

EDUCATIONAL GUIDANCE NOTEBOOKS: constitution, contents, and dissemination of models for the formation of educational counselors (1960-1962)

Cadernos de Orientação Educacional: constituição, conteúdos e difusão
de modelos para a formação do orientador educacional (1960-1962)

Cuadernos de Orientación Educativa: constitución, contenidos y difusión
de modelos para la formación del orientador educativo (1960-1962)

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Abstract: This article examines the production, composition, content, and models of Educational Guidance in the Educational Guidance Notebooks by CIDSE. 24 notebooks were identified, cataloged, and transformed into sources. The analysis reveals the strategy of Ministry of Education and Culture of Brazil to implement guidance in schools, based on the belief that such actions would improve the integration of adolescents into school and social contexts and enhance secondary education. The reception of educational guidance principles from American and French models is highlighted. The notebooks promoted the mediation between theories and practice of educational guidance, disseminating knowledge, aiming at the formation of the professional to act as an educational adviser.

Keywords: CADES; secondary education; pedagogical publications.

Resumo: Este artigo examina a produção, a composição, o conteúdo e os modelos de orientação educacional nos *Cadernos de Orientação Educacional* da CADES. 24 cadernos foram identificados, catalogados e transformados em fontes. A análise revela a estratégia do MEC para implementar a orientação nas escolas, com o objetivo de que essas ações melhorariam a integração dos adolescentes nos contextos escolar e social e aprimorariam o ensino secundário. Destaca-se ainda a recepção de princípios de orientação educacional advindos dos modelos norte-americano e francês. Os Cadernos promoveram a mediação entre as teorias e a prática de orientação educacional, disseminando conhecimentos, visando à formação do profissional para atuar como orientador educacional.

Palavras-chave: CADES; ensino secundário; impressos pedagógicos.

Resumen: Este artículo examina la producción, composición, contenido y modelos de orientación educativa en los *Cuadernos de Orientación Educativa* de CADES. 24 cuadernos fueron identificados, catalogados y transformados en fuentes. El análisis revela la estrategia del Ministerio de Educación y Cultura de Brasil para implementar la orientación en las escuelas, basada en la convicción de que dichas acciones mejorarían la integración de los adolescentes en los contextos escolar y social y fortalecerían la educación secundaria. Se destaca la recepción de los principios de orientación educativa provenientes de los modelos norteamericano y francés. Los cuadernos promovieron la mediación entre teorías y prácticas de orientación educativa, difundiendo conocimientos para formar profesionales capacitados para actuar como orientadores educativos.

Palabras clave: CADES; educación secundaria; impresos pedagógicos.

INTRODUCTION

Within the scope of proposals or actions that had the purpose of developing Brazilian secondary education, especially through the training of human resources to work in schools, the Campaign for the Improvement and Diffusion of Secondary Education (CIDSE), an agency of the Ministry of Education and Culture, between 1960 and 1962, published and put into circulation the *Educational Guidance Notebooks* (EGN). These guides aimed to disseminate ideas to contribute to the training of professionals involved in educational instruction and they were elected as a source for the preparation of this article. Therefore, the goal is to analyze the place of production, the composition, the content and the educational guidance models provided in these pedagogical publications.

Created by Decree No. 34,638 of November 17, 1953, the Campaign for the Improvement and Dissemination of Secondary Education intended to promote improvement courses and produce materials for education professionals involved in secondary education. As part of its efforts to train and disseminate educational guidance principles, CIDSE produced and distributed 24 booklets titled *Educational Guidance Notebooks* (EGN), which are the focus of this work.

With professionals involved in educational guidance in secondary education as its target audience, CIDSE promoted the distribution of the Notebooks and held courses related to the topic in many regions of Brazil. Among other strategies, the dissemination of the Notebooks and the courses was done through the actions of the Sectional Inspectorates of Secondary Education, which were based in the states, and they that acted as 'spearheads' (Pinto, 2008) in the implementation of CIDSE's actions.

Many of the texts that were included in the *Educational Guidance Notebooks* had been presented at conferences on educational guidance in the late 1950s and began to circulate in these publications between 1960 and 1962. During the period in which the texts were produced and/or the Notebooks were circulated, secondary education was initially regulated by the Organic Law of Secondary Education and was organized into two cycles: the first, called the junior high school course, lasted four years; and the second, which included the classical and scientific courses, should be completed in three years (Decree No. 4,244, 1942). The Law of Guidelines and Bases for National Education, of 1961, which replaced the Organic Law, regulated secondary education, and included it in the 'Middle School Education', or high school, while maintaining the junior high and high school cycles (Law No. 4,024, 1961).

In addition to the existence of these two laws that regulated secondary education at a national level, the period in which the *Educational Guidance Notebooks* (EGN) were produced was also marked by discussions – which took place during the 1950s – regarding the need to renew this branch of education, which should aim to

expand the public and even train teachers and other professionals to work in schools that offered secondary education (Braghini & Bontempi, 2012; Dallabrida, 2014).

According to Dallabrida (2014, p. 409), the “[...] renewing pedagogical model [...]” of secondary education, during the 1950s, was led by the actions of Anísio Teixeira, in the direction of the *Instituto Nacional de Estudos Pedagógicos* (National Institute of Pedagogical Studies) (INEP) and by the Secondary Education Directorate of the Ministry of Education and Culture. According to the author, INEP's partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO) resulted in the creation of the *Centro Brasileiro de Pesquisas Educacionais* (Brazilian Center for Educational Research) (CBPE), which carried out investigations into Brazilian secondary education with the aim of improving it, renewing it and expanding its access (Dallabrida, 2014).

Discussions on educational guidance have received contributions from educational intellectuals linked to the movement known as the New School since the 1920s, especially those related to psychology applied to education, according to the formulations of Lourenço Filho (Monarcha, 2001). These contributions permeated the proposals for the implementation of the *Serviço de Orientação Educacional* (Educational Guidance Service) (SOE) in Brazilian schools, regarding its purposes, the way educational counselors acted, and the publications related to this training. Thus, through the *Associação Brasileira de Educação* (Brazilian Education Association) (ABE), Lourenço Filho, Faria Góes, Abgar Renault and Gustavo Capanema formulated the objectives and conceptualization of educational guidance expressed in the Organic Law of Secondary Education (Santos, 1959). In the explanatory memorandum of this law, Gustavo Capanema highlighted the parameters of educational guidance for secondary education. According to him:

Educational guidance should be coordinated with the school administration and teaching staff, for whose organizations the project establishes the essential precepts. The group will constitute, in each secondary school, a coordinated and active body, capable of ensuring the unity and harmony of the formation of the adolescent personality (Decree-Law No. 4,244, 1942).

The institution of educational guidance in secondary schools was in line with the purpose attributed to secondary education by the Capanema Reform to promote the “[...] formation of the adolescent personality [...] Forming the personality, adapting the human being to the demands of society, and socializing them constitutes the purpose of all types of education” (Decree-Law No. 4,244, 1942). Thus, educational guidance was taken as a school service that would contribute to the study of students' actions to indicate the necessary 'adjustments' and vocational 'advice' for professional choice.

However, the Organic Law of Secondary Education did not define the specific training required for professionals who would work in the SOE of secondary schools (Decree No. 4,244, 1942). It merely indicated, in general terms, that both educational counselors and other teachers should receive training in appropriate higher education courses.

According to Santos (1987), the holding of the 1st national symposium organized by CIDSE, in 1957, can be taken as an initial milestone for the organization of educational counselors as a professional category, a time when it was sought to “[...] define the content of Educational Guidance, as well as delimit its field of action” (Santos, 1987, p. 21). The law that regulated the training of educational counselors was only enacted in 1968, indicating that this professional should have higher education in pedagogy, with qualification in school guidance, and should fulfill the roles of educator, pedagogical counselor and researcher of student relationships in both school and family environments (Law No. 5,564, 1968).

Regarding educational research, the proposal in this article falls within the scope of works on the history of education, specifically those that take as their object certain printed materials or pedagogical devices (Catani & Bastos, 2002; Catani & Faria Filho, 2002; Galvão et al., 2012) and that are interested in understanding the production, circulation, representations, appropriations and materiality of printed materials according to the historiographical approach of Roger Chartier (1991). The analysis proposed in this article is the result of a historiographical operation (Certeau, 2002), which identified, surveyed, catalogued, digitized and transformed into sources the 24 *Educational Guidance Notebooks*, belonging to the collections of the Library of the Faculty of Education of USP – FEUSP and the Library of the Federal University of Rio de Janeiro – UFRJ¹.

Based on this documentary corpus, as a question, the analysis circumscribed the composition and propositions disseminated in the Notebooks, aiming at the formation, functions and ways of acting of the educational advisor, as well as the circulation and/or appropriations of the North American and French models. In this sense, the delimitation of the object took into consideration that historiographical research does not intend to write “[...] a global history. It circulates around acquired rationalizations. It works on the margins” (Certeau, 2002, p. 87).

To fulfill the purpose established in this article, in addition to the introduction, this text is divided into four parts. The first section, titled ‘Place of Production of the *Educational Guidance Notebooks*’, examines the Notebooks as pedagogical publications created and distributed by CIDSE to support the training of educational counselors for secondary schools, while also exploring the authors' profiles. In the second, entitled ‘Materiality, composition and content of *Educational Guidance*

¹ In the first, twenty-two *Educational Guidance Notebooks* were identified, and in the second, Notebooks numbers 5 and 15.

Notebooks', directs the field of analysis to the materiality, composition and content of the Notebooks, as pedagogical publications. In the third part, called 'Circulation of Educational Guidance models in the Notebooks', the circulation of propositions originating from the North American and French models in the *Educational Guidance Notebooks* is identified and discussed. Finally, the final considerations are presented.

PLACE OF PRODUCTION OF THE EDUCATIONAL GUIDANCE NOTEBOOKS

Considering that “[...] the materials that historians take as historical sources were also produced, in their time, from a place that needs to be understood and deciphered by the historian” (Barros, 2020, p. 21), we sought to investigate the place of production of the *Educational Guidance Notebooks*. The Notebooks were situated as “[...] printed pedagogical material” (Panizzolo & Warde, 2022, p. 1), produced by the Campaign for the Improvement and Diffusion of Secondary Education, between 1959 and 1965, within the purpose of CIDSE, which is to promote the 'renewal' of secondary education.

As part of the structure of the Ministry of Education, CIDSE was established by the government of Getúlio Vargas, under the responsibility of the Directorate of Secondary Education, under the management of Armando Hildebrand. The campaign aimed to improve and make secondary education more effective in order to improve the education of high school students, considering the real conditions and needs of the community in which the school was located. In addition, it aimed to promote the expansion of access to this level of education for young Brazilians (Decree No. 34,638, 1953).

Thus, CIDSE outlined the following actions to be implemented: the distribution of scholarships and the promotion of specialization and improvement courses and internships for teachers, technicians and administrators; the preparation of teaching and training materials for educational agents; the organization of cultural, technical and pedagogical missions; and the dissemination of school building installation projects (Decree No. 34,638, 1953). Specifically regarding educational guidance, CIDSE outlined as its purpose “[...] to encourage the creation and development of educational guidance services in secondary schools” (Decree No. 34,638, 1953).

When analyzing the trajectory of the Campaign for the Improvement and Dissemination of Secondary Education, Diana Couto Pinto (2008) presents Máximo Augusto Campos' sociological understanding of CIDSE. From this author's initial conception, Pinto (2008, p. 153) presents four moments in the trajectory of CIDSE, that is, “[...] from announcement to implementation; consolidation and expansion; administrative-pedagogical renewal; and decline and disappearance”.

It was in the second phase, corresponding to the period 1956-1963, that the *Educational Guidance Notebooks* were published, a phase in which the Secondary Education Directorate was under the command of Gildásio Amado. During his

management, “[...] the Campaign’s action was expanded, covering all secondary education and spreading throughout all regions of the country, achieving the objectives set forth in Decree No. 34,638/53 that created it” (Pinto, 2008, p. 159). In addition to publishing the EGNs, in the second phase (1956-1963), CIDSE also promoted the circulation of content related to guidance in secondary schools throughout the country, using “[...] radio courses, meetings and symposia, the granting of financial aid to philosophy faculties that offered training courses for educational counselors [...]” (Pinto, 2008, p. 159).

The *Educational Guidance Notebooks* (EGN) are therefore part of the objectives of CIDSE, that is, they sought to promote the circulation of material aimed at training technicians and administrators in school education, above all, promoting the dissemination of ideas and the creation of school guidance services in secondary schools. These pedagogical publications sought to provide tools for educational guidance activities in schools and the training of these professionals, as provided for in the educational legislation of the period.

From what is established in the two educational laws (Decree No. 4,244, 1942; Law No. 4,024, 1961) that dealt with secondary education in Brazil in the context of CIDSE activities and the production of the Notebooks, we can observe a continuity of the legislative emphasis on imposing the obligation of educational guidance in schools and the training of professionals to work in this activity. The Organic Law of Secondary Education (Decree No. 4,244, 1942) dealt with the subject in the chapter entitled 'Educational guidance', which established guidelines for the implementation of educational guidance in secondary schools, which would have the purpose of assisting students in their academic progress and in choosing a profession. To this end, it would be necessary to “[...] provide clarification and advice” (Decree No. 4,244, 1942) in coordination with families. Educational guidance should also collaborate with teachers to ensure the effectiveness of students' schoolwork, promoting complementary activities and ensuring an environment to study, recreate and rest.

From 1961 onwards, it was the Law of Guidelines and Bases of National Education (Law No. 4,024, 1961), in its chapter 'Educational guidance and inspection', which began to deal with the training of educational counselors and the conditions for their professional practice. In this sense, it determined that educational counselors would be qualified through special courses, according to the level and branch of education and the demands of the social environment. As for secondary school counselors, the Law established that it would be up to philosophy faculties to promote a special training course aimed at these professionals, accessible to graduates in pedagogy, philosophy, psychology, social sciences, graduates in physical education and federal education inspectors, with at least three years of experience in secondary education (Law No. 4,024, 1961). Following the guidelines arising from the legislation, the Campaign for the Improvement and Dissemination of Secondary Education sought to organize events and produce and disseminate printed materials to guide the work

of education professionals involved in educational guidance. These actions include the production and dissemination of the *Educational Guidance Notebooks*.

The research found that the authors of the Notebooks had accumulated experience by presenting courses, conferences and publishing books or articles on educational guidance. Examples include Aracy Muniz Freire, author of Notebook number 12, who had written and published the first national work on educational guidance, entitled *Educational guidance in secondary school*. Maria Junqueira Schmidt, author of Notebooks numbers 1, 9, 17 and 23, was a great promoter of Brazilian educational guidance through conferences and articles on the subject. This author also worked at CIDSE, taught courses, encouraged the creation of educational guidance services in schools throughout the country and recruited teachers to specialize and work as guidance counselors (Nerici, 1976). Fany Mallin Tchaikovsky, author of Notebook number 4, had published, in co-authorship with Stanley Kruzyna, an American specialist working in Brazil, an educational guidance manual inspired by American and French concepts (Santos, 1959). Laís Esteves Lofredi, author of Notebook 10, had been dedicated to educational guidance in experimental classes at the UFRJ Application College since 1958 (Lucio, 2022; Lofredi, 1959; Vieira, 2023).

Among the authors of the 24 Notebooks, it is important to note the presence of Catholic professors and/or intellectuals, or even priests of the Catholic Church. The priest and doctor in psychology Antonius Benko (1920-2013), born in Pècs, Hungary, naturalized Brazilian, who worked at PUC-Rio between 1957 and 1975, and at that University created the Center for Psycho-Pedagogical Orientation in 1960, was the author of Notebooks numbers 6, 11 and 18 (Antonius Benkö ..., 2013; Benko, nd., 1960a, 1960b). Cândido Padin (1915-2008), author of Notebooks numbers 7 and 24 and co-author of number 19 (Padin, nd., 1962; Padin et al., nd.) was a Benedictine monk with a background in law, philosophy and theology, who would become auxiliary bishop of the Archdiocese of Rio de Janeiro, and diocesan bishop from Lorena and Bauru, in the state of São Paulo (Vieira, 2008). The Catholic intellectual Maria Junqueira Schmidt was “[...] a French teacher, writer, historian of biographies of women of the national nobility. She was part of the Superior Council of the Association of Catholic Teachers of the Federal District (1931)” (Maria Junqueira..., nd.), and was the author of Notebooks numbers 1, 9 and co-author of number 23 (Schmidt, 1960a, 1960b).

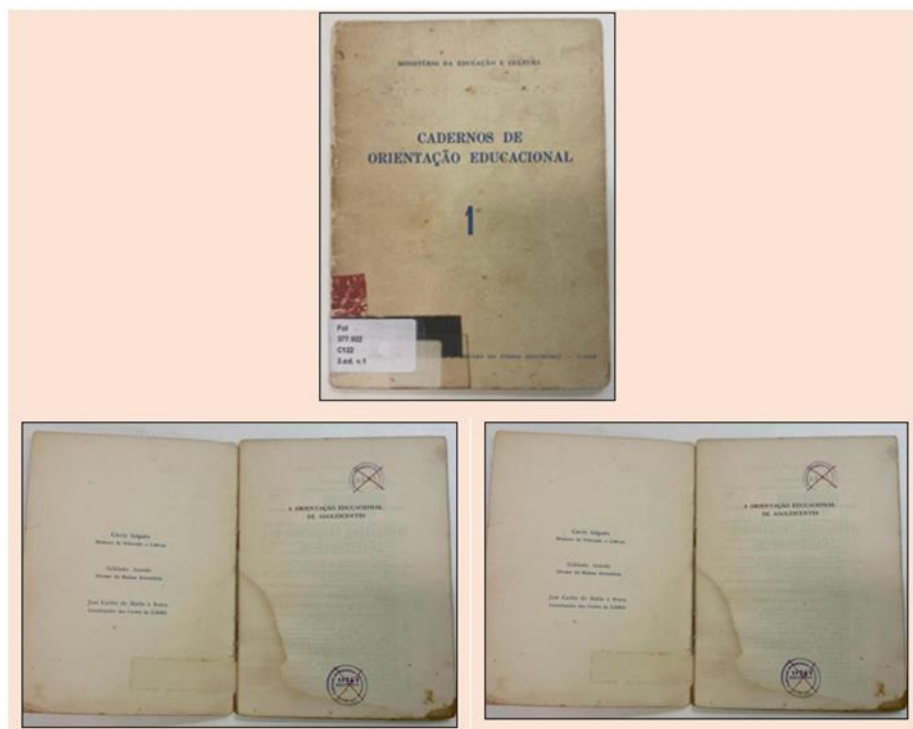
The connection of these authors with the Catholic Church, in part, explains the 'counseling' bias (Padin et al., nd.) present in the texts of the Notebooks, generally based on Catholic morality. It also justifies the interest in promoting an 'adjustment' of virtues in adolescents in relation to the “[...] human plane and the supernatural plane” (Schmidt, 1960a, p. 9), or even the promotion of “[...] dispositions and habits in students” (Benko, 1960a, p. 15), according to Christian education.

MATERIALITY, COMPOSITION AND CONTENT OF THE *EDUCATIONAL GUIDANCE NOTEBOOKS*

Based on Chartier 's (2002, p. 62) proposition about cultural mediation, that is, texts “[...] do not exist outside the material supports (whatever they may be) of which they are vehicles. Against the abstraction of texts, it is necessary to remember that the forms that allow their reading, listening or seeing participate deeply in the construction of their meanings [...]”, we sought to identify aspects of the materiality of the Notebooks.

The *Educational Guidance Notebooks* (EGN) were therefore identified as printed teaching materials composed of texts with clear, direct and purposeful language, without the use of illustrations. They are in the format of small booklets, measuring 18.5 cm x 13.5 cm, printed using mechanical typesetting on plain paper. The number of pages varies according to the Notebook number, ranging from 10 to 42 pages. The covers highlight the Notebook number and indicate the Ministry of Education and Culture and the Campaign for the Improvement and Dissemination of Secondary Education as responsible for the publication. The back covers include the names of the Minister of Education and Culture in office in the year of publication, and all 24 Notebooks include the names of Gildásio Amado, director of Secondary Education, and José Carlos de Mello e Souza, coordinator of CIDSE courses. The title of the Notebook and the author are also indicated.

Most of the Notebooks do not provide information about the printing company that produced them. Those that do provide this information indicate Olímpica Editora, Compositora Gráfica Lux Ltda. and Conquista – Publicações Ltda., all from Rio de Janeiro. Figure 1 presents images of the front and back covers of Educational Guidance Notebook No 1.

Figure 1 – Cover and back covers of Educational Guidance Notebook No. 1 (1960)

Source: Schmidt, 1960a. Collection of the Library of the Faculty of Education of USP – FEUSP.

In the presentation of the first issue of the Educational Guidance Notebook, Gildásio Amado, as director of Secondary Education at the Ministry of Education, emphasized that the purpose of the publication was to promote the study of the problem of implementing and developing educational guidance in secondary schools. According to the director, this was a necessary action given the fact that educational guidance activities were practically non-existent in secondary schools in Brazil or were carried out in an “[...] empirical and unsystematic manner” (Amado, 1960, p. 5). In this way, the Notebooks joined other initiatives promoted by CIDSE in order to provide subsidies and guidelines for the practice of educational guidance in schools, in addition to favoring the training of professionals involved in the work.

Other initiatives by CIDSE included the promotion of the 1st Symposium on Educational Guidance, held in São Paulo in July 1957; the Study Days for Directors, organized in São Paulo, Porto Alegre and the Federal District, in which special study sessions on educational guidance were held; round tables, which took place in Curitiba and Florianópolis, for local directors and teachers, led by teams of specialists sent by CIDSE; classes on educational guidance broadcast to teachers in collaboration with the Broadcasting Service of the Ministry of Education and Culture; and weeks of conferences dedicated to this topic that took place in São Paulo and the Federal District (Amado, 1960).

In Notebook number 1, Educational Guidance for Adolescents in secondary education was defined as a 'service' integrated into the school program, which should seek scientific grounding to promote the “[...] development of the individual's potentialities, on the human plane as well as on the supernatural plane, using appropriate techniques and acting through the personality of the Counselor” (Schmidt, 1960a, p. 10). Some of these 'appropriate techniques' were among the objectives of the Notebooks. In this definition of educational guidance, it is observed that, although the authors sought to scientifically base their propositions, they often ended up indicating a guidance practice based on religious precepts. There was therefore an emphasis on the 'virtuality of the individual' on the 'supernatural plane' (Schmidt, 1960a) and other appeals to Christian-based morality (Freire, 1960). The Notebooks defined that the Educational Guidance Service was responsible for:

- a) leading the student to fully realize their vocation, adjusting them to school, family, and society;
- b) including healthy physical and mental hygiene habits, to enable students to make meaningful use of their leisure time;
- c) cultivating the vital interests of adolescents, that is: religion, ideas, sports, social integration, opposite sex, arts, profession, etc.
- d) developing character formation and civic spirit;
- e) obtaining satisfactory academic performance and helping teachers to solve learning difficulties (Schmidt, 1960 a , p. 9).

The *Educational Guidance Notebooks* (EGN) address issues related to the training of professionals involved in educational guidance in schools, as well as curricular aspects that could include such training. Their volumes present concepts, objectives and foundations of educational guidance. In addition, these materials highlight the importance of the technical preparation of professionals and the training of the team and relations with the school community, as evidenced in the titles of the Notebooks (Table 1).

The notebooks also explore experiences of educational guidance in other countries, the specificities of working with adolescents, sexual education, and the need to integrate the Educational Guidance Service of schools with school management, teachers, students and families. They also discuss the role of educational guidance in extracurricular activities, school medical services and recreation (Castro, 1959; Brito, 1960; Carbonnet et al., 1962; Ribeiro, 1960; Schmidt, 1960a, 1960b).

Below, Table 1 presents the list of *Educational Guidance Notebooks* collected and analyzed with the indication of authorship, title and year of publication.

Table 1 – List of *Educational Guidance Notebooks* produced by CIDSE

No.	Author	Title	Notebook No.	Year
01	Maria Junqueira Schmidt	Educational guidance for adolescents	01	1960
02	Mary of Lourdes S. Pereira	Philosophical Foundations of Educational Guidance	02	1960
03	Doris de Mello Brito	Relationships between the advisor, the principal and teachers, as well as with the student and their family.	03	1960
04	Fany Tchaikovsky	Educational Guidance and the American Experience – Lecture presented at the 1st Symposium on Educational Guidance in São Paulo – July 1957	04	[nd.]
05	Mere Alphonse Corbonnet	Educational guidance and the French experience. Lecture given at the 1st Symposium on Educational Guidance held in São Paulo in July 1957	05	[nd.]
06	Father Antonius Benko	Technical Preparation and Internship Conditions – Lecture presented at the 1st Educational Guidance Symposium in São Paulo – July 1957	06	[nd.]
07	D. Candido Padin	Objectives of Educational Guidance – Lecture presented at the 1st Symposium on Educational Guidance in São Paulo – July 1957	07	[nd.]
08	Emilia de Mello Ribeiro	Guidelines for Educational Guidance in Secondary Schools – Lecture given at the 1st Conference of Principals, in Porto Alegre, 1957	08	1960
09	Maria Junqueira Schmidt	Educational Guidance and Sexual Education	09	[nd.]
10	Lays Esteves Lofredi	The Role of the Counselor with the Adolescent – Conference given during the Educational Guidance Week of the Federal District	10	1960
11	Father Antonius Benko	Coexistence and Integration of Educational Guidance in Secondary School – Conference given at the 1st Porto Alegre Principals' Conference	11	1960
12	Aracy Muniz Freire	Educational Guidance	12	1960
13	Lais Esteves Loffredi Heradio Conduru Pinto Marques Aroldo Soares Pinto Rodrigues Maria Aparecida Carvalho do Vale Teresa Pontual Pinto de Lemos	The Role of the Educational Guidance Service with Students: Individually or in Groups – Paper presented at the 3rd Educational Guidance Symposium	13	1958
14	Naomi Nogueira	Relations among the Educational Guidance Service and the School Management, Teaching Staff, Student Families and Society – Paper presented at the 2nd Educational Guidance Symposium by the 3rd Study Committee	14	1959

No.	Author	Title	Notebook No.	Year
15	Heradio Conduru P. Marques	Educational Guidance and Secondary School Management – Paper presented at the 3rd OE Symposium	22	1961
16	Adventir de Souza Lima	The Educational Guidance Service Team, Integral Elements, Function and Coordination – Paper Presented at the 3rd Educational Guidance Symposium	16	[nd.]
17	Maria Junqueira Schmidt	The Adolescent at School – Lecture given at the 'Educators' Meeting', in Belo Horizonte, in February 1959	17	1960
18	Father Antonius Benko	The personality of the adolescent - Lecture given at the 'Encontro de Educadores', in Belo Horizonte, in February 1959	18	1960
19	Candido Padin, Enzo Assi, Maria Nazareth Moura, Oswaldo Barros Santos	Position of Educational Guidance in Secondary School: Basic Principles	19	[nd.]
20	Newton Sucupira	Educational Guidance and the Problem of Social Education – Paper presented at the 3rd OE Symposium	20	1961
21	Jose Dinko Mravak	Reflections on the family on the personality of children	21	1961
22	Father Herádio Conduru P. Marques	Educational Guidance and Secondary School Management – Paper presented at the 3rd OE Symposium	22	1961
23	Mere Alphonse Carbonnet, Lais Esteves Lofredi, João Moura, Halley Bessa, Maria Junqueira Schmit and Maria de Lourdes Souza Pereira	Educational Guidance and School – Extracurricular Activities, Medical Services, Recreation – Paper presented at the 3rd OE Symposium	23	1962
24	Dom Candido Padin	Educational Guidance and the School – Teaching Staff – Paper presented at the 3rd OE Symposium	24	1962

Source: Organized by the authors based on the 24 *Educational Guidance Notebooks* (EGN) analyzed.

Educational Guidance Notebooks (EGN) numbers 1, 2, 3, 9 and 12 (Table 2) bring together publications from classes on educational guidance broadcast by *Colégio do Ar – Rádio Ministério da Educação e Cultura*, through broadcasting service. These issues address themes based on a religious bias and on principles and techniques of the North American educational guidance model. The themes addressed in these Notebooks are highlighted in Graphic 1.

Table 2 – *Educational Guidance Notebooks* resulting from classes at *Colégio do Ar – Rádio Ministério da Educação e Cultura*

No.	Number of the EGN	Topics covered
1	1	History and definition of educational guidance; Personality and tasks of the educational advisor.
2	2	Aspects that influence the guidance work: the person of the advisor and the person being advised; the ends and means used to achieve educational guidance.
3	3	Relationships between educational advisors, considering the following binomials: advisor-students, advisor-directors, advisor-teachers and advisor-families.
4	9	The role of the educational advisor in sexual education.
5	12	The educational advisor: technical requirements, personality, private life, mental hygiene, job satisfaction and the ideal advisor.

Source: Organized by the authors, according to Brito (1960), Freire (1960), Pereira (1960), Schmidt (1960a, nd.).

In addition to the five issues of the *Educational Guidance Notebooks* resulting from *Colégio do Ar – Rádio Ministério da Educação e Cultura* (Table 3), most of the Notebooks originated from presentations made at conferences on educational guidance held between the end of the 1950s and the beginning of the 1960s. The texts published in the Notebooks, derived from these communications, reflect the strategy of the Ministry of Education and Culture, through CIDSE, to expand the dissemination of ideas discussed at these events among professionals involved in educational guidance in secondary schools. These meetings, promoted by CIDSE, had the purpose of exchanging experiences among educational counselors in their respective schools, and discussed aspects related to training and professional practice.

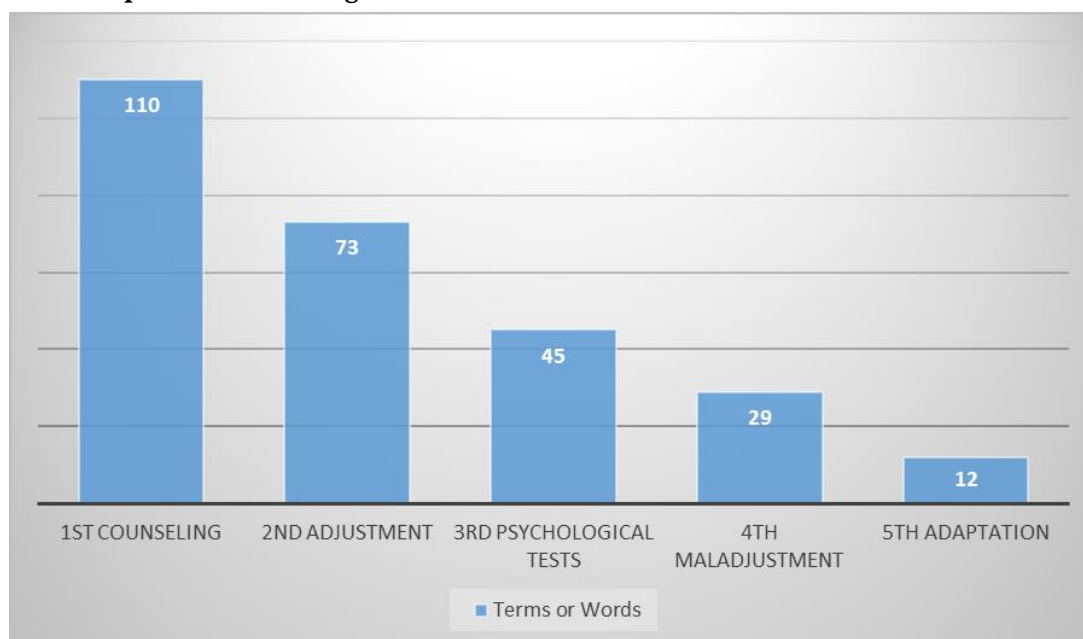
The 1st Symposium on Educational Guidance defined educational guidance as a permanent service that should be organized on a scientific and technical basis, with the objectives of helping students better adjust to school life and achieve their professional goals. These objectives continued to be present in subsequent events, such as the 3rd Symposium on Educational Guidance, which, in accordance with the issue of student 'adjustment', promoted a discussion on the need for the forces that influence the formation of individuals, in this case, the family and the school. At the National Meeting of Educators, the responsibilities of the educational counselor were discussed, and the conclusion was that this professional should coordinate the general school program with the life of the community and the student's family, to integrate all educational influences. This reinforced the discussion that had taken place previously at the 3rd Symposium on Educational Guidance, and which was reaffirmed at the 3rd National Seminar on Educational Guidance (Grinspun, 1976; Santos, 1987).

CIRCULATION OF EDUCATIONAL GUIDANCE MODELS IN THE NOTEBOOKS

In the analysis of the content presented in the Notebooks, a recurring use of words or terms was found throughout the texts was identified (Chart 1), which revealed representations (Chartier, 1991) of the educational counselor as a professional associated with both student counseling and personality adjustment to the aims of the school system. To construct the graph, an exploratory reading process of all the Notebooks was carried out, with the objective of identifying recurring terminological patterns, that is, a survey of the most frequent words, especially those that indicate guidelines on the role and practices of educational advisors.

Based on this procedure, a list of the most recurrent terms was created, organized according to their frequency in the analyzed corpus. Graph 1 presents these results, highlighting the words most mentioned in the texts and demonstrating how the discourse on the role of the educational advisor is constructed in the *Educational Guidance Notebooks*.

Graphic 1 – Recurring terms or words in the *Educational Guidance Notebooks*



Source: Organized by the authors based on a survey carried out in the *Educational Guidance Notebooks* (EGN).

The use of these words or terms (graph 1) in the texts of the *Educational Guidance Notebooks* points to the evidence of how the authors appropriated ideas about educational guidance from the North American and French models. Specifically, these models were the subject of two issues of the Notebooks, number 4 and number 5, respectively (Carbonnet, nd.; Tchaicowsky, nd.), in which the authors directly indicate the reception (Warde, 2020) of these models. This is also noticeable in the

bibliographical productions of American and French authors referenced in the Notebooks (Benko, 1960a; Loffredi et al., 1958; Freire, 1960; Loffredi, 1960; Padin et al., n.d., 1962).

More generally, in the explanatory memorandum of the Organic Law of Secondary Education (Decree No. 4,244, 1942), Gustavo Capanema, when defending the importance of educational guidance in Brazilian secondary education, reveals an appreciation for the North American model of guidance (Decree-Law No. 4,244, 1942). The first manual aimed at the work of educational counselors, published in Brazil in 1952, and was inspired by *Educational Guidance* (American concept) and *Psychology Scolaire* (French concept), of educational guidance. These concepts constituted the basis of Brazilian educational guidance and, despite being operationally distinct, they were based on the same concept of society, in which subjects must adapt to certain psychological bases (Kumm, 2009; Santos, 1959).

Brazilian educational guidance began following the North American model, in the specific field of vocational guidance, with the notable reception of counseling. In this sense, Notebook number 4, entitled 'Educational guidance and the American experience', is the result of a conference presented at the 1st Symposium on Educational Guidance, held in 1957, in the city of São Paulo, given by Fany Malin Tchaikovsky, a specialist in educational guidance from *City University of New York* (Tchaikowsky, nd.). The author discusses the development, conceptualization, services and training of educational guidance in the last 25 years (period prior to the aforementioned conference) in the United States.

According to Tchaikovsky (nd., p. 7), “[...] the health of the student, satisfactory integration into family life, citizenship, vocation, adequate use of leisure, character formation and the acquisition of fundamental techniques [...]” were the fundamental points that contributed to the development of the Educational Guidance Service in the United States. Still according to the author, in 1938, the *Occupational Information and Guidance* adopted as its definition of guidance the “[...] process that aims to help the individual discover and use their aptitudes in addition to indispensable special training, so that they can live and work with greater advantage for themselves and for society” (Tchaikowsky, n.d., p. 8).

According to Tchaikovsky (nd.), from 1946 onwards, the American government invested money in training educational counselors and other professionals to operate the Guidance Service. These American guidance services advocated guidance as a school task to be developed by a qualified professional, involving all professionals in the school.

For this reason, educational counselors should assist students with social and emotional issues, in the development of study programs and by offering advice in cases of academic failure, as well as guiding them to future studies. In addition, they should advise students on their career choices and help them enter the job market. These concepts are objectively presented and defended for the operationalization of

the educational guidance model to be applied in Brazilian secondary schools (Tchaicowsky, nd.). According to Tchaicowsky (nd.), the implementation and development of educational guidance in North American schools followed the following general principles:

The student is the center of consideration and must be treated as a whole;

Career and educational planning are a common need; the need to consult a psychologist may only be advisable for some students;

Guidance for all students. Every student at school needs certain services from the guidance program. The “normal” student deserves full attention, in order to understand his or her strengths and limitations;

The Guidance Service works with the participation and cooperation of teachers, counselors, and other staff members and with the full support of the school principal. Guidance is not a service that can be performed by counselors and specialists alone;

Counselors do not handle discipline when punishment becomes necessary. A diagnosis and recommended treatment of disciplinary cases may be made by the counselor, as far as therapy is concerned, but he or she is not responsible for or involved in any disciplinary action that may be taken (Tchaicowsky, n.d., p. 11, emphasis added).

Educational Guidance Notebook number 5, entitled 'Educational guidance and the French experience', authored by Mother Marie Alphonse Carbonnet, presents the information that, in the French case, it was only in 1947 that the first text about school psychology was written, within the Education Reform Project, and published by the Ministry of National Education. After the Second World War, the situation changed, both from a social and educational point of view. Due to the multiplication of cases of 'delinquency', there was a great effort to re-educate the so-called 'problem children'. In this scenario, education reforms began to include educational guidance as indispensable (Carbonnet, nd.).

Among the French, educational counselors were referred to as 'school psychologists', with the term 'counselor' reserved for professional guidance. These professionals were responsible for helping students with school difficulties and analyzing programs, methods and teaching materials; however, the service was not therapeutic. To fulfill these purposes, 'school psychologists' had to be professionals who had received psychological training during their academic education (Carbonnet, nd.). The guidance of the French model developed as a school psychology service that aimed to get to know the student, and the school psychologist was the professional responsible for this service, with his or her work being exclusively based on the application of tests. The privileged technique in this model was that of directive counseling, which is linked to the principles of social interaction, whose objectives are

the adjustment of the student to the environment and the removal of obstacles to his or her learning (Kumm, 2009).

This professional should also prepare a dossier with all available information about the student and based on this material, advise family members and teachers in the task of educating. The emphasis given to psychological tests by the French educational guidance model with “[...] tests to detect character disorders; sentence completion tests, Koch tree test, drawing of oneself and one’s family, one’s house or free drawing” (Carbonnet, nd., p. 16) is therefore justified. These tests and activities aimed at investigating the student’s personality, as well as to identify obstacles that could interfere with full intellectual development.

FINAL REMARKS

The pedagogical publications entitled *Educational Guidance Notebooks* are cultural assets produced and put into circulation by the Secondary Education Improvement Campaign as part of a strategy by the Ministry of Education and Culture to disseminate the proposal for educational guidance among educational action agents involved with guidance services in Brazilian secondary education. Based on the analysis of these 24 Notebooks, it was possible to observe the appropriations and/or receptions by the authors of these printed materials of the ideas of educational guidance, which originate from the North American and French models. These materials were intended to disseminate theoretical and technical knowledge that would serve as a basis for the training of professionals and for the development of educational guidance services.

According to the North American model, the prevailing view was that the advisor should act as a facilitator of the student's personal and vocational development, preparing him/her for the job market and adult life. According to the French model, the role of the advisor, or 'school psychologist', as a professional capable of contributing to the student's intellectual development, was emphasized as having the objective of improving the students' development in their studies, without neglecting the analysis of the behavioral difficulties of these adolescents.

Although there were differences in purpose and operationalization, both models were based on the concept that educational guidance was responsible for promoting students' 'adjustment' to both the school and social environments, ensuring their harmonious and productive integration into the school environment and society. This perspective is contemplated by the *Educational Guidance Notebooks* when they propose an emphasis on the role of 'adjustment' and 'guidance', or 'advice', so that students could follow a professional 'vocation' and achieve better academic performance.

When analyzing the *Educational Guidance Notebooks*, it was concluded that the ideal profile for the educational counselor was that of a professional with a broad and diversified education, that is, one who accumulated scientific knowledge in education and psychology, sociology, physiology and philosophy, bringing him/her closer to a polymath. However, this much-vaunted academic preparation encountered limitations due to the representation of the counselor as a model of Christian morality and the recurrent use of conservative and religiously based arguments to justify the way these professionals act.

Considered in an integral manner, according to ideas derived from the New School movement, the student – in the case of secondary education, the adolescent – should be the focus of educational guidance. This individual should be provided with guidance for adapting to educational and professional planning, as well as guidance for the promotion of pedagogical or psychological tests to understand his or her personality and aptitudes.

Throughout the Notebooks, students were categorized as normal and adjusted, or maladjusted and abnormal. Both would be targets of the Educational Guidance Service. For those considered 'abnormal', specific actions were prescribed, including psychological monitoring. Although the counselor could offer diagnoses and therapeutic interventions in disciplinary cases, the authors of the *Educational Guidance Notebooks* advised against this professional being responsible for applying punishments or getting directly involved in disciplinary actions.

The *Educational Guidance Notebooks*, published by CIDSE, revealed the strategy of the Ministry of Education and Culture to implement the Educational Guidance Service in secondary schools, with the conviction that these guidance actions would contribute to the improvement of this level of education and would favor the environment of adolescents in the school and social contexts. Hence the emphasis on the dissemination of these pedagogical publications and the promotion of courses that provided mediation between theories and practice of educational guidance, with the purpose of training the professional 'educational counselor', who should work in cooperation with the school administration and teachers, without forgetting the dialogue with the students' families.

Finally, future research, focusing on the practice of educational counselors in schools, would be essential to uncover the extent to which the guidelines prescribed in the Notebooks were implemented in school culture. In addition, it would also allow the perception of extent to which they guided the activities of these professionals in Brazilian secondary schools during the second half of the 20th century.

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