

Historical Development of Guidance and Counselling in the Ancients Time

Olowolabi Segun¹

¹*Department of Guidance and Counselling, Faculty of Education, Adekunle Ajasin, University, Ondo State, Nigeria*
* Corresponding author. Email:

Abstract: — The study examined the historical development of guidance and counselling in the ancient time. In an average traditional setting, the concept of guidance and counselling is as old as man. Wherever there are two people, friends, husband and wife, parents and children who live in close proximity, there is a need for guidance and counselling. Gibson and Mitchell (1981) reported that perhaps the earliest search by man for a counsellor was when Eve reaped the consequences of eating the forbidden fruit in the garden of Eden. Since then man has gone in search of assistance from beings adjusted to be "superior" whenever confronted with the unknown. From the earliest civilizations, fortune tellers (palmistry, astrology, crystal, gazing, graphology, etc.) Philosophers, priests, diviners and other representatives of the gods and religions have flourished in their role of advising and counselling their adherents. The historical origin at guidance have also been identified in the thoughts and works of the Greek philosopher like Plato and Aristotle. Another major impetus in the development of guidance between the 16th and 19th Centuries was the publication of many books which attempted to provide comprehensive information on the professions and how to gain entry into them. The Swiss educator Johann Pestalozzi (1746- 1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop. Traditionally, each religion sect has its accredited counsellors. Worshippers of other gods like thunder, iron, river, hill, or devil occasionally consult the appropriate oracle for guidance.\

Keywords: Historical, Development, Guidance and counselling

1. HISTORICAL DEVELOPMENT OF GUIDANCE AND COUNSELLING IN THE ANCIENT TIME.

It is not certain when guidance and counselling actually started as a field of human endeavor. However, Gibson and Mitchell (1981) report that perhaps the earliest search by man for a counsellor was when Eve reaped the consequences of eating the forbidden fruit in the garden of Eden. Since then man has gone in search of assistance from beings adjusted to be 'superior' whenever confronted with the unknown. From the earliest civilizations, fortune tellers (palmistry, astrology, crystal gazing, graphology, etc) philosophers, priests, diviners and other representatives of the gods and religions have flourished in their role of advising and counselling their adherents[1].

The historical origins of guidance have also been identified in the thoughts and works of the great Greek philosophy who advocate the development of the individual through education so that each could fulfil role reflecting their greatest potential for themselves and their society. One of such early counselor' was plato who is credited as one of the first to organize psychological insight into systemic theory. In his book, plato not only espoused such question as what make a man virtuous -his inheritance, upbringing or his formal education' (Memo); how can children be most effectively

taught'(Republic); and which techniques have been successfully used in persuading and influencing people in their decision and beliefs (Gorgias) but most importantly employed the dramatic methodology in dealing with these question. his dramatic method set the way for and is infact akin to modern day counselling relationship in which the dynamic of human interaction (the characters are as importance as what they say) come into play. Aristotle, one of plato most distinguished student also contribute significant to what has come to be known as psychology through his study of people interesting with their environment and movement was Luis Vives who not only recognized the need to guide each person according to his attitude and aptitude for useful carrers.

Another major impetus in the development of guidance between the 16th and 19th Centuries was the publication of many books which attempted to provide comprehensive information on the professions and how to gain entry into them. Among these were 'The complete Book of trades' (Edward Hazen, 1836), 'A general description of all Trades' (Campbell, 1747), 'The Universal plaza of all the professions of the world' published by the Italian Tomaso Garzoni and Tom of all trades' by Powell[2]..

The Swiss educator Johann Pestalozzi (1746- 1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop.

2. GUIDANCE AND COUNSELLING IN AMERICAN EDUCATION

The introduction of modern day guidance into American educational system is often associated with Frank Parsons who in 1908 founded the Boston Vocational Bureau to advise young people seeking jobs and to train teachers as career masters. In his book 'Choosing a Vocation' Published in 1909, Parsons developed a tripartite model of vocational choice which later came to be known as the trait and factory theory[3]. In his view, for an individual to make a wise vocational choice, he must first undertake an extensive self study to understand his abilities, aptitudes, interests, resources and limitations[3].

A second step is to gain an insight into the requirements and conditions of success hazards, opportunities and prospects, salary and fringe benefits, among others in various lines of work. A third and final step is a true reasoning culminating in a wise choice based on the relations of these two groups of facts. In addition to Frank Parsons, other notable early contributors to the growth of guidance in American education were Jesse Davis, Eli Weaver and David Hill among others. In 1907, Jesse Davis as Principal of Grand Rapids, Michigan High School devoted a weekly period in English Composition to vocational and moral guidance of youths and it was he who first used the term counselling. His approach to vocational guidance was similar to that of Parsons, that is occupational choice based on self study of occupations. At about the same time, Eli Weaver established, teacher guidance committees in every school in New York City to assist child labourers leaving school in unfavourable conditions to rediscover harness their capabilities for gainful employment. However, it was Stanley Hall who started the first psychological laboratory in USA in 1883[4].

The growth of the guidance movement was also aided in the first quarter of the 20th Century by the development of standardized group intelligence tests and the mental measurement movement. As early as 1890. James Cattell had published an article in which the term 'mental test' was first used in the psychological literature and in 1896, the French psychologist- Alfred Binet and his collaborator V. Henri wrote an article describing tests measuring complex mental processes. In 1905 Alfred Binet and his associate, Theodore Simon published the first general intelligence scale which Lewis Terman and his colleagues in Stanford University revised and standardized for American schools in 1916 [4]. During world war I, the need to psychology in the screening classification of volunteers and recruits led to the development of the first group intelligence scale, the Army Alpha and its equivalent form, the Army Beta. At the end of the war, these tests were revised and turned over for civilian use. The possibility of group tests for pupil assessment with its numerous advantages therefore gave vent to the widespread use of these tests in education during the period following the War. The mental measurement

movement gave impetus to the ascendance of guidance because it emphasized that if one is to work with an individual, information about that individual must be generated systematically and intelligently used.

The formation of the National Vocational Guidance Association (NVGA) in 1913 and the subsequent publication in 1915 of the first guidance Journal 'Vocational Guidance' also aided the growth of the increases membership of NVGA, the diversity of members interest and specialization and the proliferation of personnel associations, the NVGA was merged with other similar associations to form the American Personnel and Guidance Association (APGA) with a membership of about thirty-six thousand spread into twelve specialized divisions. The association published a journal. Today the American Psychological Association with its seventeen divisions and several publications is a leader in propagating guidance and counselling.

The 1960s and 70s marked the period of ascendance for guidance in America. The major currents and influences that stimulated this were:

Federal Government's financial support which impacted on numbers, practices and preparation of counselors. Federal Government's legislation (such as the National Defence Education Act of 1958) which paved the way for stimulating the establishment and maintenance of local guidance programmes, the establishment of guidance divisions within state departments of education and acknowledged the linkages between national well-being, personnel needs and education.

Capitalist individualism with its inherent dehumanization and alienation from self and society increased the demand for counsellor to assist people regenerate, rediscover and reintegrate themselves into society. The suspicion that the Soviet Union was ahead in space technology by its launching of the first earth satellite Sputnik I in 1957 led to a need for the identification of gifted children whose special talents could be nurtured and harnessed for the jet age.

3. MODERN PIONEERING APPROACH IN NIGERIA

The origin of modern guidance and counselling in Nigeria dated back to 1959 when a group of catholic Sisters at Saint Theresa's College Ibadan invited some outsiders to address the final years girls in December, The religious sisters assisted by Mr Oruwariye were aware of the need for proper guidance and counselling in job selection and placement for their school certificate leavers. Hence, emphasis of the talk was on vocational information, awareness of the world of work, Location of employment and reduction of examination anxiety [5].

Prior to the time, Nigeria had the characteristics structure of the American society of the late nineteenth century with the rapid pace of industrialization, urbanization, growth of uneven distribution of wealth. Some part of the country hence the need for a western type of guidance and counselling was obvious.

Fortunately, all the girls from St. Theresa's College who applied for job after seminar were offered. In subsequent year, lectures, symposia and guidance workshops were

originated for all the final year students. The success of this service attracted other schools in Ibadan, Lagos, Enugu, Kaduna and Kano to start similar exercises. This led to the formation of the Ibadan Careers Council in 1952 and others career councils in the other cities. These councils were transformed into Nigeria Career Councils in 1967.

When counselling activities expanded, especially at the end of the civil war in 1970 and the need to form a larger association to embrace not only career master but also counsellors in varying fields; the Counselling Association of Nigeria (CAN) was launched on 11th December 1976. A year later, it was resolved that CAN be affiliated with APGA to draw inspiration, gain strength support [6].

First seminar in guidance and counselling and Testing in September 1964. The history and development of guidance in Nigeria cannot be complete without a mention of the pioneering effort in 1964 of a Harvard USAID staff at introducing formalized guidance practices at comprehensive

high school, Aye toro, now Ogun state training Nigeria teachers to undertake vocational guidance [7].

The development of guidance in Nigeria has also been helped by a visit in 1962 of sixteen Nigeria Educator and Ministry officials to Sweden, France and United States of America under USAID / Nigerian joint project to among other things examine the educational practices and system of these countries and look for features which if adapted to our local needs and conditions would improve our education. A relevant observation which gave credence to guidance was that since the basic function of a comprehensive school is to channel pupils into courses of study suitable to their individual abilities and interests and counselling is of paramount importance [8]. The group therefore recommended that since each comprehensive school must have at least one guidance officer, it is vital to train a sufficient number of Nigerian teachers in vocational guidance.

REFERENCES

- [1] Alfred Binnet (1905) *General intelligent scale United States of America. Ayetoro Comprehensive High school Introducing formalized Guidance Services*. Aristotle Journal on philosophy on Guidance
- [2] Berepiki C.I (1961) *An approach to vocational Guidance*, Abeokuta Federal Of Education.
- [3] Campbell (1947) *A general description of all Trade* .
- [4] Edward Hazen (1836) *The complete book of the trade Eli weaver teacher guidance committee in New York*
- [5] Frank Parson (1908) *Boston vocation Bureau choosing a vocation* (1909).
- [6] Gibson and Mitchel (1981) *Introduction guidance and counselling*.
- [7] James Cartel (1890) *Article Mental test in psychological literature*.
- [8] Jese Davis (1914) *vocation and moral guidance*.