life.

Adequate prevention allows for optimal development. Counselors in schools and other institutions provide services that encourage people to develop their fullest potential. In schools, these services include a variety of interventional, instructional, and informational services. When combined into a logical plan that addresses the needs of all students in a school, these services form a *comprehensive school counseling program* that allows students to experience many developmental activities as part of a broad curriculum. It also offers direct counseling relationships between students and their school counselors, as well as other responsive services to meet the needs of all students.

Preventive and developmental services have the potential to enhance the lives of most people, including students in school, but there are times when children, adolescents, and adults have difficulties that warrant direct intervention. For example, today's students face many challenges that can affect their educational progress. Child abuse, family dysfunction, addictive behaviors, society's fascination with violence, the impact of advancing technology, and countless other factors influence children's lives every day. In schools and other agencies, professional counselors assist children and adolescents in meeting and resolving these challenges through individual contacts, group procedures, consultations with parents and teachers, and referrals to appropriate community agencies and private practitioners. Such responsiveness by counselors and the referrals that they coordinate address critical needs of children, adolescents, and adults and are, therefore, part of their comprehensive program.

In addition to helping clients with their development, assisting them with ways to prevent future problems, and counseling them to remedy existing concerns, professional counselors in the twenty-first century take an active role in addressing social inequities (Granello & Young, 2012). For counselors working in a variety of professional settings,

social justice involves actions and interventions that eliminate discrimination and advocate for equal access for all people to participate in every aspect of society. In summary, the services of professional counselors aim at preventing problems; focusing on developmental issues; addressing critical concerns that pose an immediate threat to an individual's emotional, social, and psychological well-being; and advocating with policymakers, administrators, and other officials to ensure all members of the community have both a voice and equal access.

### ***Historical Background***

We credit the ancient Greeks for creating a philosophy of living that focused on the nature of human development. The writings of Plato and Aristotle, in particular, contributed to our contemporary fields of education, psychology, and human development, which are three foundations of professional counseling. Plato's speculation about the nature of humankind began the exploration of individual development and our journey into the science of human behavior. Later, Aristotle added to this learning process by studying environmental influences and discovering the importance of individual perception.

Following ancient Greek civilization, Hebrews and Christians of the post-Roman period proposed concepts regarding free will, self-determination, and human value that contributed to the development of democratic ideals cherished by most contemporary societies. In many ways, these democratic principles parallel those that are central to authentic counseling relationships. These beliefs assume that people have the right to be free, can make choices to benefit their development, want to be accepted as equal members of the group, and can learn to be responsible members of society.

As Western civilization continued through the Middle Ages, the spread of Christianity formalized educational opportunities and helping relationships through the work of priests, monks, and other clergy. For example, in the Catholic Church, the sacrament of penance, in years past commonly called *confession*, created a type of helping relationship. Whereas the sacrament of penance placed people in a subservient relationship to God, this relationship also encouraged the confession of sins, their absolution, the forgiveness of transgressions, and the act of assuming responsibility for one's misdeeds. The priest, acting as an agent of God, helped the individual through this process of confession and renewal of faith. Interestingly, the priest maintained a vow of silence in much the same way that today's counselor honors the confidential nature of relationships with clients.

During the Middle Ages, members of the clergy were among the few who were able to read and interpret scholarly works to the common person. As a result, they informed people not only about church doctrine, but also about developmental issues such as career choices. In a historical review of early occupational literature, Zytowski (1972) noted that most writings of this time probably placed priests in the role of counselors because what was written was intended for scholarly consumption and not practical application. Interestingly, the spiritual relationship that many people have today with the rabbis, ministers, priests, mullahs, or other clergy often includes a counseling component.

Toward the beginning of the seventeenth century, books about vocational development and occupational choice began to appear. A major work by Tommaso Garzoni of Italy provided detailed descriptions of a number of occupations and professions of the times. This work, translated as *The Universal Plaza of All the Professions of the World*,

was published in 25 Italian editions and in several other languages. In 1631, Thomas Powell published *Tom of All Trades; Or, the Plain Pathways to Preferment*, a picture book of different occupations with information about how to enter these vocations and what education was necessary. This was the first career information book published in English. In the eighteenth century, authors such as Joseph Collyer, Edmund Carter, Denis Diderot, and Robert Campbell continued the focus on occupational choice and career development. Campbell's book, *The London Tradesman* (1747), offered an overview of all the trades, professions, and arts, carried out in the cities of London and Westminster. It was intended as information for parents and for the instruction of youth as they chose crafts, businesses, and professions. These and other publications provided the first information services related to vocational development and were the precursors of what was to become career guidance and counseling.

Many other writers, philosophers, and leaders through the ages have added to the legacy that contributed to the development of the counseling profession. René Descartes' *Principles of Philosophy* (original Latin version published in 1644), in which he explored the territory of human thought, Jean-Jacques Rousseau's emphasis on the freedom of natural development, Immanuel Kant's rational view of man, and later Paul Tillich and Martin Heidegger's existential teachings are among the efforts that helped build a foundation for much of what we call counseling, psychology, and human development today.

The birth of psychology as a field of study at the end of the nineteenth century began the systematic inquiry into human behavior and development. When Wilhelm Wundt began his Psychological Institute at the University of Leipzig in 1879, psychology became an acceptable area of study (Indiana University, 2007). An event that paralleled the development of psychology as a scientific field was the psychiatric movement in the medical profession, which gave an organic focus to the treatment of seriously disturbed patients. In 1908, Clifford Beers published *A Mind That Found Itself*, an exposé of the horrible conditions in mental institutions of the times. Beers himself was hospitalized as a schizophrenic patient on and off during his lifetime, and with this book and the efforts of a few psychologists, he aroused public attention and concern about the treatment of mental illnesses, and the mental-health movement began in the United States that encouraged the establishment of local psychopathic hospitals, the forerunners of today's community mental-health programs and the mental-health counseling profession.

These early events led to the emergence of several professions that helped people with social, personal, and vocational concerns. Social workers, psychologists, and counselors who practice in today's mental-health clinics, rehabilitation centers, and schools find their roots in these historic moments. The theories of practice and helping skills of the counseling profession are founded in many of the beliefs and discoveries presented by scholars and practitioners of these early times. As a result, the counseling profession relies on a broad knowledge of human development, psychology, sociology, and education. At the same time, it incorporates effective communication and leadership skills with the essential human qualities of caring, genuineness, regard, and respect for others.

### ***Counselor Identity***

All counselors, regardless of the professional setting in which they work, have this broad knowledge base and use similar helping processes. What distinguishes them from one



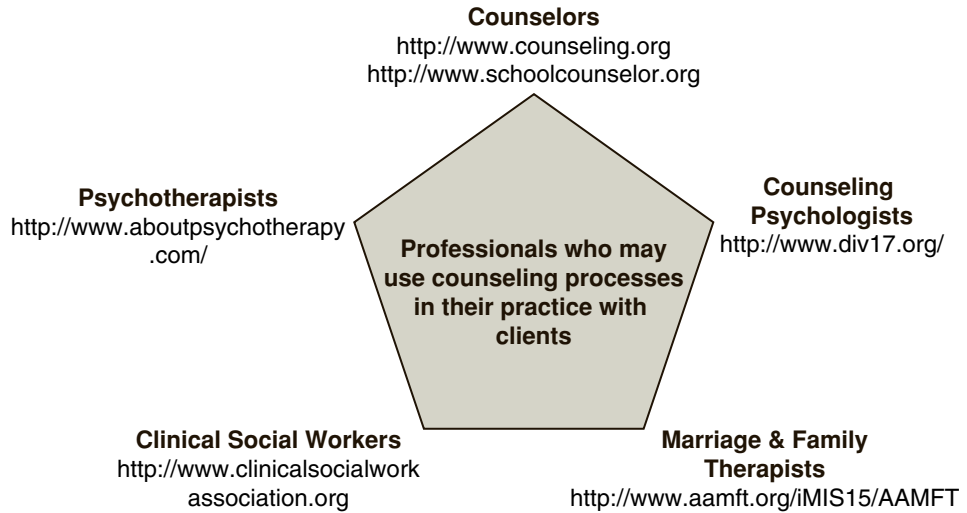
another and gives them a particular identity are the specific needs and developmental concerns of the clients who seek their help. For this reason, mental-health counselors practice their profession in slightly different ways than career counselors, family counselors, or school counselors do. Although the breadth of their services and nature of their activities may differ, their essential goals and purposes are similar. Likewise, a comparison can also be made among school counselors who serve different levels of educational practice in elementary, middle, and high schools. The nature of specific activities at these levels may differ as a result of the developmental needs of students, but the broad goals and general processes used in comprehensive school counseling programs are similar across all three levels.

Because professional counselors prepare from a broad spectrum of theory and knowledge in the fields of psychology, social and cultural foundations, education, and human development, and at the same time practice their professions in a range of settings, they often use titles that reflect their work environment. For example, we find mental-health counselors in psychiatric hospitals and mental-health centers, and sometimes in employee-assistance programs of business and industry. Their training generally takes place in college or university counselor education programs. In contrast, school counselors work in elementary, middle, or high schools. Counselor education programs prepare them with an emphasis on human development, learning, and school environments. Nevertheless, a fundamental knowledge of human development and a command of helping processes and skills are essential for both mental-health and school counselors. This common background is what links them and other counselors as colleagues within the counseling profession.

Although different types of counseling professionals function in a variety of settings, other helping professionals also use counseling processes in their roles. Clinical social workers, psychotherapists, marriage and family therapists, and counseling psychologists are among the professionals who use counseling processes similar to those used by counselors in schools, hospitals, mental-health centers, prisons, and elsewhere. In some instances, these individuals consider themselves members of more than one profession. For example, some members of the American Counseling Association (ACA) also belong to the American Psychological Association (APA). They consider themselves counselors and psychologists. The APA has a division for counseling and development. Figure 1.2 depicts some of the professionals who use counseling processes and pertinent websites where you can find more information about their practices.

Not all members of the professions illustrated in Figure 1.2 agree with the relationship depicted. Some, including many school counselors, view their professions as distinct from all the others, and certainly there are clear differences on how each profession functions. Nevertheless, the descriptive literature from each of these professions includes references to the use of counseling and other helping processes.

The emergence of these seemingly overlapping professions has been particularly noticeable in the United States. Perhaps this is because, as this country developed during the eighteenth and nineteenth centuries and accelerated through the Industrial Revolution into the twentieth century, personal, social, career, and educational issues became increasingly important. These factors, combined with the multicultural realities of the United States, have contributed to the complexity of living a productive and well-adjusted life in this country. Because the individuals in the United States pride themselves on democratic



**FIGURE 1.2** *Sample of Professionals that Use Counseling with Pertinent Websites*

principles, equal opportunity, and human service, it is understandable how so many related helping professions could develop. In particular, it is especially clear why counselors have had such an important role in our schools, which themselves incorporate principles of democracy, equity, and opportunity for all students. It is within this context that we now examine the development of the school counseling profession.



### **PERSPECTIVE 1-1**

*Perspectives throughout this text help you reflect and process material presented in each chapter. Many historic events have influenced the school counseling profession. What influences led you to this career choice?*

## ***Development of School Counseling***

The counseling profession entered the U.S. schoolhouse early in the twentieth century. Up to that time, classroom teachers provided whatever social, personal, or career assistance students needed. Perhaps the delay of the profession's entry into U.S. schools occurred because the earliest schools were highly selective in admitting students. They were exclusive academies, selecting only the wealthiest of students. The curricula of these schools prepared young men for professions, such as law or medicine, or for the religious ministry. As the country expanded and progressed, the selectivity of schools decreased, and equal opportunity in education became a reality for men and women. At least this was true for White men and women. The beginning of publicly supported schools opened educational doors to women as well as men from all economic levels of society. Thus, an increasingly

divergent population began entering schools, and teachers alone could no longer meet the broad spectrum of needs expressed by these students.

The school counseling profession began as a vocational guidance movement that emerged from the Industrial Revolution at the beginning of the twentieth century. Some negative by-products of the tremendous industrial growth of this period were city slums, ethnic ghettos, and apparent neglect of individual rights and integrity. In response to these conditions, proponents of the Progressive Movement, a reaction to the negative effects of industrial growth, advocated for social reform. Vocational guidance was one aspect of this response. For example, in 1895, George Merrill began experimental efforts in vocational guidance at the California School of Mechanical Arts in San Francisco (Brown, 2012). Merrill's program offered exploratory experiences for students enrolled in the occupational trades at the California school and included counseling, job placement, and follow-up services.

Generally, the *guidance movement* of this period instructed school children, adolescents, and young adults about their moral development, interpersonal relationships, and the world of work. Jesse B. Davis is thought to be the first person to implement a systematic guidance program in the public schools (Gladding, 2009; Wittmer & Clark, 2007). From 1898 to 1907, he was a class counselor at Central High School in Detroit, Michigan, and was responsible for educational and vocational counseling with eleventh-grade boys and girls. Davis became principal of a high school in Grand Rapids, Michigan, in 1907, and during this time began a school-wide guidance program. He encouraged his English teachers to include guidance lessons in their composition classes to help students develop character, avoid problem behaviors, and relate vocational interests to curriculum subjects.

Programs in other parts of the country complemented Davis' work. Frank Goodwin organized a system-wide guidance program for the Cincinnati, Ohio, schools in 1911, and, in 1908, Eli Weaver at the Boys High School of Brooklyn gained national recognition for his efforts in organizing guidance services in New York City. About this time, Anna Y. Reed developed guidance programs in the Seattle school system that focused on the employability of students, and incorporated business ethics and concepts about the free enterprise system. These and other efforts in guidance established the beginnings of what was to become the school counseling profession (Brown, 2012; Gladding, 2009).

These facts notwithstanding, Frank Parsons is often mentioned as the "Father of Guidance" and is credited by most historians as the person who began the guidance movement in the United States. In 1908, Parsons organized the Boston Vocational Bureau to provide assistance for young people. The bureau was established by philanthropist Mrs. Quincy Agassiz Shaw and was based on Parsons' ideas and plans for vocational guidance, which stressed a scientific approach to selecting a career (Gysbers & Henderson, 2012). According to Parsons, "No step in life, unless it may be the choice of a husband or wife, is more important than the choice of a vocation" (1909, p. 3).

Parsons' attention to vocational development was framed by his concern about society's failure to develop resources and services for human growth and development. At the same time, he was concerned about helping young men make the transition from their school years into the world of work. In his book *Choosing a Vocation*, which was published after his death, Parsons (1909) highlighted three essential factors for choosing an appropriate vocation: (1) clear self-understanding of one's aptitudes, abilities, interests, resources, and limitations; (2) knowledge of the requirements, advantages, disadvantages,

and compensation for different types of employment; and (3) an understanding of the relationship between these two groups of facts. This conceptualization of successful career development still holds credence today. Self-understanding, knowledge of one's career interests, and general knowledge about careers go hand-in-hand for a person to be successful in life.

Parsons' plan also included training counselors to help young students with vocational development. Nine months after establishing the Vocational Bureau, he began a program designed to train young men to become vocational counselors and managers of vocational bureaus for YMCAs, schools, colleges, and businesses throughout the country (Miller, 1968). A few years later, the School Committee of Boston created the first counselor certification program. Requirements included study of education and experience in a vocational school or a vocational service, and the program was eventually adopted by Harvard University as the first college-based counselor education program.

Frank Parsons' work had a significant impact on the vocational guidance movement. In Boston, the superintendent of schools designated more than 100 elementary and secondary teachers to become vocational counselors (Nugent, 2000). As noted earlier, the guidance movement spread to many other parts of the country, including New York City, Grand Rapids, and Cincinnati, and within a few years, city school systems across the country had developed guidance programs.

Early developments in the guidance movement were complemented by the creation of the National Vocational Guidance Association (NVGA) in 1913, which began publishing the *National Vocational Guidance Bulletin* on a regular basis in 1921. Over the next several decades, it underwent several name changes, eventually becoming the *Career Development Quarterly*. In 1952, when the NVGA joined with the American Personnel and Guidance Association (APGA), the *Personnel and Guidance Journal* became the major publication, and was later renamed the *Journal of Counseling and Development* of the American Association for Counseling and Development (AACD). The creation of the NVGA is significant because it began the unification and identification of what has become the counseling profession of today. This is especially true for the school counseling profession.

### ***Emergence of Guidance and Counseling in Schools***

The work of Jesse Davis, Anna Reed, Eli Weaver, Frank Parsons, and a host of other pioneers created the momentum for the development of a school counseling profession. From the 1920s through the 1940s, several events occurred that gave impetus, clarity, and direction to this emerging profession. Coincidentally, many of these developments, with their roots founded in the vocational guidance movement, raised questions about the profession's narrow focus on vocational development. Eventually, some leaders of the counseling movement began to encourage a broader focus that included issues of personality and human development beyond vocational guidance. This broader view laid the groundwork for many of the counseling theories and approaches that were created in the years that followed. Some of these were developed in the years before World War II and helped define school guidance and counseling of that period.

***Before World War II.*** After the vocational guidance movement of the early 1900s, World War I had a major impact on the developing counseling profession. During that