

A STUDY OF THE ABILITIES, TRAITS, AND CHARACTERISTICS OF
SECONDARY SCHOOL COUNSELORS

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CHAPTER I

THE PROBLEM

Introduction. During the past three decades, programs of guidance services have received increasing emphasis and acceptance in our public secondary schools. Recognition of the importance of these services has been sufficient to warrant including a section on Guidance Services in the Evaluative Criteria (74:219-234) designed by the Cooperative Study of Secondary School Standards as an instrument for evaluating the programs of secondary schools.

In connection with the increased recognition of the importance of guidance services, corresponding emphasis has been given to the selection and training of the counselors who must provide the services and to the special training and experience which is required by counselors in order to implement and provide leadership for these programs.

While there have been numerous studies of the role of the counselor in the school program and the nature of the courses to be included in programs of counselor training, there is little evidence of investigations of the more specific skills and characteristics which are considered important in influencing the effectiveness of a counselor at work. This study represents an attempt to provide some information in this area.

Statement of the Problem. It was the purpose of this study (1) to obtain, from professional guidance workers, an appraisal of the relative importance of selected competencies in influencing the effectiveness of

secondary school counselors; (2) to determine the degree of congruence in the appraisals of these competencies as made by representatives of different specialized groups concerned with Guidance Services; and (3) to attempt to determine what implications might be drawn from this data regarding the selection and training of candidates for positions as secondary school counselors.

Importance of the Study. The selection and training of secondary school counselors has been a matter of great concern in guidance and in counselor training for many years. The National Vocational Guidance Association appointed a committee in 1947 to study this problem and the results of the study were published in 1949 as a manual entitled Counselor Preparation (70). Many states have set up certification standards for secondary school counselors. According to Kremen (22) twenty-three states now have laws designating the qualifications which a counselor must possess in order to be certificated.

The standards, however, have been very general in nature and have been stated in terms of credits earned in specific courses or areas of study and years of various types of experience. A need has been recognized for information more specific in nature. This study was designed to provide this type of information.

An examination of previous statements of desirable characteristics, training, and experience for counselors seems to indicate that most of these statements were made at the "expert" level. Some of these statements, as for example, those made by the Committee of the N.V.G.A. (70) (78) and the Committee of State Supervisors of Guidance (73), represent the combined opinions of a "jury of experts", usually counselor trainers and

state supervisors of guidance. Others have been included in textbooks for guidance courses and, in many cases, represent only the opinion of the author.

Most of these statements of counselor competencies and qualifications have not been the result of actual studies but rather represent largely "armchair opinion". There are a few exceptions such as the studies made by Cox (5), Larsen (23), Scales (32), and others, but they appear to be the exception rather than the rule.

There are few studies, on the other hand, that reflect the ideas of guidance workers who are actually on the firing line. What do the counselors themselves consider as necessary characteristics, training, and experience for them to work effectively on the job? Have they found that all of the courses that they have been required to complete as a part of their training program are really of value? What personal characteristics do they feel have helped or hindered their effectiveness? Do they believe that some necessary factors are missing in the programs for selecting and training counselors? The ideas regarding some of these questions have been included in this study.

And what of the school administrator who selects and employs counselors? Have they found that the individuals who have been selected by the colleges for training as counselors actually prove to be effective on the job? What do administrators consider to be important in terms of training and experience when they select a counselor for employment? Do their ideas agree with those of the counselor trainers who have supervised the training? This study also attempted to provide some information from the administrator's point of view.

In brief, this study was designed to obtain an appraisal of the importance of selected counselor competencies from members of different groups of professional workers in guidance. It would appear that such a study should make possible comparisons and agreements which might have implications for the selection and training of counselors in the future.

Scope of the Study. The study was made on a nationwide basis in order that the information obtained might be as comprehensive as possible. There were several reasons that appeared to make this advisable:

1. Results of a study made for any state or local situation would not necessarily be valid if used in any other state or locality.
2. Evaluations obtained from a small geographical area might reflect the point of view of one training institution or one authority who was influential in that area and thus would not be truly representative of the opinions of trained guidance personnel generally.
3. Because of the relatively small number of counselor trainers available in any given location, it appeared to be desirable to sample this population on a nationwide basis in order that a sufficient number of cases might be included in the study of this group. The same situation prevailed for the state supervisors of guidance as there is no more than one such supervisor in each state and some states do not employ anyone for this position at the present time.

Methodology of the Study. This study was conducted as an appraisal using the techniques of a normative survey. "Appraisal is a form of classification or scaling according to subjective values" (12: 410). It was possible, through the use of this technique, to obtain responses from individuals over a wide geographic area-- in this case the entire forty-eight states.

There is undoubtedly a need for experimental research to determine the effect of certain competencies upon the effectiveness of counselors on the job. This kind of information could not be obtained from a study of this type. However, it seemed desirable to isolate first those competencies which are generally considered to be important in determining effectiveness as a counselor so that subsequent research might use different methods to study the actual effect of such competencies. The purpose of this appraisal is to isolate some of these competencies. Good, Barr and Scates state:

Appraisal leans more heavily upon the human element than do the objective sciences, for appraisal is undertaken for the specific purpose of including the human element. It is not an attempt to measure objective characteristics; that can be done by the usual methods of the physical sciences. It is rather an attempt to determine the effects of these characteristics upon human beings. It is concerned primarily with human values and secondarily with the physical attributes to which these values are, somewhat ephemerally, attached. (12:411)

The data were collected by means of a questionnaire or score card which was sent to professional guidance workers. The instrument consisted of a list of competencies which were selected as possible influ-

ences on the effectiveness of counselors. The items were divided into ten major divisions as follows:

- I. Personal Characteristics
- II. Previous Experience
- III. Educational Background
- IV. Educational Orientation
- V. Relations with Staff, Parents, etc.
- VI. Understandings of Behavior
- VII. Counseling and Interviewing
- VIII. Counseling Tools and Techniques
- IX. Informational Services
- X. Administration and Evaluation of Guidance Services

The respondents were requested to appraise the relative importance of the various selected competencies according to a four point scale. The number of the response selected was entered in a blank preceding the statement of the item to be rated. The four categories for rating were described as follows:

1. Essential for all counselors to the extent that it would be practically impossible for an individual to perform adequately as a secondary school counselor without possessing this trait or characteristic.
2. Necessary for optimum performance and valuable for all counselors but not considered to be absolutely essential for adequate performance as a secondary school counselor.
3. Of some value to the secondary school counselor in carrying out certain of his duties but not necessary for adequate performance.
4. Of little or no value in determining adequacy as a secondary school counselor.

It was recognized that while the four categories of the scale were in order of decreasing importance, they did not meet the requirements of a continuum, and there was no way of determining at what point each category should fall. For example, there was not valid basis for assuming that a "I" response to any given item should be assigned four times as much weight as a "IV" response in determining that importance of the competency described in that item. It appeared more desirable to treat the four possible responses as discrete categories which were merely listed in a descending order of importance.

In an attempt to make the data more meaningful, it was deemed desirable to obtain an evaluation from a broad sampling of the different types of personnel and levels of training represented in the field of guidance. In this way it was possible to determine to some extent the degree of similarity in the appraisals made by the various major specialized groups in the field. In line with this point of view, a sample was selected from four different populations.

1. The secondary school counselors themselves.
2. The administrators or directors of guidance of secondary schools who have selected and employed counselors.
3. The state supervisors of guidance who are responsible for the training and supervision of counselors at work.
4. The counselor trainers who are responsible for the selection and training of students who desire training as counselors.

The sampling techniques which were used in this study for each of the rating groups are discussed in detail in Chapter III.

Definition of Terms

There has been considerable confusion in the field of guidance in regard to the definition of certain terms used in the literature. The meanings of many of the terms overlap considerably. The following definitions attempt to clarify the manner in which certain terms are used in this study in order that the confusion regarding their use may be minimized.

Counselor. Any member of the staff of a school who has a primary responsibility, either on a full-time or part-time basis, for the implementation of an efficient and effective program of counseling and guidance services for the school. Since this study was directed toward the secondary school level, it was assumed that the term "counselor" referred to a member of the staff of a public secondary school unless otherwise designated.

Administrator. The superintendent or principal of a public secondary school. In this study it was further designated that these officials have as part of their administrative duties the selection, employment and supervision of counselors.

Counselor Trainer. An individual, usually a member of the staff of an institution of higher education, who is responsible for providing formal training experiences for students who are training for positions as counselors.

State Supervisors of Guidance. A member of a State Department of Education or State Department of Public Instruction who is responsible for the improvement of the guidance programs in the public schools of the state in which he is employed.

Secondary Schools. Schools which include students from the seventh through the fourteenth years of their public school education. Such schools are usually designated as Junior High Schools, Senior High Schools, and Junior Colleges. Technical schools and other special schools were not included in this study.

Competency. Any ability, either natural or acquired, which is necessary to meet the conditions of work.

Ability. The power to perform responsive acts...without implication as to whether this power is potential or actual, native or acquired.

Trait. A distinguishing quality of character or mind usually expressed in terms of personality or behavior.

Characteristic. A trait, property, or quality which distinguishes one individual or group from all others.

Limitations of the Study

It is necessary to recognize certain weaknesses in the study if the data presented are to be intelligently interpreted. Some of these weaknesses resulted from the techniques used in making the study. Others were unique to this particular study.

One of the difficulties encountered in the interpretation of the data was the result of the lack of agreement concerning the role of the counselor. It has been said that the only common factor in the many interpretations of the role of a school counselor is the term "counselor" itself. This idea seemed to be borne out to some extent by the results

of this study. Some respondents seemed, from their remarks, to regard the role of the counselor to consist almost entirely of the actual counseling of students. Others felt that the role of the counselor included certain responsibilities for teaching, administration, and for acting as a guidance consultant for other members of the staff. Some others differentiated between a counselor and a "chief counselor" or "director of guidance" in responding to certain items of the questionnaire. In interpreting the responses to some items, therefore, it was impossible to determine how much of the difference in responses was due to differences in the evaluation of the importance of the item and how much was a result of different interpretations of the role of the counselor. An attempt was made to point out the items of the questionnaire which seemed to be affected to any appreciable extent by these differences of interpretation of the role of the counselor.

Due to the necessity of restricting the length of the instrument, it was not possible to include every factor which might conceivably have some influence on the effectiveness of counselors. An attempt was made to provide for this contingency by leaving a space for the respondent to write in additional factors which might apply. The few additional competencies which were suggested are included in the chapters dealing with interpretation of data.

Some of the variance in the responses may have been due, at least in part, to differences in the interpretation of the meaning of the statement of the items. The descriptions of the rating categories were revised several times after administering the instrument to trial groups in an

attempt to make the four categories as succinct as possible. It is impossible to determine, however, whether or not these differences of interpretation have been eliminated.

It was also impossible to determine the degree to which all respondents possessed the necessary background to make a valid appraisal of the importance of the items included in the instrument. This is particularly true of the groups employed in public schools. In the plan of the study the fact that guidance programs are not highly developed in the schools of some states was taken into consideration. For this reason the names of only five counselors and five administrators were requested from each state. It seemed that at least five qualified people in each category would be available in every state. Some state officials, however, did not return a full quota of names, stating that they did not believe that sufficient qualified people were available. It must be assumed that the individuals who were recommended were qualified to make an appraisal.

Since it was impossible to determine what the appraisal of those individuals who were included in the sample but did not return a completed questionnaire might have been, it cannot be proved that the responses obtained were typical of the total sample. No apparent selective factors were detected, however, which might have caused the returns to be biased in any specific direction.

Plan of Presentation of Data

In organizing the data for presentation, an attempt was made to combine the material into major divisions which included data in the same general area. Each of these major divisions became a chapter in the presentation.

Following are the titles of chapters included in the study:

Chapter I	Introduction and Statement of the Problem
Chapter II	Review of Literature
Chapter III	Procedures Used in the Study
Chapter IV	Personal Characteristics of Counselors
Chapter V	General Background of Counselors
Chapter VI	Counselor Competencies Related to the Counseling Services
Chapter VII	Counselor Competencies Related to the Other Guidance Services
Chapter VIII	Summary, Conclusions, and Implications for Further Research

CHAPTER II

REVIEW OF LITERATURE

In studying the material published in the professional literature for the purpose of establishing a background of information for a study of counselor competencies, three major areas of emphasis appeared to be indicated for investigation. They were:

1. The role of the counselor
2. The training and experience which is desirable for counselors
3. The personal characteristics of counselors

The investigation of the literature in these areas attempted to clarify what the duties and responsibilities of secondary school counselors actually are, what training and experience is necessary in order that a counselor may be able to meet these responsibilities, and what personal characteristics are necessary for a counselor if he is to perform at the optimum level of effectiveness.

The report that follows is organized under these three major headings for purposes of presentation.

The Role of the Counselor

Before the competencies which influence the effectiveness of secondary school counselors can be isolated for appraisal, it is necessary to clarify the role of the counselor in the total program of the

school. What are his duties? What are his working relationships with other members of the staff? These and similar questions must be answered before the competencies which are important for school counselors can be selected for appraisal.

There is considerable material available in the professional literature concerning the role of the counselor. A majority of the material appears to be contributed by three major types of sources. The first of these sources is the authorities in the field of guidance who publish books and write articles for periodicals. Many of these sources contain statements of the role of the counselors. The material included is usually an expression of the opinion of the author regarding the counselor's role. The opinion expressed usually reflects the experiences of the author and the best information that he has been able to draw from other sources.

The second major source of material regarding the role of the counselor is the published reports of committees appointed by professional organizations to study the problem. In most cases these committees are composed of qualified people with different types of background and experiences. The people are brought together to discuss the problem and then publish a report which reflects the best thinking of the group. Probably the most influential of these reports is published in the pamphlet Counselor Preparation (70). It is the report of a study committee appointed by the National Vocational Guidance Association. Quotations from this report are found in numerous textbooks in guidance and in articles in the periodical literature.

The third major source of information concerning the counselor's role is the published reports of actual studies made by individuals or groups. Many of these studies, such as those reported by Cox (5) and Larsen (23), were made by sending questionnaires to counselors. Others, such as those reported by Wright (63) and Goldstein (50) are the result of actual job analyses made of a group of counselors at work.

There appears to be considerable agreement regarding the counselor's role in the educational program. There are, however, some divergent opinions that should be mentioned if we are to get the broadest possible reflection of the ideas published in the literature.

There appears to be a relatively small group of authorities, for example, who feel that the counselor is a specialist who is highly trained in psychology and psychotherapy. Hirning (51) indicates that the role of the counselor is to be a much needed supplement to the psychiatrist. He feels that the counselor should be oriented toward psychiatry, trained in projective techniques, and have training which seems to indicate that the counselor should probably be concerned primarily with problems of behavior and emotional adjustment.

Another view is expressed by Kitson (56) and others who seem to envision the counselor's role as primarily one of assisting students in selecting a vocational objective. This group speaks of "vocational guidance" which appears to consist primarily of matching men and jobs. A similar proposal concerning the role of the counselor was published by the War Manpower Commission (81). In this case, however, the counselor described was not necessarily employed in a school.

Proponents of another school of thought propose that every teacher is a counselor and thus there is little place in a school for specialized guidance personnel. They say that schools might possibly desire to employ a director of guidance who would coordinate the guidance program and serve as a consultant to teachers. Alberty is one of the proponents of this point of view. In his book he discussed proposed reorganization of the secondary school curriculum which is designed to more adequately provide for the interests and needs of students. In discussing the role of guidance in such a curriculum he states:

As the high school curriculum is reorganized to meet the needs of youth in the modern world, the need for elaborate guidance programs with a separate staff tend to disappear. (1:376-397)

It should be pointed out, however, that the type of high school curriculum proposed by Alberty is considerably different from that found in most present day schools. Thus, even if the ideas expressed by Alberty are sound, there may be a need for specialized guidance personnel in most of our present schools.

As stated previously, in spite of occasional expressions of divergent points of view, there appears to be considerable agreement concerning the duties and responsibilities of counselors in secondary schools. This is reflected by the numerous statements in the literature, especially those published in the last ten years, which appear to be essentially similar. One of the most comprehensive outlines reflecting this view was constructed by a committee appointed by the Superintendent of Public Instruction for California and reported by Kitch and McCreary (77:6-10). The committee proposed the following "General Functions of the School Counselor".

Counseling Individuals

1. Helping individuals to understand their own personal assets, liabilities, and opportunities.
2. Aiding individuals to develop worthwhile personal objectives and to make and carry out plans for their achievement.
3. Helping individuals to work out solutions for their personal, social, educational, and vocational problems.

Assisting Teachers

1. Helping teachers to secure information about individuals which will be of assistance in planning and conducting class work.
2. Assisting teachers in the use of tests and appraisal techniques.
3. Assisting teachers who are responsible for group guidance activities in planning and conducting such activities.
4. Assisting teachers to secure and interpret guidance.
5. Working with teachers in the solution of problems involving individual pupils.

Contribution Toward the General Program of the School

1. Providing leadership in the planning and conducting of certain activities. (Suggest such activities as orientation, cumulative records, educational and occupational information, follow-up studies, community studies, and research.)
2. Participating actively in the school's curriculum development program.
3. Bringing to the attention of the school staff effective mental hygiene techniques and procedures.
4. Participating in and contributing to the school's in-service training program in guidance.

Assisting the School in Working Closely with the Community

1. Acting as a liaison agent between the school and the community in making available to students and teachers all community services and resources.

2. Consulting with parents concerning the problem of individual children and youth.
3. Interpreting the school program, particularly the guidance program, to community groups and individual citizens.

Performing Necessary Administrative Duties

The proposals made by Dugan (48) in a discussion of the counselor and his responsibilities are essentially the same as those listed above. He intimates, however, that a part of the duties of the counselor are of a clerical nature. Clerical duties are not mentioned in a majority of the other proposals made by guidance authorities. Clerical responsibilities are emphasized, however, in other studies which were made of the duties performed by counselors in actual situations. Arnold (44) reports that counselors studied in Ohio spent almost as much time on clerical work as on counseling. Rutledge and Yockey (60) also point out that clerical duties were found to be one of the major responsibilities of counselors in terms of time consumed. All of these authors, however, reflect the opinion that in spite of the fact that many counselors must spend considerable time on such routine duties, it is not desirable that they do so. They indicate that the counselor's time should be spent on other activities.

The proposals made by Ellis (49) and in the report of the Sixth National Conference of the State Supervisors of Occupational Information and Guidance (79) are rather general in nature and agree essentially with those previously discussed.

It may be noted that none of the lists of functions of counselors which were not the result of actual studies of counselors at work list attendance or discipline among the responsibilities of counselors. Many of the texts in guidance, in fact, state specifically that attendance and discipline problems should not be the responsibility of the counselor. On the other hand, studies of counselors in specific situations often indicate that counselors are performing these duties. Cox (5:58) after discussing the undesirable aspects of requiring counselors to perform disciplinary functions, points out that fifty-seven of the hundred counselors studies had disciplinary duties. Arnold (44), reporting a study of guidance workers in Ohio, found that these counselors spent more time on absence and discipline problems than on counseling. It appears, therefore, that in spite of the fact that most authorities advocate the separation of attendance and discipline problems from the work of the counselor, many guidance workers are still required to assume these responsibilities.

Reports of actual job analyses made of counselors in specific localities indicate that many counselors also have teaching responsibilities. Wright (63) in reporting a study of counselors in Minneapolis listed teaching and homeroom among the duties of counselors. Goldstein (50) reported similar findings in a study of counselors in Tucson, Arizona. The other activities listed in these analyses, aside from being more specific and detailed, varied only slightly from proposals discussed previously.

In general, the role of the counselor can be summed up by a statement of the functions of counselors made in the Preliminary Suggestions of the

Committee on Preparation for Guidance Services of the National Vocational Guidance Association more than ten years ago. They stated:

....the school counselor whose chief responsibility is to stimulate, initiate, develop and coordinate the guidance work of the entire school. He will, in many schools, perform one or more specialized guidance services. What this is will be determined by the type of organization of guidance activities in the school and the type of other personnel available. He must act as a guidance leader and as a resource person in the school and should have superior qualifications and training....(78)

Training and Experience of Counselors

Most authorities seem agreed that if counselors are to work with maximum effectiveness, they should have developed certain skills and abilities. It appears, therefore, that an appraisal of the competency of counselors should include the training and experience which is important in developing these skills and abilities. The information in the literature regarding training and experience of counselors can be drawn from about the same sources as those mentioned in connection with the role of the counselor. They are: the statements of recognized authorities, the reports of professional committees, and the reports of research projects.

The available information tends to be of two major types. The opinions of authorities and of committees are usually reported in terms of general areas around which the courses to be taken should be centered. The research reports, on the other hand, usually are expressed in terms of the relative importance of specific courses in the training of counselors. A few authors also expressed their ideas of desirable training in terms of specific skills which the training program should be designed to develop.

Probably one of the most influential of the suggested training programs, if judged by frequency of mention in the professional literatures, was published in Counselor Preparation (70). A suggested core training program in this publication lists the following major areas to be studied: Philosophy and Principles; Growth and Development of the Individual; Study of the Individual; Collecting, Evaluating, and Using Occupational, Educational, and Related Information; Administrative and Community Relationships; Techniques Used in Counseling; and Supervised Experience in Counseling. Group Methods in Guidance; Placement, Follow-up Techniques and Uses; and Methods of Research and Evaluation are additional areas of preparation suggested for those who counsel on educational and vocational matters.

Cox (5), in her report of a study of one hundred school counselors, suggests six major areas of skills which should be developed by courses which are also listed in detail. The areas of skill which she suggests appear to be in the same major areas as those suggested above. Numerous other statements in the literature suggest the same general areas of study. To repeat them here would only be repetitious.

Some statements of suggested areas of training for counselors reflect the specific orientation of the author or of the group to which the material was presented. For example, a report of an address given by Bell (65) to the American Psychological Association reflects a psychological orientation as he recommends the following areas of training for counselors: research, statistics, experimental design, test construction and validation, psychodynamics, growth trends, mental hygiene, case studies, and records.

Super (80), in an address to the same group, also appeared to emphasize the psychological aspects of training. The training which he suggested were concentrated primarily in the areas of psychology, counseling and research. The training suggested by Strang (35) were very similar.

Other publications of suggested areas of training for counselors reflect the vocational guidance orientation. The suggestions of Kitson (56) and of the Bureau of Training of the War Manpower Commission (31) propose a training program for vocational counselors. The proposals are very similar and include, in addition to training in counseling techniques, emphasis on such areas as knowledge of occupational trends, ability to develop occupational and training information, training in relating human abilities and interests to vocational goals, and labor law. The vocational emphasis on these programs is apparent.

If we accept the concept of the role of the counselor which was proposed by a majority of the authorities as discussed in the previous section of this chapter, it appears that the programs of training which emphasize either the psychological or the vocational aspects would leave serious gaps. It appears that a broader and more well rounded program, similar to the one outlined in Counselor Preparation (70), should more nearly meet the needs of school counselors.

Numerous studies have been made of the courses which have been completed by high school counselors. A typical example of research of this type was made by Larsen (23) who studied the training of over two thousand high school counselors in California. He found that over seventy-five per cent of the counselors studied had completed courses in General Psychology, Educational Psychology, Tests and Measurements, Child Psychology or Child Growth and Development, and Principles of Guidance. Over

fifty per cent of the group had also completed courses in Sociology, Statistics, Adolescent Psychology, Counseling Techniques and Economics. Larsen also asked which courses the counselors considered to be desirable as part of the counselor training program. Some interesting facts can be drawn from a comparison of the courses taken and those indicated as desirable. For example, over twenty per cent more of the counselors had taken courses in Educational Psychology, Sociology, Statistics and Economics than felt that these courses were desirable as part of the training program. On the other hand, over twenty per cent more people wished that they had taken Adolescent Psychology, Counseling Techniques, Mental Hygiene, Abnormal Psychology, Psychology of Personality, Interviewing Techniques, Occupational and Educational Information, and Analysis of Occupational Trends than had actually completed the courses. It is possible that these figures may reflect the disappointment of some of the counselors with courses they have completed and undue optimism regarding the benefits that might be obtained from taking courses which are identified in the questionnaire only by name and not by content. It appears, however, that these comparisons at least reflect the dissatisfaction of students with some of the courses most frequently taken by counselors in training and a felt need for more information in the areas described by the courses that they would like to have taken.

Similar studies made by Graves (13) and Brown (3) found similar patterns of courses for counselors in training. The studies mentioned are only examples of suggested courses of study for counselor training. The courses listed in the various sources are very similar to those discussed above. Since the appraisal of training and experience in this study is of a more general nature, it does not seem pertinent to include further lists of suggested courses requirements.

The importance of supervised experiences in diagnosis and counseling has been emphasized by many of the authorities who propose programs of training for counselors. Williamson (61) points out the need for such training when he states, "Skillful use of the techniques of counseling cannot be learned by reading a book or listening to a lecture." Hamrin and Paulson (16, 327) in a discussion of counselor training programs quote from a publication of the New York State Counselors Association which recommends at least one year of supervised experience for anyone whose professional duties involve counseling.

In a discussion of the Guidance Laboratory at Columbia University, Lloyd-Jones (57) states:

No amount of theoretical knowledge, however, insures a good counselor. We are sure, after our ten years of experimentation in the Guidance Laboratory, that there is no substitute for closely supervised experience in counseling.

It appears that most of the authorities in the field of counselor training would agree with this point of view.

Most authorities also recommend a background of experience in certain fields as a preparation for counseling. Successful teaching experience is recommended almost without exception by those who suggest requirements of preparation intended specifically for high school counselors. The list of authorities who suggest teaching experience as a requirement would be so long that individual recommendations will not be enumerated here. Kremen (22, 253) suggests that the reasons given by the respondents to his study for the requirement of teaching experience in programs of counselor certification can be grouped under three major headings: (1) to achieve an understanding of the setting in which counseling takes place; (2) to achieve an understanding of the complex and multiple relationships be-

tween the student, the teacher, and the administrator; and (3) to achieve acceptance by teachers as one who speaks of school problems from experience. Kitch and McCreary (77:19) express a similar point of view and give as an additional reason for teaching experience that it develops in the counselor a familiarity with the need for integrating guidance activities with other aspects of the school program.

Larsen (23:187) in speaking of the value of teaching experience as preparation for high school counselors states:

As the counselors have already emphasized, personnel workers will render more effective services if they have been well grounded in the educational knowledges and skills required by classroom teachers. Not only will they possess a better understanding of the school and the problems that both administrators and teachers must face, but rapport with teachers and other personnel will be easier to maintain.

Most authorities also suggest some experience in business and industry as a valuable preparation for counseling. Kitch and McCreary (77:19) list as the benefits of such experience, (1) it provides for familiarity with what it means to work on a job in business or industry, (2) a variety of work experience will add to the counselor's ability to assist others in developing occupational plans, and (3) it provides close contact with persons from a variety of socio-economic and cultural backgrounds. Kremen adds:

...any kind of work experience is of value which gives him (the counselor) an understanding of the worker's point of view and of the problems encountered in seeking work and progressing in it. (23:254)

Kremen also found that some counselors did not agree that work experience outside of education should be included as a requirement for counselor certification. They gave as reasons (1) work experience provides an understanding of labor management problems only when the worker is

dependent upon the job for his livelihood, (2) work experience other than teaching and counseling is not necessary for good counseling, and (3) requiring much work experience is impractical since we recruit counselors from among teachers and teachers cannot reasonably be expected to leave the profession in order to get other experience. In general, however, there appears to be agreement that work experience in business and industry is valuable preparation for high school counseling.

Some authorities also suggest experience in social work or work with community service organizations as a preparation for counseling. Cox (5: 148) suggest social work as the best substitute for teaching experience in this regard. Experience of this type appears to be mentioned somewhat less frequently, however, than teaching experience and business and industrial experience as preparation for counseling.

Personal Characteristics of Counseling

An investigation of the literature reveals that authorities in the field of guidance who publish materials concerned with the qualifications of counselors have long been concerned with the effect of certain personal characteristics on the competency of counselors. There appears to be general agreement among these authorities that certain of these personal characteristics influence the effectiveness of counselors irregardless of the training and experience which has been completed. It appeared, therefore, that an appraisal of the importance of some of these characteristics should be included in a study of counselor competencies.

A majority of the material in the literature concerning the personal characteristics of counselors is found in the form of lists of suggested factors which are held to influence the effectiveness of counselors at work. Many of the lists, especially those taken from less recent publications, were couched in very general terms. For example, Williamson and Darley (43:XII) list the factors proposed by Parsons in 1909. He suggested such factors as age, character, ability, and manner and dress as influences on the effectiveness of counselors. Proctor (28:320-323) discusses a similar list of personal characteristics in general terms in a book published in 1925. He places primary emphasis upon the ability of the counselor to understand people and work with them effectively.

Other discussions of the personal characteristics of counselors taken from more recent publications are also expressed in general terms. Examples of this type of proposal can be found in the writings of Kitson (56) Super (38:271-274), Keller (55), Bois (47), and Bailey (45). Certain characteristics are included in most of these lists. Those most often included are:

Interest in and liking for people

Emotional stability

Integrated personality

Sensitivity to the feelings and beliefs of others

Cooperativeness

Broad range of interest and experience

Effective social relationships

Other characteristics are also mentioned in one or more of these lists. They include high intelligence, high ethical values, tactfulness, good judgment, common sense, sense of humor, and adaptability.

It may be noted that most of the characteristics listed above are of the type that are very difficult to measure objectively. This situation is pointed out repeatedly in the discussions of the personal characteristics of counselors which are found in the literature. For example, Kremen (22) questioned the respondents of his study regarding the advisability of including certain personal characteristics in the requirements for counselor certification. He found that in general guidance workers were aware of the tremendous importance of such characteristics in influencing the effectiveness of counselors but that the respondents hesitated to suggest that the characteristics be included in the requirements for certification because they could not be evaluated with a sufficient degree of accuracy.

The pamphlet Counselor Preparation (70:20) divides its list of personal characteristics into two groups. Deep interest in people, patience with them, sensitiveness to the attitudes and reactions of others, emotional stability and objectivity, a capacity for being trusted by others, and a respect for facts are listed as essential qualities of counselors, but qualities which are considered difficult to appraise. Qualifications which are said to be possible to appraise include scholastic aptitude, measured and expressed interest, and a well adjusted emotionally mature and objective personality. The methods to be used in the appraisal of these qualities of personality are not discussed.

Some lists of the personal qualities which are important for counselors, especially those published by committees of professional organizations, attempt to be more specific in the description of the characteristics. Examples of the more comprehensive listings include those prepared by the Committee on Preparation for Guidance Services of the National Vocational Guidance Association (78), by a committee of the State Supervisors of Guidance Services and Counselor Trainers at their Eighth National Conference (73), and by the committee of guidance workers in California reported by Kitch and McCreary(77).

The proposals of the Committee of State Supervisors for Guidance Services and Counselor Trainers (73) referred to above is probably the most concrete of the statements available in this area. The committee makes the following statement regarding the personality of counselors:

The personality characteristics of a prospective or practicing counselor must indicate his emotional maturity as demonstrated by the organization of his personal life--particularly as evidenced by his ability to live in a social order and to participate in community affairs. An examination of the role he has played in the community may reveal civic leadership, a feeling of responsibility and the ability to inspire confidence. Further evidence of a well adjusted personality can be obtained from records, family life, references, (what others say about his personal traits, his character, and his place in the community), clinical interviews, and by the use of one or more tests of personality. Insofar as possible it should be determined that he possesses qualities such as patience, tact, poise, a sense of humor, a sense of worth, freedom from withdrawing tendencies, the ability to profit from mistakes, and the ability to take criticism. Another important requirement for both the counselor and prospective counselor is that of personal appearance. This includes good health, pleasing voice, magnetism, and freedom from annoying mannerisms. Any physical deformity should be appraised and considered in light of its effect upon counselees.

The preceding statements do not include all of the published lists of the personal qualifications of counselors. They have been selected,

however, as representative of the many standards which are available. Further listings would only be repetitious.

Some authorities have stressed the importance of certain attitudes which are believed to be important for counselors. Karraker(54) presents a long list of one word descriptions of attitudes which he proposes as being desirable for a good counselor. Similar lists of desirable attitudes are encountered frequently in the professional literature.

Some authorities also recommend certain characteristics which should be considered in eliminating candidates from selection for training or employment as counselors. Keller (55) emphasizes the fact that a counselor must not be a person who attempts to help others in order to compensate for his own feelings of inadequacy. The same point of view is expressed in a booklet prepared for distribution to prospective applicants for training as counselors by the Harvard Graduate School of Education (82).

Hahn and McLean express a similar viewpoint in the following statement:

Positive selection must, of course, be accompanied by negative selection. It seems to be a truism that many persons quite unfit to handle their own affairs hunger to advise and counsel others on the management of theirs. These frequently clamor for admission to training for clinical counseling. . . . The authors have seen many graduate students in psychology and education, although themselves floundering miserably in the toils of harassing anxiety, a compulsive neurosis, or an ambulatory psychosis, struggling to win admission for training of clinical counseling. Too frequently they have been successful because, no matter what their emotional tensions, they still possessed high scholastic competence. . . . Any of these, unless first healed by therapy and then thoroughly trained, seem at worst dangerous and at best ineffective. (14:17)

Since one of the stated purposes of this study was to attempt to find implications for improving the training programs for counselors, a word seems in order regarding the responsibility for selecting candidates who have desirable personal qualities and eliminating those who do not. The authorities who mention this responsibility appear to be agreed that the primary responsibility for this selective process rests with the graduate training institution. A statement from Counselor Preparation is quoted by Dugan and others and appears to reflect the popularly accepted attitude. The statement reads:

The responsibility for determining these basic qualities rests squarely upon the graduate training schools even before it rests upon the employer. It is difficult to keep a person lacking certain of these qualities from practicing, often to the detriment of himself and his clients, if he is allowed to take the professional training. Selection at the point of entrance to training is desirable, rather than at the point of certification or employment. (70:21) (48:67)

Williamson (61) also emphasizes the responsibility of the graduate school for the selection of prospective counselors for training. He suggests counseling of the candidates as one of the possible aids in improving the quality of selection. Other authorities suggest tests, interviews, statements of references, records of activities and experience, and other available indications of the ability, aptitude, and personality of the applicants as possible factors in the selection of counselors. It seems generally agreed, however, that many intangible personal qualifications have a tremendous influence upon the probable success of the prospective counselor, but that they cannot be accurately appraised by techniques presently available.

There appears to be general agreement regarding the importance of personal qualities in influencing the effectiveness of counselors. However, the importance of effective training should not be overlooked. As Cox states:

While the work unquestionably is done best by people who have a natural aptitude for it, the hypothesis of this study is that training can make a better counselor out of a good one.
(5:13)

Summary

In summary some general statements may be made concerning the information gathered from an investigation of the literature.

1. With the exception of a few studies, most of which were concerned with the specific courses taken in training or a job analysis of counselors in a specific geographical area, the information in the literature which deals with the competencies of counselors is largely a reflection of the opinions of the author or of committees appointed by professional organizations.
2. A majority of the authors visualize the school counselor as a member of the school staff with a broad range of duties and responsibilities. Some of the types of activities included in the role of the counselor are:
 - a. Providing counseling and other activities to assist individual students in solving their problems and making future plans.
 - b. Assist in gathering, recording and interpreting information about students for use by counselors and teachers. The counselor may be expected to direct this program.
 - c. Direct the placement and follow-up programs.
 - d. Assist teachers toward a better understanding of students.
 - e. Work with groups of students in group guidance, teaching, or co-curricular situations.
 - f. Work with parents and community agencies.
 - g. May be asked to assist in developing in-service training programs.
 - h. May be asked to assume certain delegated administrative and clerical responsibilities.

- g. May be asked to assist in developing in-service training programs.
 - h. May be asked to assume certain delegated administrative and clerical responsibilities.
3. Job analyses of counselors at work in certain areas reveal that counselors often are asked to assume responsibilities for attendance and discipline problems as well as numerous routine clerical duties. Guidance authorities generally state positively that counselors should not be expected to assume such responsibilities.
 4. A minority of the authors continue to describe the counselor as a psychological or as a vocational specialist. Most of the authors, however, do not appear to agree with this view.
 5. Literature concerned with the training of counselors appear to emphasize several major areas in which formal training should be completed. They include:
 - a. Specific courses in guidance and counseling.
 - b. Supervised counseling internships.
 - c. Psychology and child development.
 - d. Education, particularly teacher training.
 - e. Sociology and anthropology.
 - f. Economics.
 6. Certain types of work experience are also recommended by most authorities as a background for counseling. They include:
 - a. Teaching experience.
 - b. Experience in business and industry.
 - c. Work with social and welfare agencies.
 7. In spite of the fact that most counselor training is at the graduate level, authorities are not agreed as to whether a masters degree should be required for counselors. The trend, however, seems to be in the direction of requiring a masters degree as a minimum requirement.
 8. There appears to be general agreement that the personal characteristics of counselors are tremendously important in influencing counseling effectiveness. There also seems to be general agreement that most of these characteristics are of the type that defy objective measurement or appraisal, at least with the techniques presently available.

9. The material in the literature concerned with personal qualifications of counselors tends to be couched in very general terms. Some of the personal characteristics suggested as important for counselors are:
 - a. Interest in and liking for people.
 - b. Emotional stability.
 - c. Ability to work effectively with others and to establish wholesome relationships quickly.
 - d. Integrated personality.
 - e. Cooperativeness.
 - f. Broad scope of knowledge and interest.
 - g. Flexibility and adaptability.
 - h. Sense of humor.
 - i. Good manners, dress, speech, and personal habits.
10. It appears from the investigation of the literature that there is still a need for a study of counselor competencies which is designed to obtain a relatively objective appraisal of the importance of a wide range of competencies in contributing to the effectiveness of counselors.

CHAPTER III

PROCEDURES OF THE STUDY

As previously stated, this study was planned as a survey-appraisal type of normative survey, using a questionnaire as the instrument for collecting the data. There has been much criticism in the past of the use of the normative-survey type of research. Perhaps some of this criticism resulted from the lack of care with which some of the research was done. Whitney (40:155) says, "It is basically important that the beginner in research recognize fully the contrast between the too often found unthinking survey and adequate scientific description with interpretation".

It should also be recognized that all types of problems, especially problems concerning the reactions of human beings, cannot be adequately investigated by means of the more scientific techniques of research.

Good, Barr and Scates state:

Apparently the more nearly we get to the heart of human problems, the less completely we can depend on approaches that are acceptable to those who emphasize the formal characteristics of objective science. In these areas one has to choose between loyalty to formalism and the desire to do something of practical worth, even though it is not entirely above criticism. (12:410)

Construction of the Instrument. In preparation for the construction of the questionnaire, a survey was made of current literature in the area of counseling and guidance in an attempt to locate major areas of competencies which seemed to be related to the effectiveness of counselors.

A tentative form was drawn up and discussed with several counselor trainers and professional guidance workers in the secondary schools. On the basis of these discussions ten major areas were selected as the basis for the construction of the trial questionnaire and proved to be retained in the final instrument. They were:

1. Personal Characteristics
2. Previous Experience
3. Educational Background
4. Educational Orientation
5. Relations with Staff, Parents, etc.
6. Understandings of Behavior
7. Counseling and Interviewing
8. Counseling Tools and Techniques
9. Informational Services
10. Administration and Evaluation of Guidance Services

Following the tentative selection of these major areas of emphasis, the current professional literature was again reviewed for selection of specific items to be included in each major division. It is possible that the training and experience of the investigator influenced the selection of items to some extent, but an honest attempt was made to provide a choice of items that would include as many of the differing points of view concerning the role of counselor and of competencies which might influence his effectiveness as was possible. Because of the necessity for limiting the length of the questionnaire in order that a representative return might be obtained, some items concerning competencies which might have been of some value to counselors were of necessity omitted. An attempt was made, however,

to retain all items which were held to be of considerable importance. Approximately one hundred fifty items were selected for the trial questionnaire. After several revisions, through which items which were pointed out as being repetitious were eliminated and items suggested by members of the trial groups were added, the final form consisting of one hundred twenty-three items plus spaces provided for the respondents to suggest additions was devised.

The next major task in the preparation of the instrument was the construction of the scale for rating the degree of importance of the various items. It was decided after considerable study and discussion with experienced research workers in education and sociology, that the most usable scale for this type of instrument would consist of several categories which were as discrete as they could be made by means of accurate description. It was originally planned to use a five category rating scale. After administration to trial groups, however, the raters found that it was difficult to differentiate between the categories for response to many items, so a change was made to a four category scale. This scale was revised several times in response to suggestions from members of the trial groups. The final scale included four categories which were described as follows:

1. Essential for all counselors to the extent that it would be practically impossible for any individual to perform adequately as a secondary school counselor without possessing this trait or characteristic.
2. Necessary for optimum performance and valuable for all counselors but not considered to be absolutely essential for adequate performance as a secondary school counselor.

3. Of some value to secondary school counselors in carrying out certain of his duties but not necessary for adequate performance.
4. Of little or no value in determining adequacy as a secondary school counselor.

The following directions were given to each respondent for making his appraisal. "Please indicate your evaluation of the importance of the various traits and characteristics listed according to the following scale. Place the appropriate number in the blank before each item." The statement of the four categories was followed by this comment. "It is intended that you will make your evaluation of these items according to their importance for the counselor in the actual performance of the duties of his job as you see them, not according to whether or not it might be 'nice for him to know'." It appears that these directions were sufficiently clear as almost every questionnaire returned had been properly completed.

The original form of the questionnaire was presented to approximately fifty graduate students in counseling and guidance at Michigan State College. They were asked to complete the questionnaire according to the directions and, in addition, to make suggestions in regard to both the items and the scale of rating. On the basis of these suggestions numerous changes were made in the instrument and a revised form was prepared. This revision was presented to about thirty-five advanced graduate students at the same institution. Most of these students had previous experience as counselors, teachers, or school administrators. Five counselor trainers also were asked to complete this trial form. The members of these groups were also asked for suggestions toward improvement of the items and the scale for rating.

On the basis of these suggestions, a second revision was made. This form was presented to several members of the Division of Education and of the Institute of Counseling, Testing, and Guidance at Michigan State College. It was also presented to several experienced research workers in the social sciences for suggestions. On the basis of these suggestions a final revision was made before the copy was sent to the printer.

The form of the instrument which was distributed to the respondents was set up on Linotype and printed on a four page, folder-type sheet. A copy of this instrument is included in the Appendix.¹

Selection of the Sample

Selection of the Sample from the Public Schools. As previously stated, it was proposed in the plan of the study to obtain an appraisal from a sample of two groups of the members of the staff of public schools: the counselors, and the administrators who regularly select and employ counselors. Problems of selection immediately presented themselves. The plan proposed that the study be national in scope. The question then became one of the method and criteria for selecting the sample. Should the sampling be done on a random basis by selecting schools by some technique of random sampling? Should an attempt be made to obtain a sample of those most qualified to make such an appraisal? These possibilities as well as many others were considered carefully before a final decision was reached.

¹See Appendix A

There were several reasons for not adopting a random technique of sampling. At the present time many secondary schools do not provide an organized guidance program. Other schools, although they may maintain that they make provisions for guidance, do not employ counselors. It appeared, therefore, that if the samples were selected on a random basis, at least part of the schools selected would not have provisions for a guidance program and, therefore, the members of the staff would probably not be cognizant of the competencies which are valuable for counselors.

It appeared, on the other hand, that in order to obtain valid information regarding the competencies which might influence the effectiveness of counselors, the sample should be selected from those who possessed the best information regarding such competencies. For this reason it was decided that the sample of counselors should be selected from a group who had achieved recognized success as counselors. The administrators were selected from among those who had developed outstanding guidance programs in their schools and who had selected and employed successful counselors.

With these criteria in mind the problem then became one of obtaining the names and addresses of counselors and administrators in the various states who could meet these qualifications. It appeared that the best information might be obtained by contacting a representative of the State Department of Education in each state and requesting him to submit the names and addresses of counselors and administrators from the schools of that state who were best qualified to make an appraisal of these items.

The State Supervisor of Guidance was contacted in those states which employed a person in that capacity. In the remaining states the information was requested from the State Superintendent of Public Instruction.

It was arbitrarily decided that the names of five counselors and five administrators should be requested from each state. It appeared that such a number from each of the forty-eight states would provide a sufficiently large sample and still not make such excessive demands from any area so that sufficient numbers of qualified people would not be available. This proved to be a larger number than it was possible to obtain as the representatives of seven states did not feel that there were sufficient people in the state qualified to make such an appraisal. They submitted a smaller number of names.

The representatives of the State Departments of Education were asked to submit names and addresses on a work sheet which was enclosed with a letter explaining the purposes of the proposed study. The work sheet included the following requests:²

Will you please list below the names and addresses of secondary school counselors employed in your state whom you feel to be outstanding in terms of training, experience, and performance on the job.

After spaces provided for five names and addresses the following paragraph was included:

Now will you please list the names of principals, superintendents, directors of guidance or other administrative officials who regularly select and employ secondary school counselors and whom you feel to be well qualified to make such a selection.

This was followed by spaces for the names and addresses of five administrators.

²See Appendix A

Two separate follow-ups were sent to the representative from those states from which responses had not been obtained. The first of these was a double postcard which they were asked to return if they had not received the previous letter and work sheet. This was followed by sending another copy of the original letter and work sheet to all those who had not replied. Replies were received from forty-seven of the forty-eight states. The State Superintendent of Public Instruction of one state did not include any names in his reply as he stated that he did not feel that there were any people in his state sufficiently well qualified. The State Supervisor of Guidance in one other state returned his list almost six months after the request was made. At the time he replied, the questionnaires from the other states had been returned and the data had been tabulated so no questionnaires were sent to that state. Only one state did not reply at all.

Table I shows the distribution of returns by states. It may be noted from an analysis of this table that a representative return was received from each state into which questionnaires were sent. Three returns were received from two states. Four or more returns were received from all other states. This should provide an adequate geographical distribution of the sample.

Sample of Counselor Trainers. A somewhat different technique was used in selecting the sample of counselor trainers. The first source of names for the same was the Directorvof Counselor Trainers in Institutions Approved for Counselor Preparation by State Boards for Vocational Education (72) as published by the Federal Security Agency in March, 1951.

TABLE I

RETURN OF QUESTIONNAIRES BY STATES

State	R.	N.R.	T.	State	R.	N.R.	T.
Alabama	5	2	7	Nebraska	5	5	10
Arizona	5	3	8	Nevada	0	0	0
Arkansas	7	3	10	New Hampshire	6	4	10
California	5	5	10	New Jersey	7	3	10
Colorado	6	4	10	New Mexico	5	5	10
Connecticut	5	5	10	New York	9	1	10
Delaware	5	5	10	North Carolina	7	3	10
Florida	7	3	10	North Dakota	0	0	0
Georgia	0	0	0	Ohio	3	7	10
Idaho	5	1	66	Oklahoma	6	4	10
Illinois	7	3	10	Oregon	7	3	10
Indiana	5	5	10	Pennsylvania	4	5	9
Iowa	9	1	10	Rhode Island	4	4	8
Kansas	6	4	10	South Carolina	6	4	10
Kentucky	3	7	10	South Dakota	7	3	10
Louisiana	4	6	10	Tennessee	6	4	10
Maine	6	4	10	Texas	7	2	9
Maryland	4	6	10	Utah	8	2	10
Massachusetts	8	2	10	Vermont	5	5	10
Michigan	9	1	10	Virginia	4	6	10
Minnesota	8	2	10	Washington	5	5	10
Mississippi	6	4	10	West Virginia	8	2	10
Missouri	7	3	10	Wisconsin	5	5	10
Montana	5	5	10	Wyoming	5	5	10
Totals	137	84	221		129	87	216

R. - Returns

N. R. - No returns

T. - Total

All names from this roster were included in the sample. Additional names were added by consulting the Bulletin of the United States Office of Education, Offerings in Guidance and Other Phases of Student Personnel Programs in Colleges and Universities. (66). The names were selected from this publication by including one member of the staff of each institution which offered four or more courses in guidance as indicated in this publication. An attempt was made to select counselor trainers from the staff of each of these institutions who were recognized as authorities in the field of guidance. Faculty members at Michigan State College, graduate students in guidance from various geographical areas, and others were consulted in an effort to make the selection as valid as possible. Additional names were selected from this list in order that the completed sample might include at least two counselor trainers from each state. The total number of the completed sample was one hundred twenty-four. A questionnaire was sent to each of those so selected.

Sample of State Supervisors. The entire group of state supervisors of guidance who were available at the time the data was being gathered was included in the sample. It was not possible to contact a supervisor in several states because the position was open and the selection of the new supervisor had not been made. Questionnaires were sent to the state supervisors of the thirty-eight states in which a person was employed in that capacity at the time the sample was selected.

Percentage of Return From the Various Groups

Table II shows the percentage of questionnaires returned by the members of the various groups.

TABLE II

PERCENTAGE OF QUESTIONNAIRES RETURNED BY GROUPS

Group	Total Number in Sample	Total Number Returned	Per cent of Total Returned
Counselors and Admini- strators	437	266	60.9
Counselor Trainers	124	81	65.3
State Supervisors of Guidance	38	29	78.9
Grand Total	599	376	62.7

Examination of Table II reveals that at least sixty per cent of the members of all groups returned the questionnaire. The percentage of return in the groups containing a smaller number of total cases was somewhat higher than for the largest group which was made up of secondary school administrators and counselors. This may have been due, at least in part, to more accurate mailing addresses. The higher percentage of return from counselor trainees and state supervisors may also have been a reflection of greater interest on the part of the members of these groups in the material of the study. There is no conclusive evidence, however, that any single factor or group of factors significantly influenced the percentage of returns from any group. As pointed out in the limitations of the study, it must be assumed that the appraisals made by the individuals who returned

the questionnaire represent a typical cross-section of the opinion of professional guidance workers regarding the competencies of counselors.

Procedures Used in Analyzing Data

Grouping of Returns. It was necessary to make some adjustments in the classification of the members of the rating groups. The major adjustment was made necessary by a misinterpretation of one of the terms used in the questionnaire. In the section of the instrument in which the respondent was requested to disclose the type of position he now held, the administrators were asked to indicate whether they were employed as superintendent, principal, or director of guidance. It was intended that the latter classification would account for administrative officers of large city school systems who were responsible for the selection and employment of counselors for the system. When the returns were examined, however, it was found that many respondents who were primarily counselors also considered themselves to be directors of guidance and so indicated on their questionnaires.

Further examination of the questionnaires revealed that a majority of the group that designated that they were director of guidance probably were at least partially responsible for providing leadership for the guidance program of the particular school in which they were employed. There seemed to be a possibility that the ideas of a guidance worker who was expected to assume certain administrative and leadership roles might be somewhat different from those of an individual whose guidance responsibilities consisted almost entirely of counseling. For purposes of

analysis of data, therefore, the responses of individuals employed in the secondary schools were divided into three groups instead of the two originally proposed. In other words instead of attempting a division into administrators and counselors, an additional category, director of guidance, was included in order to provide for those guidance workers who had responsibilities both for counseling and for administration of the guidance program.

The original plan of the study also proposed that the counselor trainers be divided into two groups for purposes of analysis of data; one group who were employed in departments of education and another group employed in departments of psychology. It was intended that comparisons be made to attempt to determine whether the different orientation and training of the respondents might lead to different responses. Examination of the data, however, revealed that only ten of the eighty-one counselor trainers who returned questionnaires were employed as members of a department of psychology. Since a sample including only ten cases is not usually considered to be statistically stable, the proposed division was not made and the questionnaires of the counselor trainers were analyzed as a single group.

A small number of questionnaires could not be used because they were not completed correctly. In addition, six secondary school employees and three counselor trainers returned their questionnaires after the final tabulation of data had been made and the data from these forms was not included in the analysis. Table III shows the number of questionnaires in the tabulation of responses for each of the rating groups.

TABLE III

FINAL NUMBER OF RESPONDENTS IN EACH RATING GROUP

Group	Number of Cases
Administrators	86
Directors of Guidance	99
Counselors	73
State Supervisors	30
Counselor Trainers	76
Grand Total	364

It may be noted that the number of respondents in each of the rating groups is relatively similar with the exception of the group of state supervisors which is considerably smaller. This difference was unavoidable since there was no additional population available to increase the size of the sample of this category of guidance workers.

Method of Analysis. In order to expedite the tabulation of the data from the returned questionnaires, the responses were punched on I. B. M. tabulating cards. The cards were punched and verified by the Tabulating Department of Michigan State College, using the regular procedures of the department. The cards were then sorted into the five rating groups. The total number of each of the four possible responses was obtained from each item of the questionnaire. This was done for each of the rating groups.

After the responses were tabulated in this manner, the percentage of the various rating group making each of the possible responses for the items of the questionnaire was computed. In order that the total number of cases might be accounted for in the computation of these percentages, a "no response" column was provided to indicate the respondents who had not responded to a particular item. These percentages were presented in tabular form for each of the ten major divisions of the appraisal instrument.

There were several reasons for the decision to present the data regarding responses in terms of percentages of the total number of the particular rating group making each possible response for the individual items. It is obvious that the mere presentation of the numbers of respondents in any rating group making a response to an item would not be adequate because of the difference in total number of cases in the various rating groups. Further, it can be observed from examination of the four categories for rating the importance of the items that they are not descriptions of four separate and distinct categories. It did not seem valid, therefore, to weigh each response and thus attempt to statistically derive a single index of importance for each item.

After consideration of these problems and consultation with experienced statisticians, it was agreed that the most meaningful method of presentation would be to present the percentages in tabular form and to point out in the discussion of the tables the apparent similarities and differences in the responses of the various rating groups. This is the plan of presentation which has been followed.

The responses to the items included in the various sections of the questionnaire are presented and discussed in the chapters which follow. Since the responses to the items can be ascertained by consulting the tables, they are not presented in detail in the discussion. The discussion is intended to point out the relative importance of the selected counselor competencies as appraised by the respondents of the study and to indicate the degree of similarity of the responses of the various rating groups.

CHAPTER IV

PERSONAL CHARACTERISTICS OF COUNSELORS

As indicated in Chapter II, The Review of Literature, the importance of the personal characteristics of counselors has long been recognized. There has been little research, however, which was designed to specify exactly which personal characteristics are most important for the successful counselor. This lack of research has been attributed primarily to the difficulties encountered in isolating such factors and in finding adequate means of appraisal for them. The Committee on Professional Training and Certification of the National Vocational Guidance Association has stated, "The list of personal qualifications could be long and imposing. Even when analyses have been made of the actual characteristics of successful counselors, these have been expressed in general terms that defy measurement or appraisal" (10:20).

The dearth of identifiable personal characteristics has made it practically impossible for employers who are faced with the problem of selecting prospective counselors to include such factors among the criteria of selection. Similar problems confront the training institutions in the selection of candidates for training as counselors. The Committee states, "Graduate students may sometimes be able to discuss the principles intelligently and to quote facts accurately, and yet be unable to work effectively with individual human beings who need counseling" (10:26).

As already indicated, an attempt has been made in this study to obtain the ideas of guidance workers regarding the importance of some selected personal characteristics. Admittedly some of the concepts included are still rather general in nature. The characteristics which were selected to be included in the study were considered to be of a nature that could be identified and would lend themselves to an appraisal of their importance in determining the effectiveness of counselors.

The items included in Section I of the questionnaire may not include all of the personal characteristics which influence a counselor's success. A small number of additional characteristics were suggested and are listed in subsequent pages. The fact that no single additional characteristic was noted on more than one response may indicate that there were few obvious omissions in the list. On the other hand, some of the suggested additions may have been rated as important by the respondents if the items had been included in the actual questionnaire.

It was the intent of this investigation to ascertain the degree of agreement regarding the importance of the selected personal characteristics for secondary school counselors. An appraisal of the importance of these characteristics was obtained from counselors, school administrators, and state directors of guidance in an attempt to determine whether or not professional guidance workers were in agreement in regard to the effect of personal characteristics in influencing the effectiveness of counselors at work. The responses to the items of Section I of the questionnaire, Personal Characteristics, have been tabulated in

Table IV. The table includes the percentage of various rating groups which made each of the possible responses for the individual items. The responses are described briefly below the table.

It appeared that the personal characteristics which were considered to be most essential for secondary school counselors were concerned with the relationships of the counselor with others with whom he comes in contact. Since the counselor is constantly working with others, it is to be expected that such interpersonal relationships should be of considerable importance in determining his adequacy as a counselor.

The item which was rated most essential by the respondents concerned the ability of the counselor to gain the confidence and cooperation of students and staff. Two groups, the state supervisors and the counselor trainers, were unanimous in rating this characteristic as essential for all counselors. At least ninety-five per cent of the other groups gave a similar rating to this item.

There was also considerable agreement of all groups that a wholesome regard for the feelings and beliefs of others was important for counselors. Approximately ninety per cent of all groups rated this an essential characteristic of all counselors. The remaining raters felt that such a regard was necessary for optimum performance (Response II).

It is interesting to note that only about two-thirds of all groups except the state supervisors believed that it was essential that all counselors have a facility for being at ease with people. A small number in each group did not agree that such an ability was necessary for optimum performance. This seems to indicate that over one-third of the respon-

Table IV

TABLE IV

PERSONAL CHARACTERISTICS OF
COUNSELORS

ITEM	RESPONSE I					RESPONSE II					A
	A	G	C	SS	CT	A	G	C	SS	CT	
Ability to gain the confidence and cooperation of students and staff.	96.5	99.0	95.9	100.0	100.0	3.5	1.0	4.1	0.0	0.0	0.0
Intellectual ability superior to that of the average teacher.	3.5	9.1	4.1	13.3	9.2	64.0	54.5	58.9	66.7	65.8	26.7
A wholesome regard for the feelings and beliefs of others.	88.4	91.9	94.5	93.3	88.2	10.5	8.1	5.5	6.7	11.8	0.0
A cooperative and enthusiastic attitude toward his work.	83.7	79.8	83.6	70.0	76.3	16.3	20.2	16.4	30.0	23.7	0.0
Ability to assume delegated responsibility.	58.1	52.5	64.4	80.0	50.0	36.0	43.4	31.5	16.7	46.1	5.8
Facility of being at ease with people.	60.5	70.7	64.4	86.7	63.2	37.2	29.3	32.9	13.3	34.2	2.3
Ability to use tact in contacts with others.	83.7	90.9	89.0	80.0	77.6	15.1	9.1	9.6	20.0	21.1	1.2
A pleasant voice and effective speech.	25.6	23.2	26.0	16.7	9.2	64.0	63.7	63.0	80.0	71.1	10.5
Above average personal appearance.	24.4	16.2	15.1	13.3	5.3	59.3	55.6	61.6	66.7	53.9	16.3
Absence of serious physical deformity.	12.8	9.1	11.0	13.3	9.2	51.5	44.4	50.7	56.7	38.2	29.1
A wholesome sense of humor.	41.9	49.5	54.3	26.7	30.3	51.2	49.5	42.5	56.7	60.5	5.8
A discriminating sense of ethical values.	74.4	72.7	75.3	60.0	51.3	22.1	25.3	19.2	36.7	44.7	3.5
A well defined philosophy of life.	69.8	62.6	78.1	76.7	52.6	25.6	33.3	19.2	23.3	39.5	3.5
A continuous effort toward professional growth and self improvement.	59.3	55.6	63.0	66.7	56.6	39.5	42.4	37.0	33.3	42.1	1.2
Above average flexibility; ability to adapt to changing conditions.	66.3	70.7	65.8	63.3	60.5	32.6	28.3	31.5	36.7	36.8	1.2
Ability to view self objectively; to minimize effects of personal prejudices and stereotypes.	60.5	70.7	79.5	70.0	65.8	34.9	28.3	20.5	26.7	28.9	3.5
A devout reverence and belief in God.	39.5	41.4	38.4	20.0	5.3	46.5	34.3	32.9	53.6	30.3	9.3

CODE: A-administrators. G - Directors of Guidance. C - Counselors. SS - State

1. Essential for All Counselors. 3. Of cor
2. Necessary for Optimum Performance. 4. Of lit

RESPONSE III				RES.	
G	C	SS	CT	A	G
0.0	0.0	0.0	0.0	0.0	0.0
24.2	24.9	16.7	22.4	5.8	11.1
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
3.0	2.7	3.3	3.9	0.0	0.0
0.0	2.7	0.0	1.3	0.0	0.0
0.0	1.4	0.0	0.0	0.0	0.0
7.1	11.0	3.3	19.7	0.0	1.0
24.2	21.9	20.0	38.2	0.0	4.0
31.3	28.8	26.7	44.7	4.7	14.1
1.0	4.1	16.7	9.2	0.0	0.0
2.0	2.7	0.0	2.6	0.0	0.0
4.0	0.0	0.0	7.9	0.0	0.0
2.0	0.0	0.0	0.0	0.0	0.0
1.0	1.4	0.0	2.6	0.0	0.0
1.0	0.0	0.0	5.3	0.0	0.0
13.1	16.4	20.0	32.9	3.5	9.1

RESPONSE IV					NO RESPONSE				
A	G	C	SS	CT	A	G	C	SS	CT
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5.8	11.1	12.3	3.3	2.6	0.0	1.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3
0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	4.0	1.4	0.0	2.6	0.0	0.0	0.0	0.0	0.0
4.7	14.1	8.2	3.3	6.6	2.3	1.0	1.4	0.0	1.3
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	1.4	0.0	1.3	0.0	0.0	1.4	3.3	0.0
0.0	0.0	1.4	0.0	0.0	1.2	0.0	1.4	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3
0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.0	3.3	0.0
3.5	9.1	12.3	3.3	30.3	1.2	2.0	0.0	3.3	1.3

Supervisors of Guidance: CT - Counsel

CT - Counselor Trainers.

considerable value.
little or no value.

dents were not of the opinion that it is essential that a counselor feel at ease with people in order to gain their cooperation and confidence. A somewhat higher percentage of the state supervisors indicated that such a facility is essential for all counselors. It is to be expected that the percentage figures of this rating group show somewhat more variation than the other groups because of the relatively small size of the available sample. It seems unlikely, however, that such a wide variation should be a result of chance.

The greater percentage of counselors and directors of guidance who indicate that tactfulness in contacts with others is essential for all counselors is greater than the percentage for the other rating groups. This may be significant since the counselors and directors of guidance are actually involved in counseling duties. On the other hand, the percentage of counselor trainers who feel that the ability to use tact is essential is lower than that of any of the other rating groups. The counselor trainers are responsible for the formal training of the counselors and directors of guidance. They are also often responsible for selecting candidates for training as counselors and directors of guidance. It is impossible to ascertain the reasons for this difference of opinion from the data on hand. It is only possible to point out that such differences may exist.

The percentage of respondents who indicated that those characteristics concerned with mental ability and physical appearance are essential for all counselors was relatively small. This is somewhat surprising as it is often said that personal appearance, quality of voice, and

manner of speech influence the ability of an individual to gain the confidence and cooperation of others. The ability to gain such confidence and cooperation, as has been pointed out, was rated more important than any other single item in this section of the questionnaire.

Only a small percentage of any of the rating groups indicated that it is essential that counselors possess intellectual ability superior to that of the average teacher. Most formal training of counselors in colleges and universities is at the graduate level. It seemed, therefore, that in order to successfully complete such training, the intellectual ability of the counselor might need to be superior to that of the average teacher, and the item was included in the questionnaire on that basis. Evidently the respondents did not agree that such a superior degree of intellectual ability is essential for counselors. This may have been influenced by the fact that in many school systems a majority of all teachers on the staff are expected to earn a masters degree and, therefore, all members of the staff should be able to work successfully at the graduate level. Approximately one-third of the members of all rating groups rated this item "III" or "IV". This indicates that they did not feel that such intellectual ability was necessary for optimum performance. The counselor trainers presented the smallest percentage of responses indicating that it was essential for counselors to possess an intellectual ability superior to the average teacher. This response pattern might not have been expected since the counselor trainers have these prospective counselors as members of their classes. It is also noteworthy that more than ten per cent of the counselors and directors of guidance indicated that intellectual ability superior to that of the average teacher was of little or no value in determining counselor competency.

All rating groups indicated that a pleasant voice and effective speech is slightly more important to the counselor than above average personal appearance. Approximately twenty-five per cent of the groups actually employed in secondary schools--the administrators, counselors, and directors of guidance--agreed that it was essential that all counselors possess a pleasant voice and effective speech. Less than ten per cent of the counselor trainers appraised these characteristics as essential for all counselors. A similar pattern appears in regard to personal appearance. In this case, however, the percentage of administrators who rated above average personal appearance as essential for all counselors was somewhat higher than in any of the other rating groups. A few respondents indicated in their comments that they felt that good grooming was more important than personal appearance. Others indicated cleanliness and neatness as being important.

In general, a relatively small percentage of the respondents appraised above average personal appearance and voice and speech as essential for all counselors. On the other hand, a majority of the responses indicated that these physical characteristics were necessary for optimum performance as a counselor and the respondents were almost unanimous in the opinion that they were at least of considerable value. On the basis of these data, however, it would not appear that quality of personal appearance and of voice and speech should be used as primary criteria in the selection of counselors. It seems, however, that the responses might justify the elimination of those candidates who present an extremely poor appearance or an unusually unpleasant voice.

Only about one-tenth of the respondents indicated that it was essential that counselors be free of serious physical deformities. The percentage of the various groups who rated the freedom from deformities as an essential characteristic of all counselors were very similar. The counselors and directors of guidance made the largest percentage of ratings which proposed that the absence of deformity was not necessary but of considerable value for counselors. The counselors and directors of guidance made the largest percentage of ratings for this item which indicated that deformities had little or no effect in determining a counselor's effectiveness. A small number of respondents indicated in their remarks that they felt that the effect of a serious physical deformity on the effectiveness of a counselor was dependent upon the nature of the deformity and the attitude of the counselor in regard to the deformity.

It would appear that the differences of opinion regarding the importance of these physical and mental characteristics were more noticeable within each rating group than among the various groups. Aside from the fact that the counselor trainers tended toward a slightly lower percentage of "I" responses, the ratings of the various groups were very similar. On the other hand, within each of the groups the ratings were spread across all four possible responses. This indicates that some members of each group believe that the possession of these physical characteristics are essential for success as a counselor. Other members of the same groups feel that these characteristics have little or no effect in determining a counselor's success. A majority of the respondents in all groups, however, consider these physical attributes to have considerable effect in deter-

mining the effectiveness of counselors, although they may not be absolutely essential for all counselors.

Other items which were included in Section I of the questionnaire were concerned with the importance of certain attitudes and value judgments in influencing the effectiveness of counselors. It seemed that the attitudes of a counselor might be influential in determining his ability to assist the student in the development of desirable attitudes. The extent to which the respondents agreed with this premise was varied.

For example, there was general agreement as to the importance of a counselor having a cooperative and enthusiastic attitude toward his work. About three-fourths of the members of all rating groups felt that such an attitude was essential for all counselors, while the remainder felt that it was necessary for optimum performance.

A similar opinion was indicated in regard to the importance of a discriminating sense of ethical values, although the percentage of counselor trainers who felt that this was essential for all counselors was considerably smaller than for the groups employed in secondary schools. Only a very small percentage of any rating group, however, indicated that this was not necessary for optimum performance.

The ratings of the importance of a well defined philosophy of life in determining the effectiveness of counselors present a similar pattern. The counselors and state supervisors had the highest percentage of "I" ratings with no members of these groups indicating that they felt that a well defined philosophy of life was not necessary for optimum performance. The counselor trainers, however, again had a considerably lower percentage

of "I" ratings when compared to the other rating groups and almost eight per cent of this group indicated that such a philosophy was not necessary for optimum performance.

The groups employed in the public schools appear to be evenly divided between responses "I" and "II" in regard to the importance of a whole-some sense of humor in determining the effectiveness of a counselor. The state supervisors and counselor trainers appear to have attached somewhat less importance to this item.

Some of the widest differences of opinion found for any item in the entire questionnaire were in regard to the importance of a devout reverence and belief in God. Not only were there wide differences of opinion within each group, but also there appears to be differences between the various groups. There is a distribution over all four possible responses for all rating groups. This indicates a wide divergence of opinion within each group in regard to this item. The ratings of the three groups made up of public school employees are very similar, although the administrators showed a greater percentage of "II" ratings and a correspondingly smaller percentage of "III" and "IV" ratings. On the other hand, the percentage of counselor trainers who indicated that this item was essential for all counselors was considerably smaller than that of the other groups while almost one-third of this group indicated that a devout reverence and belief in God was of little or no value in determining the effectiveness of a counselor. The ratings of the state supervisors fell between the public school groups and the counselor trainers. One state supervisor, in his remarks regarding this item stated,

"This might even be a handicap if carried to the point of fanaticism or the tendency to evaluate behavior on the basis of moral platitudes."

Another respondent asked, "What about counselors employed in parochial schools?" Perhaps these remarks give some indication of possible reasons for the wide difference of opinion regarding the importance of this item.

Many of the authors in the field of guidance feel, as discussed in Chapter III, that an important part of the role of the secondary school counselor is to provide leadership for the development of the guidance program and carry out responsibilities delegated by the administrator of the school. On the other hand, only slightly over half of the counselor trainers, administrators and directors of guidance indicated that the ability to assume delegated responsibilities was essential for all counselors. The percentage in this category for the counselors and state supervisors was somewhat higher. This may be explained to some extent by the comments included in a considerable number of questionnaires which indicated that the respondent felt that such administrative responsibilities should be assumed by a person called "Chief Counselor", "Head Counselor", or "Director of Guidance". These respondents evidently felt that responsibilities of this sort would not necessarily be a part of the role of all counselors. This may also account for the small percentage of "III" responses made by all rating groups for this item.

It is also somewhat difficult to account for the relatively low percentage of all rating groups who felt that the ability to adapt to changing conditions and the ability to minimize the effects of personal prejudices and stereotypes were essential for all counselors. These

principles are constantly expounded by authorities in the area of counseling, yet approximately one-third of the respondents did not feel that these abilities were essential for all counselors. It should be pointed out, however, that the respondents were almost unanimous in the belief that this ability was necessary for optimum performance as a counselor.

Some interesting characteristics were listed in the space left for "Other" responses at the end of Section I of the questionnaire. With one exception, each additional characteristic was mentioned by only one respondent. The exception was in the case of three administrators who suggested that it was essential that the counselor be "Interested, and I mean really interested, in youth." The suggested additions are listed below by rating groups.

Counselors

Appearance of maturity
 Varied social life; non-professional avocational interests
 Secure and satisfying family life, either past or present

Administrators

Interested, and I mean really interested, in youth

Directors of Guidance

Suggest that age and marital status of counselor might affect his effectiveness, would not favor a person under thirty years of age.
 To place service above economic gain
 Be a good listener
 Ability to see and feel things as others do (understanding of those things that result in strong emotional responses);
 practical; common sense.

State Supervisors

No "bad" habits which might be acquired by students.
Well adjusted, yet fully understanding maladjustment
A personality to which children are naturally drawn

Counselor Trainers

Belief in the worth of each individual
Reverence for nature
Faith in people's ability to help themselves

No attempt was made to evaluate these suggested additions. They have been listed verbatim as taken from the questionnaires. The list may provide some ideas of additional characteristics which could influence the effectiveness of counselors.

Summary. In general, it appears that for all items in this section the differences of opinion among groups were much less than the differences of opinion within the groups. The differences in percentages listed for the various rating groups, as represented by the percentages for each of the possible responses, were considerable. The differences of opinion appear to be slightest in regard to those items concerned with the relationships of the counselors with others and greatest regarding the items concerned with the physical and mental characteristics.

Some generalizations may be drawn regarding the opinions of the respondents as to the relative importance of various personal characteristics in determining the effectiveness of counselors.

1. The ability of a counselor to work effectively with others, to gain their confidence and cooperation, and to maintain a wholesome regard for their feelings and beliefs, was con-

sidered by the respondents to be more important than the other characteristics included in this area of the study.

2. There was a wide divergency of opinion regarding the importance of the included physical and mental characteristics of counselors. On the whole, however, it appears that these characteristics were considered to be least essential of all the characteristics included in this area of the study.
3. There appears to be little agreement regarding the importance of a "devout reverence and belief in God" in determining the effectiveness of counselors.
4. In general, the counselor trainers tended to be slightly more conservative than the other groups in rating characteristics as being essential for all counselors.

CHAPTER V

GENERAL BACKGROUND OF COUNSELORS

Almost every proposed set of criteria for determining the qualifications of counselors has included various types of experience and training which have been considered to be a necessary part of the background of qualified counselors. Several of these criteria have been discussed in Chapter II and need not be elaborated here. Of these, some have been the statements of expert opinion as published in textbooks and professional literature. A few, as for example, Scales (32), Larsen (23), and Kremen (22), have made studies of courses which are included in training programs of counselors at various levels and of requirements for certification of counselors in the various states.

Because of the numerous statements in the literature dealing with specific courses included or suggested to be included in counselor training programs, no attempt was made to obtain similar data in this study. Further, since this was designed as a study of counselor competencies, it appeared to be more appropriate to attempt to obtain data of a more general nature concerning the educational and experimental background of individuals which might influence their effectiveness as counselors rather than to designate specific courses to be taken.

The data dealing with this general background of counselors were taken from responses to three major divisions of the questionnaire: Section II, Previous Experience; Section III, Educational Background;

and Section IV, Educational Orientation. These data were presented in Tables V, VI, and VII, and are discussed in the following pages.

Previous Experience. As indicated in Table V, experience in teaching was considered the most important of all the types of previous experience which were included in the questionnaire as possible influences on the effectiveness of counselors. Approximately sixty per cent of the respondents who work in the public schools considered teaching experience to be essential for all counselors while all except about five per cent of the remaining respondents in these categories considered it to be necessary for optimum performance. It may be noted further that state directors of guidance and the counselor trainers, especially the latter, appeared to place somewhat less importance on such experience since a somewhat lower percentage of these groups rated teaching experience as essential for all counselors and a higher percentage of the counselor trainers considered such experience to be only "of some value".

These data appear to parallel very closely the results of Kremen's study of counselor certification (22). He found that fifteen of the twenty-three states which have certification requirements for counselors, or sixty-five per cent of such states, require teaching experience for certification. On the other hand, he found that of those of his panel of experts who recommended a two level certification program (the majority of the group), over ninety-eight per cent commended a requirement of teaching experience for the second, or higher, level and about eighty-four per cent recommended such a requirement for the first, or lower, level. Since professional guidance workers were contacted in both studies,

ITEM	RESPONSE I					RESPONSE II			
	A	G	C	SS	CT	A	G	C	SS
Successful teaching experience in public school.	59.3	62.6	60.3	53.6	46.1	34.9	30.3	32.9	40.0
Experience in business and industry.	11.6	20.2	15.1	20.0	11.8	50.0	52.5	52.1	70.0
Participation in community service projects.	15.1	19.2	9.6	0.0	10.5	64.0	56.6	61.6	73.3
Experience in school administration.	0.0	4.0	0.0	0.0	0.0	43.0	38.4	26.0	33.3
Active participation in extra-curricular activities while in college.	5.8	8.1	5.5	0.0	3.9	52.3	46.5	45.2	60.0
Broad contacts with groups having different cultural and socio-economic backgrounds.	32.6	35.4	28.8	20.0	14.5	52.3	53.5	56.2	70.0
Participation in activities of religious groups.	5.8	9.1	9.6	0.0	0.0	43.0	28.3	35.6	40.0

CODE: A - Administrators. G - Directors of Guidance. C - Cou

1. Essential for All Counselors
2. Necessary for Optimum Perform

TABLE V

EXPERIENCE

	RESPONSE III					RESPONSE IV					NO RESPONSE					
	CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
0	38.2	5.8	5.1	5.5	6.7	14.5	0.0	1.0	1.4	0.0	1.3	0.0	1.0	0.0	0.0	0.0
0	57.9	37.2	24.2	28.8	10.0	30.3	1.2	2.0	4.2	0.0	0.0	0.0	1.0	0.0	0.0	0.0
3	47.4	20.9	22.2	27.4	26.7	38.2	0.0	1.0	1.4	0.0	3.9	0.0	1.0	0.0	0.0	0.0
3	15.8	44.2	38.4	53.4	56.7	57.9	12.8	18.1	20.5	10.0	26.3	0.0	1.0	0.0	0.0	0.0
0	43.4	38.4	37.4	46.6	33.3	42.1	3.5	7.1	2.8	6.7	10.5	0.0	1.0	0.0	0.0	0.0
0	65.8	15.1	10.1	15.1	10.0	17.1	0.0	0.0	0.0	0.0	2.6	0.0	1.0	0.0	0.0	0.0
0	10.5	40.7	44.4	39.7	33.6	53.9	9.3	16.0	15.1	6.7	31.6	1.2	2.0	0.0	0.0	3.9

ounselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

s. - 3. Of Considerable Value.
 rmance. 4. Of Little or No Value.

it is noteworthy that a higher percentage recommended teaching experience as a requirement for certification in Kremen's study than considered the same experience essential for all counselors in this study. It is possible that such differences may have been the result of differences in sampling and/or differences in interpretation of the items on the two questionnaires.

An overwhelming majority of the respondents gave "I" and "II" responses to the importance of teaching experience in influencing the effectiveness of counselors, thus indicating that they were of the opinion that such experience was at least necessary for optimum performance. On the other hand, relatively little importance was attributed to experience in school administration. In this case a majority of the responses, ranging from fifty-four to eighty-four per cent of the various rating groups, were in the "III" and "IV" categories. This indicated that most respondents did not feel that experience in school administration was necessary for optimum performance. In fact, over twenty per cent of the counselors and over twenty-five per cent of the counselor trainers indicated that they were of the opinion that such experience would be of little or no value. On the other hand, although no members of either group rated it as essential for all counselors, the administrators and state supervisors, whose duties are primarily administrative in nature, gave somewhat greater stress to the importance of administrative experience. Perhaps this difference in responses indicates that those responsible for administration of the guidance program in the schools have greater appreciation for the value of knowledge of and experience in administration on the part of those whom they supervise.

Another type of experience usually included in discussions of qualifications for counselors is work experience in business and industry. Because of the frequency of discussions of the desirability of such experience as a part of the preparation for counseling, an item regarding business and industrial inexperience was included in the questionnaire. No more than twenty per cent of any rating group considered experience of this type to be essential for all counselors. The State Supervisors appear to place more emphasis on work experience than any of the other groups while the Administrators and Counselor Trainers seem to rate this item lower than the other groups. Very few responses indicated that work experience was of no value.

This appraisal of the value of work experience contrasts sharply with Kremen's findings (22) regarding certification. It would seem logical that only those factors should be included in requirements for certification which are felt to be essential for success as a counselor. In Kremen's study he found that, of the twenty-three states having certification standards, fifteen, or sixty-five per cent, required experience outside of education. Of four other states that were considering adoption of proposed standards for counselor certification, each of the four programs included such experiences. Also, in the case of his panel of experts, seventy-five per cent recommended work experience outside of education as a qualification for certification. These data appear to place greater stress upon the importance of such experience than do those of this study. Again these differences may result from sampling or interpretation.

The type of experience rated as second in importance only to experience in teaching was contacts with groups having different cultural and socio-economic backgrounds. Here again the appraisals of the three groups employed in secondary schools were very similar. They rated such broad contacts as being somewhat more important than either the state supervisors or the counselor trainers. The latter group appears to place somewhat less stress upon the importance of these broad cultural contacts than any of the others.

The literature regarding counseling constantly stresses the importance of understanding the individual in his environment. It is also generally agreed that what may be considered to be abnormal behavior in one cultural or socio-economic group may be perfectly acceptable in a different setting. For those reasons, it appeared that contacts with a wide variety of these ethnic groups might be an important factor in influencing the effectiveness of counselors and the item was included in the questionnaire on that basis. One or two respondents indicated by their remarks that they were of the opinion that similar information could be obtained by reading or by taking courses in sociology or allied fields, thus making actual contacts with the different groups unnecessary. Perhaps a similar view colored the responses of other members of the various rating groups.

Of the other types of experiences included in this section of the questionnaire, the greatest importance was given to participation in community service projects. Responses to this item indicating that such

periences were essential for all counselors varied from zero per cent in the case of the state supervisors to nineteen per cent for the directors of guidance. With few exceptions all respondents indicated that participation in such projects would at least be of considerable value in contributing to effectiveness as a counselor. The differences of opinion regarding the importance of these activities were much greater within groups than among the various rating groups.

A similar appraisal is indicated in regard to participation in the activities of religious groups. In this case, however, the preponderance of the ratings were found in Responses III and IV, indicating that, while such activities might be of some value, they could not be considered necessary for optimum performance as a counselor. The ratings of the counselor trainers appear to indicate that they attribute significantly less importance to the participation in religious activities than any of the other rating groups.

It appeared to be the opinion of the respondents that participation in extra-curricular activities while in college is somewhat more important in contributing to effectiveness as a counselor than is participation in the activities of religious groups but somewhat less important than participation in community service projects. Again the differences within groups are much greater than the differences among groups.

Some of the respondents suggested additional types of experience which they considered to be valuable for counselors. The suggestions are listed

verbatim below.¹

1. Military service (CT).
2. Social casework training and experience (G).
3. Elementary teaching experience (A) (4 cases).
4. Travel beyond the state in which you work (A).
5. Camp and group work (C).
6. Participation in professional organization. N.V.G.A., etc. (C)

Educational Background. As indicated in Table VI, the emphasis regarding the importance of previous educational training was placed primarily upon broad areas of education rather than on specific courses. This was done because in this section of the study the objective was primarily to determine which types of educational background might contribute to a counselor's effectiveness rather than to isolate specific skills to be mastered and concepts and theories to be understood. Findings covering skills, concepts, and theories are discussed in later sections of the study.

Of the types of educational experiences included in this section of the questionnaire, it appears that the respondents considered the training which is necessary to obtain a teaching certificate for secondary schools to be most important. Approximately one-half of the counselor trainers, three-fourths of the administrators, and two-thirds of the other three rating groups, considered qualifications for a teaching certificate to be essential for all counselors. Less than ten per cent of the respondents indicated that a teaching certificate might not be necessary for optimum performance, except for the counselor trainers who had a slightly higher percentage in this category.

¹The letters in parentheses are the code letters of the rating group from which the suggestion came. The code is the same as that used in the Tables.

TABLE VI
EDUCATIONAL BACKGROUND

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	
Master's degree or equivalent with major in Counseling or Guidance.	27.9	38.4	35.6	30.0	44.7	59.3	48.5	50.7	53.6	
Teaching certificate for secondary schools.	76.7	62.6	61.6	63.3	48.7	16.3	25.3	31.5	27.6	
Considerable college training in psychology.	43.0	60.6	46.6	40.0	50.0	54.7	35.4	47.9	55.6	
Considerable college training in Sociology and Anthropology.	14.0	14.1	9.6	3.3	9.2	64.0	52.5	45.2	46.7	
Considerable college training in Educational theory & methodology.	15.1	17.2	16.4	10.0	14.5	59.3	46.5	45.2	50.0	
Considerable college training in Counseling & Guidance courses.	62.8	66.7	68.5	83.3	71.1	36.0	30.3	27.4	16.7	
Successful completion of a period of supervised counseling internship.	23.3	42.4	23.3	30.0	47.4	54.7	43.4	47.9	63.3	

TABLE VII
EDUCATIONAL ORIENTATION

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	
A well defined philosophy of education amenable to that of the school system in which he is employed.	79.1	73.7	75.3	53.6	44.7	19.8	23.2	19.2	36.7	
A thorough understanding of the role of guidance in the total educational pattern.	93.0	92.9	91.8	100.0	89.5	7.0	7.1	8.2	0.0	
A thorough understanding of the role of the administrator, teacher and counselor in the total educational program.	32.6	33.6	78.1	86.7	65.8	17.4	16.2	21.9	13.3	
A realistic appreciation of the importance of subject matter mastery in an effective educational program.	51.2	46.5	50.7	60.0	27.6	33.7	46.5	42.5	20.0	
Understanding of the objectives of mental hygiene in education.	69.8	79.8	68.5	63.3	67.1	26.7	20.2	22.8	30.0	

CODE: A - Administrators. G - Director of Guidance. C - C

1. Essential for All Counsel
2. Necessary for Optimum Per

ROUND

RESPONSE III						RESPONSE IV					NO RESPONSE					
	CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
6	50.0	7.0	13.1	9.6	13.3	2.6	3.5	0.0	4.2	0.0	2.6	0.0	0.0	0.0	0.0	0.0
6	35.5	5.8	9.1	4.1	6.7	13.2	1.2	1.0	1.4	3.3	2.0	0.0	0.0	4.0	0.0	0.0
6	39.5	2.3	4.0	2.7	6.7	10.5	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	1.4	0.0
7	57.9	22.1	30.3	41.1	50.0	30.7	0.0	3.0	4.2	0.0	2.6	0.0	0.0	0.0	0.0	0.0
6	50.0	24.4	31.3	34.2	40.0	35.5	1.2	5.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	29.9	1.2	2.0	4.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0
3	39.5	22.1	13.1	24.7	3.3	9.2	0.0	1.0	1.4	0.0	0.0	0.0	0.0	2.7	3.3	3.3

NOTATION

RESPONSE III						RESPONSE IV					NO RESPONSE					
	CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	
7	48.7	1.2	2.0	5.5	6.7	5.3	0.0	1.0	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
0	9.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0
3	34.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0	51.3	8.1	4.0	6.8	20.0	19.7	1.2	1.0	0.0	0.0	0.0	5.8	0.0	0.0	0.0	1.3
0	27.6	3.5	0.0	2.7	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.9

Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of Considerable Value.
4. Of Little or No Value.

It may be of interest to note that in general considerably more stress was placed upon qualification for a teaching certificate than was placed upon actual teaching experience. There are at least two explanations for this appraisal: (1) many counselors also are assigned certain teaching responsibilities and thus need a certificate in order to be allowed to carry out such responsibilities, and (2) counselors are considered to be members of the instructional staff and as such are required by law to be certified as teachers in many states. Perhaps some of the difference between the administrators and the counselor trainers in regard to the percentage of "essential" responses might be attributed, at least in part, to the probability that the administrators would be more aware of these legal requirements. In fact, four respondents indicated that a teaching certificate was important only because it was required by the state.

Apparently, courses in counseling and guidance were considered the most important of the various fields included in the survey instrument. Between sixty and eighty-five percent of the various rating groups indicated that such training was essential for all counselors, while most of the remaining respondents indicated that it was necessary for optimum performance. State supervisors and counselor trainers placed the greatest stress upon such courses, while the administrators' ratings were somewhat lower than those of any other group.

Although most courses in counseling and guidance are taught at the graduate level, a majority of the respondents in all groups indicated that it was not essential that all counselors complete a sufficient number of these courses, or other graduate courses, to qualify for the masters degree or its equivalent. On the other hand, only about ten

per cent of respondents did not feel that the masters degree level of training was necessary for optimum performance. It may be noted that the administrators who select and employ counselors place the least stress on qualification for an advanced degree, while the counselor trainers who are responsible for the formal training of counselors place the greatest stress on advanced work.

Next of the areas of training in terms of indicated importance for counselors was psychology. With the exception of about ten per cent of the counselor trainers, almost all of the respondents considered training in psychology to be necessary for optimum performance. The range of percentages of "essential" responses for the various groups was from forty for the state supervisors to sixty for the directors of guidance.

As might also be expected, counselor trainers placed greater emphasis than the other rating groups upon the importance of supervised counseling internships. Almost half of this group indicated that such supervised training was essential. Less than one-fourth of the counselors and administrators made a similar appraisal. It may be noted that the percentage of counselors who did not feel that internship training was necessary for optimum performance as a counselor was higher than for any other rating group. Might this be a counselor's evaluation of the effectiveness of many of these programs? Perhaps some of the responses for this item may have been influenced by a situation similar to that expressed by one administrator who remarked that it is impossible in his area to find individuals who had had supervised counseling experience. Similarly, counselors and directors of guidance who had not been exposed to such programs might

not be familiar with their objectives and content and thus not be cognizant of the possible benefits which might be derived from such training.

The pattern of responses regarding the importance of college training in sociology and anthropology is very similar to the pattern of responses regarding training in educational theory and methodology. These two items received the lowest rating of all of the items in this section of the questionnaire. Approximately fifteen per cent of the respondents indicated that college training in these subject areas was essential for all counselors. The responses of the rating groups were very similar with the exception of a somewhat lower rating of sociology and anthropology by the state supervisors. Between one-fourth and one-half of the members of the various rating groups were not of the opinion that such training was necessary for optimum performance. It may be pointed out that the most of the respondents evidently were of the opinion that actual contacts with groups of different cultural and socio-economic status were essential for counselors than had a similar opinion regarding the importance of formal study of these groups in courses in sociology and anthropology.

Other types of educational background were suggested by entries in the space provided for this purpose in this section of the questionnaire. The suggestions are listed below. The code in parenthesis following the item designates the rating group to which the individual making the suggestion belonged.

Courses in clinical measurement. (S.S.)

Training in economics. (S.S.)

Training in the medical, psychiatric, and clinical aspects of personal work to the equivalent of doctors degree. (CT)

Course in salesmanship with some experience. (G)

Training in Mental Health Clinic of a mental hospital.

At least 90 hours. (G)

Courses in philosophy and ethics. (C)

Educational Orientation. The responses to the items concerned with the educational orientation of the counselor have been tabulated in Table VII. In planning this section of the study, an attempt was made to obtain an appraisal of the relative importance to counselors of certain general understandings. These included the role of various members of the staff in carrying out that program. It appears from the data presented in Table VII that the respondents were of the opinion that these understandings were more important in determining the effectiveness of counselors than any particular kind of experiential background or any particular type or level of college training. One possible explanation of this difference in indicated importance may be that the respondents believed that these understandings are developed from many different types of experience in addition to formal training. Some may also have felt that counselors and prospective counselors might develop such understandings from personal study of the professional literature, participation in in-service training programs, and other means of professional advancement.

The responses seem to indicate that, in the opinion of these groups, a thorough understanding of the role of guidance in the total educational program was the most essential of the understandings mentioned in this section of the questionnaire. Ninety per cent or more of each of the groups indicated that such an understanding was essential for all counselors, while the remaining respondents indicated that it was necessary for optimum performance. The only exception to this pattern was one counselor trainer who indicated that such an understanding would be of little or no value. His reason was not given.

Similarly high importance was attributed to understanding the role of the various members of the school staff; the counselors, teachers, and administrators in the total educational program. Again all responses indicated that such an understanding was at least necessary for optimum performance. The percentages of "essential" responses, however, was somewhat lower in this instance. It also appeared that a smaller percentage of the counselor trainers considered this understanding to be essential than any of the other rating groups.

Another factor which was rated as being important, especially by the groups employed in the public schools, was the possession of a well-defined philosophy of education which is amenable to the philosophy of the school system in which the counselor is employed. About three-fourths of the administrators, directors of guidance, and counselors indicated that this was essential for all counselors, while most of the remaining members of these groups indicated that it was necessary for optimum performance. However, less than one-half of the counselor trainers made a similar appraisal. No explanation seems apparent for this rather wide difference in rating. Perhaps daily work and personal contacts in the public schools made the former group more aware of this importance of amenable philosophies being developed by the members of the school staff in order that working relationships may be harmonious.

About two-thirds of the members of each rating group indicated that an understanding of the objectives of mental hygiene in education was essential for all counselors. The percentage of directors of guidance

making this response was somewhat higher. Most of the remaining respondents indicated that such an understanding was necessary for optimum performance. It would be interesting to learn the extent to which these respondents, who evidently consider an understanding of the principles of mental hygiene so important, actually apply and use these principles in their work with students.

It is interesting that only about one-half of the members of the groups that work in the public schools and only about one-fourth of the counselor trainers, considered a realistic appreciation of the importance of subject matter mastery to be essential for counselors. In fact about twenty per cent of the counselor trainers and state supervisors indicated that such an appreciation may be of some value but was not necessary for optimum performance as a counselor. There are several possible explanations of the relatively low ratings made for this item but, since none of them could be supported by available evidence, they were not enumerated here. One state supervisor pointed out the danger of overemphasis of subject matter in his remarks. Perhaps a similar attitude also influenced the appraisal of other respondents.

Only two additional suggestions were made in connection with this section of the questionnaire, both made by state supervisors. One suggested that the counselor must be able to take "a business-like approach to individual differences". Another stated that the counselor should have "a thorough understanding of how the extra-curricular activities of the school can contribute to individual development". Both of the suggestions seem to be extremely pertinent.

Summary

This chapter has been concerned with the factors in the educational and experimental background of the counselor which may influence his effectiveness. The following general statements may be made in summarization of the responses to the items discussed in the chapter.

1. In general, the percentage of respondents who considered the general understandings and appreciations, such as educational philosophy and understanding of the role of guidance in education, to be essential for counselors was considerably greater than the percentage of similar responses for specific types of training or experience, such as courses in educational methodology or school administration.
2. The responses of the administrators, directors of guidance and counselors groups tended to be very similar for most items. The responses of the counselor trainers were considerably different for some items. In a few cases, as for example in regard to the teaching certificate, the responses of the administrators varied somewhat from the other two public school groups.
3. There appeared to be a tendency for administrators, directors of guidance, and counselors to emphasize the importance of experience more than formal college training. The opposite tended to be true of counselor trainers.
4. Experience in and certification for teaching seem to have been considered as the most essential requirements for counselors in terms of training and experience.
5. The respondents of this study did not seem to place as much emphasis on the importance of experience in business and industry as might be expected when one considers the proportion of states requiring such experience for certification of counselors.
6. College courses in counseling and guidance were evidently considered to be important in influencing the effectiveness of counselors. There were wide differences of opinion, however, regarding the necessity of completing a period of counseling internship or of obtaining a masters degree.
7. A greater percentage of respondents evidently considered college training in psychology to be necessary for counselors than either sociology or educational theory and methodology.

8. Of all the items included in these sections of the questionnaire, the respondents evidently felt it was most important for the counselor to have a thorough understanding of the role of guidance in the total educational program and an understanding of the role of the various members of the school staff, administrators, counselors, and teachers in providing for that program.

CHAPTER VI

COMPETENCIES RELATED TO THE COUNSELING SERVICE

Counseling has often been called the heart of the guidance program. The counseling process is emphasized in almost all programs for training guidance workers. If counseling is such an important part of the counselors' responsibility, then an appraisal of the types of information, understandings, and skills which influence the counselors' effectiveness in performing this service would seem to be essential in any study of counselor competencies.

The data regarding competencies which are related to the counseling service were gathered primarily from three of the major sections of the questionnaire.¹ They are Section VI, Understanding of Behavior; Section VII, Counseling and Interviewing; and Section VIII, Counseling Tools and Techniques. The data compiled from these three sections are discussed in this chapter.

Understandings of Behavior

Investigation of the responses presented in Table VIII reveals that there was considerable agreement among the various rating groups regarding the degree of importance of the understandings of behavior which were included in Section VI of the questionnaire. With a few exceptions there was less than ten per cent variation in any response made by the various rating groups for any item. The exceptions are pointed out in the following discussion of the responses.

¹See Appendix A

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	CT
Understanding of the various theories of personality.	38.4	48.5	37.0	33.3	22.4	46.5	41.4	47.9	46.7	22.4
Ability to recognize symptoms of various types of abnormal behavior.	62.8	66.7	68.5	60.0	67.1	34.9	29.3	22.8	33.3	22.4
Ability to select pertinent factors from accumulated data regarding students.	79.1	86.9	82.2	93.3	89.5	20.9	13.1	16.4	6.7	22.4
Familiarity with many different cultural and social patterns.	29.1	39.4	38.4	26.7	25.0	59.3	53.5	53.4	66.7	22.4
Appreciation of the effects of socio-economic status on behavior.	47.7	54.5	67.1	60.0	46.1	46.5	42.4	27.4	40.0	22.4
An understanding of the possible applications of various theories of learning.	22.1	27.3	20.5	16.7	21.1	59.3	58.6	56.2	60.0	22.4
An understanding of the basic mechanisms of adjustment.	52.3	69.7	64.4	83.3	75.0	43.0	30.3	35.6	13.3	22.4
Ability to interpret results of tests of terms of behavior.	59.3	70.7	63.0	80.0	73.7	36.0	28.3	34.2	20.0	22.4
Knowledge of patterns of growth and development of adolescents.	79.1	77.8	76.7	73.3	78.9	20.9	22.2	21.9	23.3	22.4

CODE: A - Administrators. G - Directors of Guidance. C - Counselors.

1. Essential for All Counselors
2. Necessary for Optimum Learning

TABLE VIII

INGS OF BEHAVIOR

CT	RESPONSE III					RESPONSE IV					NO RESPONSE				
	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
52.6	15.1	9.1	15.1	16.7	19.7	0	0	0	3.3	3.9	0	1.0	0	0	1.3
26.3	2.3	3.0	2.7	6.7	5.3	0	0	0	0	1.3	0	1.0	0	0	0
7.9	0	0	1.4	0	1.3	0	0	0	0	0	0	0	0	0	1.3
64.5	11.6	7.1	6.3	6.7	10.5	0	0	1.4	0	0	0	0	0	0	0
40.8	5.8	1.0	5.5	0	11.8	0	0	0	0	0	0	2.0	0	0	1.3
52.6	18.6	14.1	21.9	20.0	25.0	0	0	1.4	3.3	1.3	0	0	0	0	0
21.1	4.7	0	0	3.3	3.9	0	0	0	0	0	0	0	0	0	0
22.4	4.7	0	2.7	0	2.6	0	0	0	0	0	0	1.0	0	0	1.3
17.1	0	0	1.4	3.3	2.6	0	0	0	0	0	0	0	0	0	1.3

C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of Considerable Value.
Performance. 4. Of Little or No Value.

The highest percentage of responses for all rating groups which indicated that an item was essential for all counselors was in response to the item concerned with the ability to select pertinent factors from accumulated data regarding students. The percentage of such responses ranged from seventy-nine to eighty-nine percent for all groups except the state supervisors of guidance. The percentage for this group was slightly higher. It was not difficult to understand why this item should receive such a high appraisal of importance. A counselor usually gathers voluminous information regarding a counselee both before and during the actual interviews and it becomes necessary to select from this mass of information those facts that are pertinent to the problem at hand.

Only a very slightly lower percentage of all groups indicated that a knowledge of patterns of growth and development of adolescents was essential for all counselors. The range in this case was from seventy-three to seventy-nine per cent. With few exceptions the remaining respondents indicated that such a knowledge was necessary for optimum performance. Since counselors in secondary schools work primarily with adolescents, the reasons for the responses to this item were also obvious.

A wider variation in the responses of the various groups appeared in regard to the importance of an understanding of the basic mechanisms of adjustment. The percentage of respondents who indicated that such an understanding was essential for all counselors ranged from fifty-two to eighty-three per cent. The percentage of administrators in this response category was considerably lower than for the other groups. The highest

percentages were found for the state supervisors and counselor trainers. Almost all of the remaining respondents indicated that such an understanding was necessary for optimum performance. It was rather difficult to explain how approximately one-third of the counselors and directors of guidance and almost half of the administrators evidently proposed that it was possible for a counselor to assist a student in gaining insight into his emotional and social problems without an understanding of the basic mechanisms of adjustment. Perhaps some of the respondents had not experienced training in psychology and mental hygiene and were not familiar with this terminology. This can only be conjecture, however.

A very similar response pattern was evident regarding the ability to interpret test results in terms of behavior. The rank of groups by percentage of "essential" responses was identical and the percentage of such responses of each rating group for the two items was also practically the same.

There was considerable agreement among the rating groups regarding the importance of the ability to recognize symptoms of various types of abnormal behavior. The range in response to this item was from sixty to sixty-nine per cent. A small percentage of each group indicated that such an ability was not necessary for optimum performance. Again the responses are somewhat difficult to interpret. How can a counselor even recognize the presence of problems that require referral if he cannot recognize their symptoms? Perhaps some of the respondents are of the opinion that a counselor is responsible primarily for assisting students with problems of a vocational nature and, therefore, he is not necessarily responsible for providing help with emotional problems.

It appears that each of the rating groups were of the opinion that an appreciation of the effects of socio-economic status on behavior was more essential for counselors than a familiarity with different cultural and social patterns. The range in percentage of "essential" responses was from forty-six to sixty-seven percent for socio-economic status and twenty-five to thirty-eight per cent for cultural and social patterns. Of the relatively small percentage of respondents who indicated that the competencies expressed in these two items were not necessary for optimum performance, the administrators and counselor trainers were most prevalent. Conversely these same two rating groups tended to include the lowest percentage of "essential" responses for these items. Perhaps one of the factors in the lower rating of the importance of cultural and social patterns was reflected by a remark made in regard to this item by a state supervisor of guidance. He states that the importance depends upon the area in which the counseling is taking place. Probably a counselor in a school that did not include students from widely divergent cultural and social groups would not be aware of the problems that arise from such sources. On the other hand, almost every school includes students from several different socio-economic strata.

There was considerable difference of opinion indicated by the rating groups regarding the importance of an understanding of the various theories of personality. There were wide differences within groups as well as among groups. The range of percentages of the rating groups who indicated that such an understanding was essential for all counselors was from twenty-two to forty-nine per cent, indicating the differences among the groups. The

fact that the responses of each of the groups were distributed over all of the possible response categories indicated the differences within groups. It may be noted that the counselor trainers, who have often been accused of overemphasizing theory, included a considerably smaller percentage of essential responses than any of the other groups.

The item considered least important of those included in this section of the questionnaire was concerned with an understanding of the possible applications of various theories of learning. In this case the responses among groups were very similar but there appeared to be wide differences of opinion within groups.

There were only two suggested additions to this section of the questionnaire. A state supervisor added "complete knowledge of normal behavior at each developmental level". An administrator suggested "to interpret behavior in terms of the needs of pupils".

Counseling and Interviewing

The data presented in Table IX would seem to indicate that if the questionnaire is considered as a whole the competencies dealing with counseling and interviewing are among the most important in determining the effectiveness of counselors. With very few exceptions at least three-fourths of the respondents of each rating group indicated that each of the items in this section of the questionnaire was essential for all counselors. While some individual items of other sections of the study may have received a higher appraisal of importance, this section which was concerned with counseling and interviewing is the only section in which every item received such a high appraisal.

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	CT
Ability to establish a give and take relationship with the counsellee.	91.8	94.9	95.9	90.0	85.5	7.0	5.1	4.1	6.7	
Ability to differentiate between basic problems and symptomatic behavior.	83.7	82.8	84.9	90.7	89.5	10.3	16.2	15.1	8.3	
Possession of an adequate background for giving sound advice.	70.9	61.1	50.7	44.7	26.3	25.6	25.3	31.5	23.3	
Ability of the counselor to minimize the influence of his personal feelings and beliefs on the course of the interview.	81.4	88.9	75.3	83.3	78.9	18.6	11.1	21.9	16.7	
Ability to adapt counseling technique to different situations.	80.2	85.9	83.6	80.0	77.6	19.8	14.1	15.1	20.0	
Exercise of good judgment in guiding students toward appropriate goals.	80.2	83.8	75.3	80.7	60.5	19.2	13.1	20.5	10.0	
Counselors ability to avoid excessive emotional identification with the clients problem.	80.2	84.8	87.7	83.3	81.6	18.6	15.2	12.3	16.7	
Ability to show interest and sincerity during counseling process.	90.7	88.9	87.7	96.7	89.5	9.3	11.1	12.3	5.3	
Willingness to refer cases to other sources if client requires help beyond counselors range of capability.	85.6	88.3	81.8	86.7	84.2	17.4	11.1	8.2	13.3	
Ability to maintain a professional attitude toward confidential information.	95.3	97.0	100	98.7	89.5	3.5	3.0	0	3.3	
Ability to communicate effectively with clients at all levels; does not "talk down" to client.	87.2	88.9	86.3	90.0	81.6	12.8	11.1	13.7	10.0	

CODE: A - Administrators. G - Directors of Guidance.

1. Essential for all couns
2. Necessary for optimum p

TABLE IX

AND INTERVIEWING

RESPONSE III						RESPONSE IV						RESPONSE V					
CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT		
9.2	1.4	0	0	0	1.3	0	0	0	0	1.3	0	0	0	3.3	2.6		
10.5	0	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0		
28.9	3.5	5.1	13.7	13.3	17.1	0	4.0	2.7	10.7	18.8	0	4.0	1.4	0	11.9		
17.1	0	0	1.4	0	2.6	0	0	0	0	0	0	0	1.4	0	1.3		
22.4	0	0	1.4	0.0	0	0	0	0	0	0	0	0	0	0	0		
22.4	0	1.0	4.1	3.3	7.9	0	0	0	0	3.9	0	2.0	0	0	5.3		
15.8	1.2	0	0	0	2.6	0	0	0	0	0	0	0	0	0	0		
10.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
14.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.3		
3.2	0	0	0	0	1.3	0	0	0	0	0	1.2	0	0	0	0		
17.1	0	0	0	0	1.3	0	0	0	0	0	0	0	0	0	0		

C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of some value to secondary school counselors.
 performance. 4. Of little or no value.

With the exception of two items, there was almost unanimous agreement that the competency described in each of these items was necessary for optimum performance.

It was also noticeable that the responses of the different rating groups were very similar for each of these items. With a few notable exceptions, the difference between the highest and lowest percentage of responses to any item was not more than ten. The exceptions are discussed later in this chapter.

There were several items included in this section of the questionnaire which were concerned with the attitudes and feelings of the counselor toward the counselee and the counseling situation. Each of these items were appraised as being extremely important by each of the rating groups. The item which received the highest percentage of responses indicating that such a competency was essential for all counselors was the ability to maintain a professional attitude toward confidential information. With the exception of the counselor trainers, over ninety-five percent of all rating groups indicated that such an ability was essential for all counselors. The percentage of the counselor trainers making a similar response was almost ninety per cent. The counselor group, composed of individuals who are constantly confronted with these problems, were unanimous in appraising this ability as essential.

Another item which was concerned, at least in part, with the attitudes and personality of the counselor also was appraised as being essential for all counselors. This item dealt with the counselor's ability to show interest and sincerity during the counseling process. Approximately ninety

per cent of all rating groups indicated that this ability was essential for all counselors. There were no respondents who did not indicate that this ability was at least necessary for optimum performance.

More than eighty per cent of all rating groups agreed that it was essential that all counselors demonstrate the ability to avoid excessive emotional identification with the client's problem. This ability may also be partially a result of the personality of the counselor.

Over seventy-five per cent of all rating groups indicated that it was essential that all counselors have the ability to minimize the influence of his personal feelings and beliefs on the course of the interview. The remaining respondents were almost unanimous in agreeing that this ability was necessary for optimum performance.

Examination of the items discussed above may reveal that the abilities described may not be of the type that can be developed through professional experience and training. It may be argued, on the other hand, that these abilities are influenced primarily by the personality of the counselor. If the latter viewpoint is correct, there would seem to be considerable justification for including these items in the section concerned with the personal characteristics of counselors. Regardless of the source of development of these abilities, it is evident that a preponderance of the respondents considered them to be essential factors in determining the effectiveness of counselors at work.

Another group of items in this section of the questionnaire were concerned with certain interviewing techniques. There was no item included in this section which asked for a direct appraisal of interviewing techniques in general. It is apparent that a large part of a counselor's

time is spent in interviewing. If this is true, then it is also apparent that a knowledge of the techniques of interviewing would be essential for anyone working as a counselor. Since it was necessary to limit the number of items to be included in the questionnaire, the items concerned with interviewing were limited to more specific techniques and relationships used and developed during the course of the interview. It should not be assumed that interview techniques were not considered to be important influences on the effectiveness of counselors merely because they are not directly mentioned in any of the items. Quite the contrary is true.

More than ninety per cent of all rating groups with the exception of the counselor trainers indicated that it was essential that all counselors demonstrate the ability to establish a give and take relationship with the counselee. The percentage of counselor trainers who made a similar response was slightly lower. Perhaps a few of the latter group encountered semantic difficulties. One respondent, for example, suggested as an additional item "The ability to create a permissive atmosphere". This appeared to be practically a restatement of the above item.

Another item closely allied to interviewing concerned the ability of counselors to adapt counseling techniques to different situations. Over eighty per cent of all rating groups except the counselor trainers indicated that such an ability was essential for all counselors. Again the percentage for the counselor trainers was slightly lower.

The respondents were also asked to appraise the importance of the ability to communicate effectively with clients at all levels and not to "talk down" to the client. Again the counselor trainers appeared to

be most conservative. Over eighty-five per cent of all other rating groups appraised this ability as being essential for all counselors. About eighty per cent of the counselor trainers made the same appraisal.

Two items of this section dealt with the ability of the counselor to make an accurate diagnosis. The first of these was concerned with the counselor's ability to differentiate between basic problems and symptomatic behavior; the other with the counselor's willingness to refer cases to other sources when the client requires help beyond the counselor's range of capability. The responses to the two items were very similar. Over eighty per cent of all rating groups appraised these items as being essential for all counselors. The range of responses for the rating groups was less than ten per cent except for the state supervisors who were a bit higher in terms of "essential" responses to the first of these items.

The remaining two items in this section of the questionnaire aroused considerable controversy and difference of opinion, primarily on the part of the counselor trainers. The items were concerned with the degree of direction which a counselor should give to the course of the counseling interview and to the desirability of giving advice to the client. The first of these items was stated as "the possession of an adequate background for giving sound advice." The range of those in the various rating groups who indicated that this was essential for all counselors was from seventy per cent for the administrators to twenty-six per cent for the counselor trainers. The percentage of administrators who made such a response was somewhat higher than that of any of the other rating groups while the percentage of counselor trainers was considerably lower

than that of any other group. The responses in the groups of state supervisors and counselor trainers were almost evenly divided over all four of the possible responses on the scale. Over ten per cent of the counselor trainers refused to make any appraisal of the importance of this item.

More than seventy-five per cent of all rating groups except the counselor trainers indicated that it was essential that all counselors exercise good judgment in guiding students toward appropriate goals. Only sixty per cent of the counselor trainers made such an appraisal. The latter group was also the only one in which respondents were included in each of the four rating categories.

The remarks of the counselor trainers indicated that some of them were considerably disturbed by these items. Two members of the group stated that they "absolutely refused to answer these items!" Others made rather sarcastic remarks. The following are examples: "Are these jokers?" "This is counseling?" "I'm opposed to sin!"

It is not possible to determine the reasons for the wide differences of opinion regarding the importance or desirability of the factors mentioned in these last two items. It is also impossible to determine why the responses of the counselor trainers should be so widely variant from those of the other rating groups. Perhaps some of the differences can be explained by the fact that the counselor trainers are usually more conversant with the latest literature and research in the field. Even in this group, however, the great divergence of opinion is reflected by the wide differences in the responses within the group. Evidently the issue of "directive" versus "non-directive" counseling is still a subject of controversy.

The number of suggested additional items was greater for this section than for any other section of the study. They are stated verbatim as taken from the questionnaire. The code letters in parenthesis are the same as those used in the tables.

"Ability to let student work out answers rather than give advice." (SS)

"Ability to effectively follow-up the interview." (CT)

"Ability to create permissive atmosphere." (CT)

"Ability to secure and maintain the complete confidence of the counselee." (G)

"Ability to make client feel at ease." (G)

"Ability to recognize readiness for counseling." (G)

"Ability to determine what information a counselee is competent to handle." (G)

Counseling Tools and Techniques

There is a multitude of tools and techniques which are used by counselors. Much of the professional literature is concerned with the effective use of some of these tools and techniques. Some of the most widely used books in the field of guidance, such as those by Traxler (39) and Strang (35), are intended as aids for assisting guidance workers in increased understanding of and proficiency in the use of these techniques.

Because of the evident importance of these techniques in influencing the effectiveness of counselors, a considerable section of the questionnaire contained items regarding their use. The number of items was relatively large due to the large number of techniques which had to be included. The responses to the items of the questionnaire which were concerned primarily with the tools and techniques of guidance are presented in Tables X and XI.

TABLE
COUNSELING TOOL

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	CT
Ability to administer and score group tests of interest, aptitude, etc.	60.5	58.6	65.8	63.3	67.1	34.9	33.3	28.8	26.7	21.
Ability to interpret results of such tests.	87.2	83.8	83.6	93.3	86.8	11.6	15.2	16.4	6.7	11.
Understanding of the possible applications of basic statistical techniques.	38.7	39.4	27.4	53.6	40.8	51.2	43.3	56.2	33.3	48.
Ability to select the proper test to serve a given purpose.	67.3	68.7	71.2	90.0	76.3	31.4	35.3	26.0	10.0	22.
Ability to administer the Stanford Binet and/or the Weschler Bellevue tests.	27.9	13.1	11.0	10.0	18.4	44.2	44.4	47.9	50.7	53.
Ability to administer and interpret results of the Rorschach and/or other projective techniques.	11.8	6.1	5.5	3.3	2.6	44.2	29.3	21.9	23.3	22.
Ability to interpret test scores to parents in a tactful but meaningful manner.	76.7	81.8	78.1	86.7	69.7	20.9	17.2	19.2	13.3	25.
Constant awareness of the limitations of test results.	97.7	93.9	93.2	100.	96.1	2.3	5.1	6.8	0	3.
Ability to select and administer diagnostic tests to detect need for remedial work.	61.6	54.0	45.2	43.3	56.0	31.4	30.3	47.9	46.7	39.
Ability to evaluate data in cumulative record in terms of application to a given situation.	82.6	84.8	76.7	93.3	85.5	17.4	15.2	21.9	6.7	13.
Ability to analyze present record system in regard to needed revision.	13.7	46.5	47.9	60.0	43.4	59.3	45.5	42.5	36.7	40.
Ability to maintain a professional attitude toward information included in the cumulative record.	89.5	89.9	93.2	97.3	86.8	10.5	10.1	8.5	6.7	13.
Ability to evaluate information included in anecdotes and autobiographies.	65.1	75.2	67.1	80.0	64.5	33.7	21.2	31.1	20.0	31.
Ability to assist teachers in developing an effective program for obtaining the most meaningful anecdotes and autobiographies.	36.0	39.4	38.4	50.0	38.2	55.8	53.5	50.7	50.0	53.
Ability to assist in the development of case studies in cooperation with other staff members.	51.2	59.6	53.4	76.7	48.7	41.9	38.4	42.5	20.0	44.
Ability to analyze and interpret information included in case studies.	66.3	75.8	68.5	86.7	72.4	30.2	24.2	30.1	10.0	23.

CODE: A - Administrators. G - Directors of Guidance.

1. Essential for all counselors
2. Necessary for optimum perfor

RESPONSE III						RESPONSE IV						NO RESPONSE					
CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT		
1	2.3	7.1	4.1	10.0	10.5	2.3	1.0	1.4	0	1.3	0	0	0	0	0		
8	1.2	1.0	0	0	0	0	0	0	0	1.3	0	0	0	0	0		
7	11.6	15.2	16.4	13.3	10.5	1.2	1.0	0	0	0	2.3	1.0	0	0	0		
4	2.3	5.1	1.4	0	0	0	0	1.4	0	1.3	0	0	0	0	0		
9	25.6	30.3	33.4	31.0	25.0	2.3	12.1	3.2	3.3	2.6	0	0	0	0	0		
4	29.1	34.3	37.0	58.7	51.3	5.8	29.3	35.6	13.3	32.4	1.2	1.0	0	3.3	1.3		
0	2.3	1.0	2.7	0	5.3	0	0	0	0	0	0	0	0	0	0		
0	0	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0		
0	7.0	12.1	8.9	10.0	1.3	0	3.0	0	0	2.6	0	0	0	0	0		
0	0	0	1.4	0	1.3	0	0	0	0	0	0	0	0	0	0		
1	5.8	8.1	7.2	3.3	9.2	1.2	0	1.4	0	1.3	0	0	0	0	0		
2	0	0	1.4	0	0	0	0	0	0	0	0	0	0	0	0		
6	1.2	1.0	2.7	0.0	1.3	0.0	1.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	1.3		
9	7.0	7.1	11.0	0.0	5.3	1.2	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	1.3		
7	7.0	2.0	4.1	3.3	5.3	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0		
7	2.3	0.0	1.4	3.3	3.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		

C - Couns-lors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of some value to secondary school counselors.
 4. Of little or no value.

A discussion of each item of this list would be long and tedious. Therefore, in this section the discussion will consist largely of comparisons of items on a more general basis.

Tests and Testing. Of the several items regarding tests there was one item that was almost unanimously agreed to be essential for all counselors. That item was concerned with a constant awareness of the limitations of test results. The importance attached to this item might well lead one to believe that many guidance workers are concerned with the tendency to use the results of tests as "the answer" rather than as an aid in improving the understanding of the student.

It appears that the respondents of all groups tend to emphasize the importance of interpretation of the results of tests more than the administration and scoring of the tests. Less than two-thirds of the respondents felt that it was essential that all counselors be able to administer and score tests while between eighty-three and ninety-five per cent of the various rating groups indicated that it was essential that all counselors be able to interpret the results. Also, more than ten per cent of the state supervisors and counselor-trainers indicated that the counselor's ability to administer and score tests was not necessary for optimum performance. There were only scattered responses indicating that the counselors ability to interpret test results was not necessary for optimum performance. The remarks indicated that some respondents believed that the administration and scoring of tests was the duty of a psychometrist. Probably in schools where no psychometrist specialist was available, such duties are considered to be the responsibility of the counselor.

The ability to select the proper test to serve a given purpose was considered to be essential by over two-thirds of each rating group. A greater percentage of state supervisors indicated that this ability is essential for all counselors than any of the other rating groups. Agreement was practically unanimous that the ability to select tests was necessary for optimum performance.

There were tremendously wide differences of opinion indicated regarding the importance of a counselor's ability to administer and interpret individual intelligence tests, such as the Stanford-Binet and Weschler-Bellevue, and projective techniques such as the Rorschach. The responses to both of these items were distributed over all four of the possible choices. The differences in ratings of these items among the groups were relatively small. The administrators tended to have a larger percentage than the other rating groups who indicated that each of these skills were essential for all counselors. Considered over all, it appears that a greater percentage thought that it was necessary that counselors be able to administer the individual intelligence tests than had the same opinion regarding the projective techniques.

Over seventy-five per cent of all rating groups except the counselor trainers indicated that it was essential that a counselor have the ability to interpret test scores to parents in a tactful but meaningful manner. This figure appeared to indicate that for all practical purposes it is as important for the counselor to be able to explain results of tests to parents as it is for the counselor to understand the results himself.

Cumulative Record. There appeared to be general agreement regarding the importance of two items concerned with the cumulative records. With very few exceptions, the members of all groups indicated that it was necessary that counselors have the ability to evaluate data from the cumulative record in terms of applications to a given situation and the ability to maintain a professional attitude toward information included in the cumulative record. The percentage of respondents who indicated that these abilities were essential for all counselors, however, was slightly higher for the items concerned with professional attitude toward data than for the ability to evaluate data.

Greater difference of opinion was revealed in response to the item concerned with the ability of the counselor to analyze the present record system in regard to needed revision. The responses were evenly divided between appraisals as essential for all counselors and necessary for optimum performance. The only wide differences among groups was in the case of the administrators who had a smaller percentage of responses indicating that it was essential than that it was necessary for optimum performance, and the state supervisors for whom the reverse was true.

Anecdotes, Autobiographies and Case Studies. Almost twice as many members of each rating group were of the opinion that it was essential that all counselors have the ability to evaluate information included in anecdotes and autobiographies as made a similar appraisal of the importance of his ability to assist teachers in developing an effective program for obtaining the most meaningful anecdotes and

autobiographies. Also a small percentage of respondents indicated that the ability to help teachers with these matters was not necessary for optimum performance. Who is to assist in the development of a program to insure meaningful information for the counselors to evaluate is not immediately evident.

A similar tendency appears in connection with the items concerned with the case study. Again it appeared that the respondents considered it more important for the counselor to be able to analyze and interpret the data from case studies than it was to be able to assist in developing the studies themselves.

It may be worthy of note that while the percentage of respondents that appraised the ability to interpret anecdotes and autobiographies and the ability to interpret case studies was practically the same, a larger percentage indicated that it was essential to assist in the development of case studies than had a similar opinion of the importance of developing a program for obtaining anecdotes and autobiographies.

Observing and Reporting Behavior. Responses to the preceding items seem to indicate that the importance of techniques and the interpretation of data derived from their use was stressed more than assisting teachers in developing understanding of and competency in the techniques. The reverse appears to be true, however, for the items concerned with observing and reporting behavior. It appeared that a slightly higher percentage of respondents were of the opinion that it was essential that all counselors have the ability to help others to improve the objectivity of their observations of behavior than made a similar appraisal of the

ITEM	RESPONSE I					RESPONSE II			
	A	G	C	SS	CT	A	G	C	SS
Ability to help others to improve the objectivity of their observations of behavior.	50.0	45.5	43.8	43.3	40.8	43.0	49.5	43.8	46.7
Knowledge of rating techniques used to report observations of behavior.	31.4	43.4	37.0	40.0	35.5	52.3	45.5	45.2	46.7
Knowledge of other techniques of reporting such observations.	14.0	28.3	20.5	23.3	23.7	61.6	61.6	47.9	50.0
Ability to use and understand sociograms.	19.8	18.2	12.3	30.0	26.3	54.7	54.5	54.8	43.3
Knowledge of and skills in techniques of group participation.	38.4	38.4	35.6	30.0	35.5	47.7	49.5	50.7	60.0
Considerable skill in use of sociodrama and psychodrama.	7.0	6.1	2.7	0	1.3	40.7	41.4	34.2	50.0
Ability to train others in effective techniques of group participation.	23.3	14.1	11.0	10.0	18.4	43.0	48.5	39.7	53.6
Considerable knowledge of and skill in techniques of group therapy.	18.6	13.1	9.6	13.3	6.6	45.3	50.5	38.4	50.0
Ability to teach courses or units on occupational information.	22.1	32.3	21.9	33.3	26.3	48.8	50.5	52.1	46.7
Ability to teach courses stressing personal and social adjustment.	25.6	36.4	26.0	26.7	27.6	45.3	50.5	47.9	46.7
Ability to identify cases needing special assistance with problems of reading, writing, speech, etc.	62.8	64.6	57.5	70.0	63.2	37.2	31.3	37.0	20.0
Knowledge of and skill in the use of techniques of remedial reading.	17.4	8.1	5.5	3.3	5.3	55.8	52.5	41.1	33.3
Knowledge of and skill in the use of techniques of speech correction.	9.3	5.1	4.1	3.3	2.6	52.3	34.3	31.5	30.0
Ability to assist students in improving work habits and study skills.	47.7	38.4	43.8	26.7	35.5	39.5	50.5	46.6	33.3
Ability to act as a resource person for teachers in problems in the remedial areas.	27.9	40.4	26.0	26.7	25.0	48.8	40.4	47.9	40.0

CODE: A - Administrators. G - Directors of Guidance.

1. Essential for all counselors
2. Necessary for Optimum performance

TABLE XI

OLS AND TECHNIQUES

I	RESPONSE III					RESPONSE IV					NO RESPONSE					
	CT	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
	50.0	5.8	5.1	12.3	10.0	7.9	1.2	0	0	0	1.3	0	0	0	0	0
	56.6	16.3	9.1	16.4	13.3	6.6	0	1.0	1.4	0	1.3	0	1.0	0	0	0
	56.6	18.6	7.1	27.4	23.3	13.2	1.2	1.0	2.7	0	1.3	4.7	2.0	1.4	3.3	5.3
	55.3	20.9	25.3	30.1	26.7	17.1	4.7	2.0	2.7	0	1.3	0	0	0	0	0
	56.6	14.0	12.1	13.7	10.0	7.9	0	0	0	0	0	0	0	0	0	0
	38.2	40.7	37.4	47.0	50.0	52.6	10.5	13.1	13.7	0	7.9	1.2	2.0	1.4	0	0
	48.7	31.4	32.3	42.5	36.7	31.6	2.3	5.1	5.5	0	1.3	0	0	1.4	0	0
	50.0	32.6	27.3	41.1	33.3	40.8	3.5	8.1	9.6	3.3	2.6	0	1.0	1.4	0	0
	56.6	27.9	15.2	24.7	16.7	14.5	1.2	2.0	1.4	3.3	2.6	0	0	0	0	0
	55.3	29.1	12.1	24.7	20.0	15.8	0	1.0	1.4	6.7	1.3	0	0	0	0	0
	34.2	0	4.0	5.5	10.0	2.6	0	0	0	0	0	0	0	0	0	0
	39.5	22.1	31.3	42.5	50.0	48.7	4.7	8.1	11.0	13.3	5.3	0	0	0	0	1.3
	28.9	32.6	47.5	49.3	50.0	56.6	5.8	13.1	15.1	16.7	10.5	0.0	0.0	0.0	0.0	1.3
	47.4	12.8	8.1	9.6	36.7	17.1	0.0	2.0	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
	44.7	20.9	17.2	23.3	23.3	27.6	2.3	2.0	1.4	10.0	2.6	0.0	0.0	1.4	0.0	0.0

C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

s.
rmance.

3. Of some value to secondary school counselors.
4. Of little or no value.

importance of the counselor's knowledge of rating techniques used for reporting such observations. The ability to help others to improve these techniques of observation was appraised as being considerably more important than knowledge of other techniques used for reporting such observations. A considerable number of respondents were not of the opinion that the competencies described in these items were necessary for optimum performance as a counselor. The counselor group seemed singularly unimpressed with the importance of them.

Sociograms, Sociodrama and Psychodrama. There is much being written in the current literature about the tremendous values that can be derived from the use of these techniques. It appears from an analysis of the responses to the items dealing with these techniques, however, that there is very little agreement as to their value in determining the effectiveness of a counselor at work.

The ability to use sociograms effectively was rated higher in importance than similar abilities with sociodrama and psychodrama. The percentage of counselors who rated a knowledge of sociograms as being essential for all counselors was lower than for any of the other rating groups. The percentage of "essential" responses for the state supervisors and counselor trainers was somewhat higher than for the other groups. In the three groups including members employed in the public schools there were more of the respondents who did not consider knowledge of sociograms to be necessary for optimum performance than considered such knowledge to be essential for all counselors.

The respondents placed even less importance on the value of sociodrama and psychodrama. In this case only a small number of respondents

considered a knowledge of these techniques to be essential for all counselors. In fact, there were more respondents who indicated that these techniques were of little or no value than indicated that they were essential.

Group Participation and Group Therapy. As in the case of the preceding items, there has been considerable discussion in the current literature of the importance of group guidance and the tremendous values of group therapy. Again, however, there appears to be considerable difference of opinion concerning the importance of these techniques. The differences in responses within the various groups are much greater than the differences among the groups.

On the whole the knowledge of group techniques and skills in the use of them was considered the most important of the items concerned with group techniques. Slightly more than one-third of the respondents indicated that such knowledge and skill was essential for all counselors. Between seven and fifteen per cent did not feel that these things were necessary for optimum performance. There were no respondents, however, that did not think these techniques would at least be of considerable value.

The counselor's ability to train others in effective group participation was rated considerably less important. About one-third of the responses indicated that this ability was not necessary for optimum performance. The "essential" responses ranged from ten per cent for the state supervisors to twenty-three per cent for the administrators.

Even less importance was attached to knowledge of and skill in the use of techniques of group therapy. The percentage of "essential"

responses was approximately the same as for the preceding item except for the counselor trainers who had a considerably lower percentage of "essential" responses for the item concerned with group therapy. A correspondingly greater percentage of responses indicated that competency in group therapy is not necessary for optimum performance as a counselor. Evidently the proponents of group therapy have not convinced the majority of guidance workers of the value of their techniques.

Teaching. There also appears to be a wide divergence of opinion regarding the importance of the ability of counselors to teach courses stressing occupational information and personal-social adjustment. The responses for the two types of courses were practically identical for all responses for all groups. Approximately one-fourth of the respondents were of the opinion that the ability to teach these courses was essential for all counselors while almost the same percentage indicated that such abilities were not necessary for optimum performance. The directors of guidance presented a somewhat higher percentage of "essential" responses than any of the other rating groups. Perhaps they are the personnel most often asked to teach such a course.

Remedial Services. It appears from the responses that guidance workers conceive the role of the counselor in regard to remedial services to be largely one of identifying the need for such services rather than as a technician or consultant in the use of the techniques used for remedial work with students.

Approximately two-thirds of the respondents indicated that an ability to identify cases needing remedial assistance was essential for all counselors. With the exception of ten per cent of the state supervisors (representing a small number of responses because of the small sample of this group) the remaining respondents were almost unanimous in appraising this ability as necessary for optimum performance. Seventeen percent of the administrators indicated that it was essential that all counselors be skilled in the techniques of remedial reading. With this exception less than ten per cent of any of the rating groups were of the opinion that it was essential that all counselors be skilled in the techniques of remedial reading or speech correction. Approximately half of the responses indicated that these skills were not necessary for optimum performance as a counselor.

The remarks made in conjunction with these items indicated that the primary reason for the relatively low rating of importance attributed to these skills in determining the effectiveness of counselors was the result of the opinion that remedial activities should be provided by specialists in that area and thus such duties are not among the primary responsibilities of counselors.

About one-fourth of the respondents indicated that it was essential that counselors be able to act as a resource person for teachers in the remedial areas. A similar percentage, on the other hand, indicated that such abilities were not necessary for optimum performance. This indicates considerable difference of opinion. The exception to this general picture was the directors of guidance, forty per cent of whom were of the opinion

that an ability to act as a resource person in these areas was essential for all counselors. Again it is possible that, as the director of the guidance program, they are the persons most often requested to perform such duties. It should also be noted that the percentage of all rating groups was considerably higher for the essentiality of the ability to act as a resource person in remedial areas than the percentage of similar responses regarding the counselor's personal competency in these same techniques.

A large percentage of the responses indicate that a counselor should be able to assist students in improving work habits and study skills. There is some variation of responses for the different rating groups, but a majority agree that such skills are necessary for optimum performance as a counselor.

General Comments. In addition to discussion of specific tools and techniques in guidance, some general remarks concerning their use are worthy of mention.

1. More of the respondents appear to emphasize a counselor's knowledge of and skill in the use of techniques than the role of the counselor as a resource person for the school staff in regard to these techniques.
2. In general, the state supervisors tend to emphasize the importance of the counselor's role as a consultant and leader more than any of the other rating groups. This may be a result of observing the need for such leadership in many different school programs as part of their supervisory responsibilities.
3. There is little agreement concerning the importance of some of the more technical psychological techniques such as projective techniques, sociodrama, psychodrama, sociometrics, etc. in

determining the effectiveness of counselors. This may result from the feeling that the use of these techniques should be restricted to highly trained specialists. It may also be that the workers in the field are not convinced that proficiency in these techniques is essential for adequate performance as a counselor.

4. There also appeared to be considerable differences of opinion in regard to the importance of techniques, such as teaching and remedial services, which are not directly associated with the counseling process. These differences may also have resulted from various conceptions of the role of the counselor.
5. In spite of current emphasis from many quarters on the importance of group participation and group therapy there is no consensus of opinion regarding the importance of such techniques for counselors.
6. No specific tools or techniques included in this section were considered to be essential for all counselors by anything approaching unanimous appraisal.

Summary

In general the competencies concerned with the effectiveness of counseling and interviewing were appraised as being more important than proficiency in the use of specific tools and techniques. Some of the competencies which resulted largely from the personal characteristics of the counselor were emphasized by a larger percentage of the respondents than competencies developed through training and experience in the use of techniques of counseling and interviewing.

Understanding of behavior was appraised as being important in determining the success of a counselor. The emphasis seemed to be placed more on practical, observable influences on behavior than on a knowledge of the theories of personality and of learning which might explain behavior.

There were considerable differences of opinion regarding the essentiality of the counselor being skilled in the various tools and techniques used for obtaining information which might make possible improved under-

standing of the problems of the individual. In general, ability to interpret information obtained from the use of these techniques was emphasized by more of the respondents than ability in the application of the techniques themselves. It appeared that the actual administration of the techniques and the provision of information derived from their use was considered by many of the respondents to be the responsibility of other members of the staff of the school.

It appeared that some respondents conceive of the role of the counselor to be a rather specialized function consisting primarily of duties connected with the counseling process.

CHAPTER VII

COUNSELOR COMPETENCIES RELATED TO THE OTHER GUIDANCE SERVICES

It would appear from examination of the professional literature that actual face-to-face counseling is only one of the responsibilities of the counselor in a secondary school. If the guidance program is envisioned as a body of services, then counseling is considered to be only one of the services provided. It appeared, therefore, that a study of counselor competencies should include an appraisal of the importance of activities performed in connection with the other guidance services as factors in determining the effectiveness of counselors.

Three major sections of the questionnaire used to gather the data for this study were concerned with competencies related to these other guidance services. They were Section V, Relations with Staff, Parents, etc.; Section IX, Informational Services; and Section X, Administration and Evaluation of Guidance Services. The responses to the items in these sections of the questionnaire will be discussed in this chapter.

Relations with Staff, Parents, Etc.

Relationships with Others. The responses to this section of the questionnaire have been presented in Table XII. For purposes of discussion, the items have been grouped according to the type of activity which is described in the item. Two items included in this section appeared to be considered more important than any of the others. They were the ability to work harmoniously

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	CT
Ability to work harmoniously with other members of the staff.	93.0	90.9	94.5	96.7	93.4	7.0	9.1	5.5	3.3	
Ability to work effectively in group situations.	62.6	67.7	61.6	73.3	59.2	29.1	32.3	34.2	23.3	3
Ability to plan and provide leadership for the in-service training program.	44.2	45.5	35.6	53.6	56.6	44.2	44.4	54.8	43.3	3
Ability to communicate to the staff an understanding of the objectives of the guidance program.	69.8	76.7	76.7	83.3	73.7	29.1	22.2	20.5	13.3	2
Ability to demonstrate areas in which the guidance services may contribute to more effective teaching.	47.7	64.6	58.9	56.7	52.6	46.5	31.3	38.4	33.3	4
Ability to assist teachers in reaching an understanding of the significance and limitations of test scores.	48.8	59.6	58.9	66.7	60.5	41.9	37.4	38.4	33.3	3
Ability to assist teachers in gaining a better understanding of the problems of individual students.	67.4	77.8	83.6	83.3	75.0	30.2	21.2	16.4	13.3	2
Ability to train staff personnel in techniques of providing maximum assistance to the guidance program.	37.2	31.3	28.8	43.3	44.7	51.2	59.6	61.6	50.0	
Ability to work harmoniously with parents in reaching a solution for student problems.	89.5	84.8	80.8	93.3	75.0	10.5	14.1	19.2	6.7	
Ability to communicate the objectives of the counseling process to parents.	60.5	63.6	61.6	70.0	46.1	39.4	33.3	35.6	26.7	
Ability to work effectively with agencies outside of school.	45.3	52.5	60.3	66.7	48.7	53.5	43.4	35.6	30.0	
Ability to "sell" the need for guidance services to the community.	29.1	42.4	34.2	33.3	34.2	59.3	49.5	57.5	53.6	
Ability to provide information for staff regarding mental hygiene concepts.	26.7	36.4	27.4	40.0	35.5	58.1	51.5	58.9	53.6	5
Ability to assist teachers in relating subject matter to the world of work.	25.6	31.3	26.0	50.0	21.1	51.2	50.0	53.4	40.0	5

CODE: A - Administrators. G. - Directors of Guidance

1. Essential for all counselors
2. Necessary for optimum perfor

TABLE II

STAFF, PARAPROFESSORS, ETC.

CT	RESPONSE III					RESPONSE IV					NO RESPONSE				
	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
6.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38.2	2.3	0	4.1	3.3	2.6	0	0	0	0	0	0	0	0	0	0
39.5	10.5	3.1	9.6	3.3	3.9	1.2	2.0	0	0	0	0	0	0	0	0
22.4	1.2	1.0	2.7	3.3	2.6	0	0	0	0	0	0	0	0	0	1.3
42.1	5.8	4.0	2.7	10.0	3.9	0	0	0	0	0	0	0	0	0	1.3
35.5	9.3	2.0	2.7	0	3.9	0	0	0	0	0	0	1.0	0	0	0
25.0	2.3	0	0	3.3	0	0	0	0	0	0	0	1.0	0	0	0
44.7	10.5	5.1	9.6	6.7	9.2	0	3.0	0	0	0	1.2	1.0	0	0	1.3
23.7	0	0	0	0	1.3	0	0	0	0	0	0	1.0	0	0	0
46.1	1.2	1.0	2.7	0	7.9	0	1.0	0	0	0	0	1.0	0	3.3	0
46.1	1.2	3.0	4.1	3.3	5.3	0	0	0	0	0	0	1.0	0	0	0
47.4	11.6	6.1	8.2	10.0	13.2	0	1.0	0	3.3	2.6	0	1.0	0	0	2.6
51.3	15.1	9.1	12.3	6.7	13.2	0.0	2.0	1.4	0.0	0.0	0.0	1.0	0.0	0.0	0.0
53.9	22.1	15.2	17.8	10.0	19.7	1.2	1.0	1.4	0.0	2.6	0.0	2.0	1.4	0.0	2.6

ce. C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of some value to secondary school counselors.
4. Of little or no value.

with parents and with other members of the staff in reaching a solution for student problems. Over ninety percent of all rating groups indicated that it was essential that all counselors be able to work harmoniously with the other members of the staff. All other respondents appraised this ability as being necessary for optimum performance.

The percentage of responses indicating that it was essential that all counselors be able to develop harmonious working relationships with parents were, with two notable exceptions, very similar. The exceptions were the counselors and counselor trainers. Both of these groups had a considerably lower percentage of responses indicating that it was essential that all counselors be able to work harmoniously with parents. These differences were extremely difficult to understand. It seemed possible that the counselor trainers, most of whom are employed in colleges and do not work directly with adolescent students, might minimize the importance of work with parents. It would appear, on the other hand, that the counselors would encounter these problems most directly. Thus the difference in the responses of this group and the other rating groups could not possibly be explained in that manner.

Another item concerned with the counselors relationships with others was the ability to work effectively with agencies outside of the school. In this case the counselor and the state supervisor groups had a higher percentage of "essential" responses than the other three rating groups. Only a small percentage of any of the rating groups indicated that optimum performance could be attained without this ability.

With few exceptions the respondents seemed to agree that the ability to work effectively in group situations was necessary for optimum performance. About two-thirds appraised this ability as essential for all counselors. Again the percentage of "essential" responses was somewhat lower for the counselors and counselor trainers than for the other rating groups. Perhaps the counselors and counselor trainers, being primarily concerned with the counseling process, tended to emphasize the relationships with individuals rather than with groups.

Ability to Interpret Guidance to Others. Several items in this section were concerned with the counselor's role in interpreting the objectives of the guidance program to the staff and other interested groups. Two of these items were concerned with the importance of the ability to interpret the objectives of guidance to (1) the staff and (2) to parents. In general, it appeared that a higher percentage considered it essential to be able to interpret guidance to the members of the school staff than to parents.

There were some interesting differences among groups for these items. The administrators appear to have placed considerably less stress on the importance of the counselors ability to interpret guidance to the staff than any of the other groups. The counselor trainers tended to place more stress on this ability than the other groups. On the other hand, the counselor trainers emphasized the importance of interpreting guidance to parents much less than any of the other groups. Again the counselor trainers seem to place less emphasis on relations with parents as compared to the responses of the other groups. Similarly, the state supervisors continue to emphasize the importance of the counselor's role as a leader and consultant more than the other groups. This was also pointed out in the discussion of the items in Chapter VI.

The respondents were also asked to appraise the importance of the counselor's ability to "sell" the need for guidance services to the community. With the exception of the directors of guidance only about one-third of the members of the rating groups considered this ability to be essential for all counselors. Approximately ten per cent of these groups did not feel that such an ability was necessary for optimum performance. The directors of guidance appeared to have considered this ability to be more important than the members of the other groups. Perhaps they are the group most often asked to attempt such a public relations program and thereby are more aware of its importance.

Counselors Role as Leader and Trainer. Several of the other items included in this section pertained to the counselors role in assisting teachers to improve certain techniques and understandings. Of these, the respondents evidently considered the ability to assist teachers in gaining a better understanding of the problems of individual students to be most important. With very few exceptions, the respondents were agreed that such an ability was necessary for optimum performance as a counselor. Over seventy-five per cent of all groups except the administrators indicated that this ability was essential for all counselors. Of the administrators, sixty-seven per cent made the same appraisal.

With the exception of the administrators about sixty per cent of all rating groups were of the opinion that it was essential that all counselors possess the ability to assist teachers in reaching a better understanding of the significance of test results. Only forty-nine per cent of the administrators were of the same opinion. About ten per cent of the latter group

indicated that this ability was not necessary for optimum performance. This was the only group having a significant percentage in this response category.

There was considerable difference of opinion indicated in connection with the importance of the counselor's ability to demonstrate areas in which guidance can contribute to more effective teaching. The "essential" responses ranged from forty-eight per cent for the administrators to sixty-five per cent for the directors of guidance. This is one of the few items in which the ratings of these two groups formed the extremes of the range.

It may be noted that for each of the three items just discussed, the percentage of the administrators who indicated that the abilities described were essential for all counselors is considerably less than the percentage of any other group in this response category. It is possible that fewer administrators consider these abilities to be important. It seems more likely, however, that many administrators conceive of these responsibilities as being the role of some other member of the school staff--in some cases, perhaps, the role of the administrator himself.

Considered as a group, the counselor group apparently was least aware of the importance of the ability to plan and provide leadership for the in-service training program. Only thirty-five per cent of them considered this ability to be essential for all counselors as compared with fifty-six per cent of the counselor trainers. It may also be noted that about ten per cent of each of the rating groups who work in public schools indicated that the ability to provide leadership for this program is not necessary for optimum performance. The percentage of counselor trainers and state super-

visors in this response category is negligible. The responses indicate that there is not agreement that the leadership of the in-service training program is necessarily included in the role of the counselor.

Only about one-third of the groups employed in public schools indicated that it was essential that counselors be able to train the staff in techniques of providing maximum assistance to the guidance program. It is not clear whether specific training in this area is not needed by the staff or whether the provision of this training should be the responsibility of some other member of the staff.

There were wide differences of opinion both among groups and within groups in regard to the importance of the counselors ability to provide teachers with information in the area of mental hygiene. The range of essential responses was from twenty-seven per cent for the administrators to forty per cent for the state supervisors. Between nine and fifteen per cent of all groups except the state supervisors did not feel that the ability to provide this information was necessary for optimum performance.

The responses to the item concerned with the ability to assist teachers in relating subject matter to the world of work were almost parallel to the responses to the preceding item. The percentage of respondents who did not feel that this ability was necessary for optimum performance was slightly higher than for the preceding item.

Informational Services

The informational services are usually considered to be one of the major guidance services to be provided in secondary schools. This service is intended to provide information for students which will enable them to

make a better present and future adjustment. This includes Occupational Information to assist in vocational planning, Educational Information to assist in planning future education, and Orientation to assist in making a quicker and better adjustment to the school situation. Harden (17:38-51) is one of the authors who makes these three major divisions in the total program of informational services. Some authorities also consider work experience programs as part of this service.

Since these services are usually considered to be an integral part of the guidance programs, an attempt was made in this study to obtain an appraisal of some of the competencies connected with these services in determining the effectiveness of counselors. The responses to these items are presented in Table XIII.

Occupational Information. The responses to the items concerned with the provision of information about occupations to students seemed to follow a definite pattern. Although some items were considered more important than others, in general the percentage of administrators and counselor trainers who considered the competency described in the item to be essential for all counselors was lower than the percentage of similar responses for the other rating groups.

The ability of counselors to evaluate sources of occupational information was one of the items in the section which received the highest percentage of essential responses. The range of these responses was from fifty-six per cent to seventy-seven per cent. A small group of respondents in each group indicated that this ability was not necessary for optimum performance.

TABLE
INFORMATION

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	
Ability to evaluate sources of occupational information.	55.8	72.7	69.9	76.7	63.2	39.5	23.2	26.0	20.0	2
Ability to plan and inaugurate a file of occupational information.	59.3	67.7	58.9	73.3	59.2	36.0	26.3	35.6	23.3	1
Ability to provide leadership and coordination for work experience programs.	34.9	35.4	19.2	23.3	23.7	55.8	42.4	61.6	60.0	4
A broad knowledge of the requirements of various jobs and occupations.	51.2	64.6	49.3	50.0	50.0	44.2	24.2	49.3	46.7	4
Familiarity with the contents and organization of the Dictionary of Occupational Titles.	30.2	32.3	37.0	33.3	31.6	52.3	47.5	49.3	53.6	1
Ability to plan and provide leadership for community occupational surveys.	26.7	25.3	21.9	30.0	23.7	52.3	52.5	46.6	56.7	1
Ability to obtain effective working relationships with community employers.	43.0	49.5	41.1	60.0	36.8	45.3	41.4	42.5	30.0	
A thorough knowledge of the course requirements of various college majors.	43.0	43.4	41.1	23.3	22.4	45.3	45.5	39.7	53.6	
Knowledge of colleges offering training in various fields of specialization.	44.2	49.5	46.6	40.0	30.3	41.9	43.4	43.8	43.3	
Knowledge of requirements and course offerings of trade and technical schools.	41.9	49.5	39.7	43.3	26.3	47.7	44.4	47.9	40.0	
Familiarity with current occupational trends.	53.5	65.7	61.6	56.7	52.6	43.0	31.3	32.9	40.0	
Familiarity with community, state, and national employment picture.	47.7	59.6	58.9	56.7	46.1	44.2	33.3	35.6	36.7	

CODE: A - Administrators. G - Directors of Guidance.

1. Essential for all counselors.
2. Necessary for optimum performance.

E XIII

NAL SERVICES

CT	RESPONSE III					RESPONSE IV					NO RESPONSE				
	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
35.5	4.7	4.0	4.1	3.3	1.3	0	0	0	0	0	0	0	0	0	0
31.2	4.7	0.1	4.1	3.3	5.3	0	0	1.4	0	1.3	0	0	0	0	0
47.4	9.3	10.2	16.4	16.7	22.4	0	3.0	2.7	0	6.6	0	0	0	0	0
43.4	4.7	11.1	0	3.3	5.3	0	0	1.4	0	1.3	0	0	0	0	0
52.6	15.1	17.2	12.3	10.0	15.8	2.3	3.0	1.4	3.3	0	0	0	0	0	0
55.3	20.9	10.2	28.8	13.3	19.7	0	4.0	2.7	0	1.3	0	0	0	0	0
50.0	11.6	8.1	15.1	10.0	13.2	0	1.0	1.4	0	0	0	0	0	0	0
53.9	11.6	7.1	13.7	20.0	22.4	0	4.0	5.5	3.3	1.3	0	0	0	0	0
52.6	14.0	7.1	8.2	13.3	17.1	0	0	1.4	3.3	0	0	0	0	0	0
50.3	9.3	7.1	11.0	13.3	18.4	1.2	1.0	1.4	3.3	0	0	0	0	0	0
46.1	3.5	0.0	4.1	3.3	1.3	0	0	1.4	0	0	0	0	0	0	0
50.0	8.1	6.1	2.7	6.7	2.6	0	1.0	2.7	0	0	0	0	0	0	1.3

C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of some value to secondary school counselors.

4. Of little or no value.

ance.

A similar response pattern was obtained in connection with the counselor's ability to plan and inaugurate a file of occupational information. The counselors group was the only one in which the responses varied significantly from those of the preceding item. A greater percentage of counselors recognized the essentiality of evaluating sources of data than had the same opinion of the ability to plan and organize occupational files.

Two other items concerned with the counselor's ability to assist students with obtaining valid information about occupations. One was the familiarity of the counselor with current occupational trends, the other his familiarity with the community, state, and national employment pictures. In general, the responses were very similar to those for the two preceding items. The percentage of "essential" responses was slightly higher in connection with occupational trends than for the overall employment picture.

Another item in this area appeared to be appraised as having the same general level of importance although the relationships of responses among groups was slightly different. This item was concerned with the importance of the counselor's knowledge of the requirements of various jobs and occupations. In this case almost exactly half of each of the rating groups except the directors of guidance indicated that such a broad knowledge of occupational requirements was essential for all counselors. Sixty-five per cent of the directors of guidance made the same appraisal. The latter group, while it had the highest percentage of "essential" responses of any of the rating groups, also had the highest percentage of responses which indicated that a knowledge of job requirements was not necessary for optimum performance. This appeared to indicate a wider difference of opinion in regard to the importance of the item for this group than for any of the other groups.

About one-third of each group indicated that it was essential that all counselors be familiar with the contents and organization of the Dictionary of Occupational Titles (71). The responses of the various groups were very similar for this item but the range of responses indicated wide differences of opinion within each group. Between thirteen and twenty per cent of each rating group indicated that knowledge of the Dictionary of Occupational Titles was not necessary for optimum performance.

The responses to each of the items concerned with occupational information appear to be very similar, with the exception of the item concerned with knowledge of the Dictionary of Occupational Titles. Each group had between fifty per cent and seventy-five per cent "essential" responses for each of the other items. Each group also had a small number of respondents less than ten per cent, who did not feel that the competencies described were necessary for optimum performance as a counselor. It appeared that the appraisal of the respondents was made as the result of an opinion regarding the importance of occupational information in general in influencing a counselor's success. After this general appraisal, all items directly concerned with occupational information were appraised as having the same degree of importance.

Educational Information. Three items which were included in this section of the questionnaire were directly concerned with the importance of the counselor's possession of knowledge of educational requirements

in influencing his success and effectiveness. These included a knowledge of the course requirements for various college majors, knowledge of the colleges at which training in different areas could be obtained, and knowledge of the offerings and requirements of trade and technical schools. There were wide differences of opinion regarding the importance of such knowledge, both among groups and within groups.

In general, the responses of each group were approximately the same for each of the three items. A slightly higher percentage of each group rated a knowledge of schools where specific training programs could be followed by students as essential for all counselors than made the same response for the other two items. The responses of the groups employed in public schools were very similar for all response categories. In general, a higher percentage of these groups than of the counselor trainers considered such knowledge to be essential for all counselors. Between forty and fifty per cent of the former groups considered these competencies to be essential compared with twenty to to thirty per cent of the counselor trainers. The responses of the state supervisors varied between the two extremes.

The differences of opinion within groups was indicated by the fact that the responses for each of the items were distributed among all four of the possible response categories. It may be noted that while the counselor trainers had a lower percentage of "essential" responses, they also had a lower percentage who indicated that knowledge of educational opportunities were of little or no value to counselors.

In brief the three groups employed in public schools appeared to stress the importance of knowledge in this area more than the counselor trainers. The respondents in all groups indicated that knowledge of the schools in which specific courses of study could be obtained was more important than knowledge of the course requirements of the various programs of study. The remarks made in connection with these items indicate that many respondents were of the opinion that the actual possession of information in this area was less essential than a knowledge of sources which could be consulted by counselors and students in order to locate the information. This opinion undoubtedly influenced some of the responses. The relative importance that various respondents attached to the value of such information might also have been influenced by the number of students from the school who actually planned to attend college or technical schools after leaving high school. In schools where the number of graduates who enter institutions of higher education is very small they would probably not be aware of the value of such information.

Orientation. Only one item of the questionnaire was directly concerned with the orientation service. The item asked for an appraisal of the counselor's ability to provide leadership for and assist in the development of an effective orientation program for new students. This item was included in the section of the questionnaire concerned with evaluation and administration of the guidance program. The responses to the item appear in Table XIV. It seemed, however, that since orientation is one of the informational services that the item should be mentioned here.

The responses indicating that this ability was essential for all counselors ranged from fifty per cent for the counselor trainers to eighty per cent of the state supervisors. The other respondents of the groups employed in public schools agreed that this ability was necessary for optimum performance but not essential for all counselors. About seven per cent of the state supervisors and counselor trainers indicated that it was of considerable difference of opinion indicated, however.

Community Relationships. Three other items related to the informational services were included in this section of the questionnaire. The first of these was in regard to the importance of the counselor's ability to plan and provide leadership for community occupational surveys. There were wide differences in the responses within the groups for this item. Approximately one-fourth of the respondents indicated that this ability was essential for all counselors. Almost as large a percentage did not feel that this ability was necessary for optimum performance.

The respondents were also asked to appraise the importance of the counselor's ability to provide leadership and coordination for work experience programs. The percentage of administrators and directors of guidance who considered this ability to be essential for all counselors was slightly higher for this item than for the preceding one. The responses of the other groups were approximately the same as for the preceding item.

Closely allied with leadership of work experience programs was the item concerned with the counselor's ability to maintain effective working relationships with community employers. The range of "essential" responses for this item was from thirty-seven per cent for the counselor trainers to sixty per cent for the state supervisors. Slightly over ten per cent of the respondents indicated that this ability was of considerable value but not essential for optimum performance.

Administration and Evaluation of Guidance Services

Most authorities in the field agree that counselors have certain responsibilities for the administration of the guidance program.

Erickson and Smith state:

The staff member who serves in the capacity of head counselor shares the responsibility with the principal for the success of the guidance program. It is his job to assist in organizing and supervising the program and to weave its services into the total educational program of the school....

The head counselor is the coordinator and trouble shooter of the whole range of guidance services. He should possess a higher degree of training than the other members of the staff and should be prepared to counsel with special cases, to provide leadership, and to assist staff members to carry out their functions in the program

In small schools where there is only one counselor available, he might perform many of the duties suggested above as belonging to the head counselor. (10:56-57)

The remarks made by the respondents indicate that they share this view. Two counselors for example asked, "Are you considering counselor and director of guidance to be the same?" A director of guidance

TABLE XI

ADMINISTRATION AND EVALUATION

ITEM	RESPONSE I					RESPONSE II				
	A	G	C	SS	CT	A	G	C	SS	
Ability to adapt organization of guidance services to the local school program.	86.0	83.8	84.9	93.3	90.8	12.8	14.1	15.1	6.7	
Ability to provide dynamic leadership for the development of the program of guidance services.	65.1	66.7	64.4	73.3	68.4	33.7	31.3	34.2	26.7	2
Willingness to accept responsibility for administration of the guidance program.	67.4	76.8	75.3	70.0	55.3	30.2	17.2	19.2	30.0	3
Ability to direct and coordinate follow-up studies of school leavers.	46.5	54.5	47.9	63.3	39.5	50.0	37.4	41.1	33.3	5
Knowledge of approved techniques of evaluation of guidance services and ability to apply them.	53.5	64.6	58.9	70.0	47.4	44.2	31.3	34.2	30.0	4
Ability to provide leadership for evaluation of the total school program.	29.1	42.4	31.5	23.3	28.9	55.8	37.4	43.8	40.0	4
Ability to plan and coordinate a testing program for all students.	52.3	62.6	56.2	60.0	57.9	38.4	29.3	37.0	36.7	3
Ability to act as resource person in planning a program of cumulative records.	46.5	60.6	52.1	83.3	57.9	51.2	36.4	42.5	13.3	3
Ability to plan and coordinate an effective placement program for graduates and school leavers.	38.4	50.5	28.8	53.6	44.7	53.5	35.4	57.5	36.7	4
Ability to provide leadership for and assist in development of an effective orientation program for new students.	61.6	70.7	68.5	80.0	50.0	37.2	26.3	31.5	13.3	4

CODE: A - Administrators. G - Directors of Guidance.

1. Essential for all counselors.
2. Necessary for optimum performance.

IV

OF GUIDANCE SERVICES

CT	RESPONSE III					RESPONSE IV					NO RESPONSE				
	A	G	C	SS	CT	A	G	C	SS	CT	A	G	C	SS	CT
6.6	0	1.0	0	0	1.3	0	0	0	0	0	1.2	1.0	0	0	0
8.9	0	1.0	1.4	0	1.3	0	0	0	0	1.3	1.2	1.0	0	0	0
4.2	0	5.1	5.5	0	7.9	0	0	0	0	2.6	2.3	0	0	0	0
1.3	3.5	6.1	11.0	3.3	9.2	0	1.0	0	0	0	0	1.0	0	0	0
4.7	2.3	3.0	6.8	0	6.6	0	0	0	0	1.3	0	1.0	0	0	0
3.4	12.8	17.2	21.9	36.7	28.7	2.3	2.0	2.7	0	3.9	0	1.0	0	0	0
6.8	9.3	7.1	6.8	3.3	5.3	0	0	0	0	0	0	1.0	0	0	0
6.8	2.3	2.0	5.5	3.3	3.9	0	0	0	0	0	0	1.0	0	0	1.3
2.1	8.1	10.1	12.3	10.0	10.5	0	3.0	1.4	0	2.6	0	1.0	0	0	0
3.4	1.2	1.0	0	6.7	6.6	0	0	0	0	0	0	2.0	0	0	0

C - Counselors. SS - State Supervisors of Guidance. CT - Counselor Trainers.

3. Of some value to the Secondary school counselors.

4. Of little or no value.

omitted the responses to all of the items in this section and commented that "These are the duties of the head or chief counselor". Others shared this opinion.

From the standpoint of selecting and training counselors, this point of view presents serious problems. Evidently those who hold this view do not believe that competencies in administration and evaluation would necessarily be essential for all counselors. On the other hand, many beginning counselors will be employed in small schools. Other counselors will be promoted to become "chief counselors" or directors of guidance and as such will find these competencies essential. It would appear that factors related to these competencies should be considered in the selection of candidates for training and the training necessary to develop these competencies should be included in the training program.

A smaller group of respondents were of the opinion that all administrative functions should be the responsibility of the principal of the school and any administrative activities by counselors would be encroaching on his domain. One counselor, for example, remarked, "I consider the administration of the guidance program and the evaluating of the school program as the role of the school administrator. His role as chief should not be challenged." Another counselor stated, "Counselor must not attempt to take the place of the principal as some of your items seem to indicate". Other respondents may have had similar ideas.

One counselor evidently was of the opinion that the best administration is achieved through cooperative staff effort. He stated, "In items under Section X, we feel that the counselor should have the knowledge in order to be able to act as a consultant but a better program is obtained by staff cooperation and staff responsibility". Perhaps similar ideas colored the appraisals of other respondents.

The concept that these administrative responsibilities are the role of a head, or chief counselor, at least in the larger schools, appeared to be substantiated in this study. The group of directors of guidance were employed in positions of this kind. An analysis of the responses to the items in this section, as presented in Table XIV, reveals that the percentage of "essential" responses for every item except one is higher for the directors of guidance than for the administrators or the counselors. Evidently the directors of guidance tended to interpret the role of the counselor in terms of their own responsibilities and thereby made a higher appraisal of the importance of these items.

State supervisors continue to place a greater emphasis on the role of the counselor as a leader and resource person. This has been true throughout the major areas of the study.

The relationship of the responses of the counselor trainers to the responses of the other groups varied from one item to another.

The rating groups indicated that the ability of the counselor to adapt the organization of the guidance services to the local school program was the most important of the items included in this section.

There was almost unanimous agreement that this ability was necessary for optimum performance and over eighty per cent of all groups indicated that it was essential for all counselors. This was the only item in this section for which the directors of guidance failed to make the highest percentage of "essential" responses.

Three items were closely grouped as next in order of indicated importance. They were the ability to provide dynamic leadership for the guidance program, the willingness to accept responsibility for the administration of the program, and the ability to provide leadership for the orientation program. The principal differences in the responses were in Response III. About five per cent of the counselors and directors of guidance and about ten per cent of the counselor trainers did not feel it was necessary that counselors be willing to accept administrative responsibilities. No administrators or counselor trainers shared this opinion. About seven per cent of the state supervisors and counselor trainers indicated that it was not necessary for counselors to provide leadership for the orientation program. The other groups did not have significant numbers in this category.

Four other items were closely grouped at the next level of importance as indicated by the percentage in Response I. They were the ability to direct and coordinate follow-up studies, knowledge of techniques for evaluating guidance and the ability to apply them, the ability to plan and coordinate a testing program, and the ability to assist in planning a program of cumulative records. The differences in opinion, both within groups and among groups appeared to be somewhat greater in regard to the importance of directing follow-up studies and cumulative

record programs than for the other items in this group. The relatively high percentage of the groups employed in the public schools who did not feel that it is necessary for counselors to be able to provide leadership for the testing program was somewhat surprising to this writer. Perhaps the schools in which these particular respondents worked also employed a psychometrist who could provide the leadership for the testing program.

The items which ranked lowest in importance in this section were concerned with the counselor's ability to provide leadership for the evaluation of the total school program and his ability to plan and coordinate the placement program. The differences in responses, both among groups and within groups were also greatest for these items. The differences were especially large in regard to the importance of the counselor's ability to provide leadership for the evaluation of the total school program. It may be significant to note that this is one of the few items dealing with leadership responsibilities for which the state supervisors have the lowest percentage of "essential" responses.

It is possible that the relatively low importance attributed to the ability to provide leadership for the placement program reflected the fact that the guidance programs of many schools do not include an efficient placement service.

Summary

The discussion of the preceding chapter was concerned with competencies of counselors which were related to the counseling service. This chapter, on the other hand, was concerned with the competencies

which were related to the other guidance services. The items discussed in this chapter were taken from three major divisions of the questionnaire: Section V, Relations with Staff, Parents, etc.; Section IX, Informational Services; and Section X, Administration and Evaluation of Guidance Services. The tabulation of the responses of these items was presented in Tables XII, XIII, and XIV.

There are several general statements which may be made as the result of the analysis of the responses to these items:

1. The competencies which were considered to be most important were concerned with the counselor's ability to work harmoniously with parents and with staff members of the school. These are in line with responses in sections of the study discussed previously, for example, personal characteristics, which also emphasized the importance of the ability of the counselor to work with people.
2. The members of the counselor and counselor trainer groups appeared to place less stress upon the importance of work with groups than the other rating groups. This may have resulted, at least in part, from the fact that the primary orientation of counselors and counselor trainers tends to be toward individual counseling.
3. The state supervisors continued the trend of emphasizing the counselor's role as a leader and consultant more than any other rating group. This trend was also mentioned in Chapter VI.
4. The percentage of administrators who considered it to be essential that the counselor be able to train teachers in various guidance techniques was lower than the percentage of any other group making the same rating. The administrators may have considered such training to be the role of some other member of the staff, perhaps the administrator himself.
5. Administrators and counselor trainers appeared to place less emphasis on the importance of the counselor's knowledge of occupations than the members of the other rating groups.

6. Responses indicated that the raters tended to appraise the items concerned with occupational information as being of equal importance. Evidently the respondents made their ratings on the basis of their ideas regarding the importance of occupational information in general rather than for specific items.
7. Responses appeared to indicate an opinion that a knowledge of the sources of educational information was more important than specific knowledge. For example, they seemed to feel that it was less essential to know which schools offered a specific type of training than it was to be aware of sources of such information.
8. A considerable number of respondents were of the opinion that the role of the counselor did not include administrative and evaluative responsibilities. Some indicated that if the counselor assumed these responsibilities he would be encroaching upon the domain of the principal. Others indicated that these responsibilities were the role of the "chief counselor" or director of guidance and thus were not the responsibility of counselors in general. A majority of all groups, however, evidently considered such administrative and supervisory skills to be of value in determining a counselor's effectiveness.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

This study was undertaken in an attempt to obtain an appraisal of the importance of selected competencies and characteristics as they determine or influence the effectiveness of secondary school counselors. The appraisals were obtained from professional guidance workers and school administrators. The intent of this study was to emphasize specific characteristics, skills, and understandings which might be important in influencing the counselor's effectiveness rather than to emphasize courses to be taken or training to be completed by the counselor. Previous statements of counselor qualifications have, for the most part, been very general and have indicated a need for information of a more specific nature to serve as a guide for those who are responsible for the selection, training, and employment of counselors at the secondary school level. This study was designed to provide information of this type.

The Problem

Statement of the problem. It was the purpose of this study (1) to obtain from professional guidance workers an appraisal of the relative importance of selected competencies in influencing the effectiveness of secondary school counselor; (2) to determine the degree of congruence in the evaluation of these competencies as made by representatives of different specialized groups concerned with guidance services; and

(3) to attempt to determine what implications might be drawn from this data regarding the selection and training of candidates for positions as secondary school counselors.

Scope of the study. The study was made on a nationwide basis in order that the information obtained might be as comprehensive as possible. A broad scope was selected in order to minimize the influence of differences in practice found in certain localities; to obtain an appraisal of general theory and practice rather than a reflection of the influence of a particular training institution on a single outstanding authority; and to make possible the selection of sufficiently large samples for all rating groups to be statistically stable.

Methodology and procedures of the study. The study was conducted as an appraisal, using the techniques of a normative survey. The data were collected by means of a questionnaire which was sent to professional guidance workers and school administrators. The instrument consisted of a list of competencies which were selected as possible influences on the effectiveness of counselors. The items were separated into ten major divisions as follows:

- I Personal Characteristics
- II Previous Experience
- III Educational Background
- IV Educational Orientation
- V Relations with Staff, Parents, etc.
- VI Understandings of Behavior
- VII Counseling and Interviewing
- VIII Counseling Tools and Techniques
- IX Informational Services
- X Administration and Evaluation of Guidance Services

The respondents were requested to appraise the relative importance of the various selected competencies according to a four point scale. The number of the response selected was entered in a blank preceding the item. The four categories for rating were as follows:

1. Essential for all counselors to the extent that it would be practically impossible for an individual to perform adequately as a secondary school counselor without possessing this trait or characteristic.
2. Necessary for optimum performance and valuable for all counselors but not considered to be absolutely essential for adequate performance as a secondary school counselor.
3. Of some value to the secondary school counselor in carrying out certain of his duties but not necessary for adequate performance.
4. Of little or no value in determining adequacy as a secondary school counselor.

Construction of the instrument. The instrument was constructed after studying the current literature in order to identify the major areas of responsibility which authorities consider to be included in the role of the counselor. After ten major areas had been selected, further investigation of the literature provided a tentative list of items which were incorporated into the first of three trial questionnaires. This original instrument was refined by presenting it to a group of graduate students and professional guidance workers. The items to be included and the scale to be used for appraisal were further refined through the preparation and administration of two additional trial forms before the final form was obtained. This form was sent by mail to each member of the samples selected.

Selection of the sample. Four different groups of guidance workers were selected to make up the rating groups which would be sampled to obtain the appraisal of the relative importance of the items included in the instrument. These groups were selected because it appeared that each group performed a vital but different function in the field of guidance. The groups selected were: (1) the secondary school counselors themselves; (2) the school administrators who regularly select and employ counselors; (3) the counselor trainers who supervise the training of counselors; and (4) the state supervisors of guidance who supervise the counselors at work.

The samples of school administrators and counselors were obtained by contacting the State Supervisor of Guidance or the State Superintendent of Public Instruction (in those states that do not employ a Supervisor of Guidance) and requesting the names of five outstanding counselors employed in that state and five outstanding school administrators who regularly selected and employed counselors. A questionnaire was mailed to each counselor and administrator whose name was suggested. Returns were obtained from sixty-one per cent of these groups.

The sample of counselor trainers was selected from rosters published by the United States Office of Education. An attempt was made to select the most outstanding counselor trainers from each state. A total of one hundred twenty-four names were selected and a questionnaire was sent to each by mail. A total of sixty-five per cent of these questionnaires were returned.

Since there is only one state supervisor of guidance employed in each state, a questionnaire was mailed to each of the available members of this group. Some states do not employ a person in the position. Other states were changing personnel at the time the study was made. Of the thirty-eight state supervisors available at the time, twenty-nine or seventy-nine per cent returned the completed questionnaire.

When the data was analyzed, it appeared to be advantageous to divide the workers employed in the secondary schools into three groups instead of the two groups originally planned. They were: (1) the school administrators (principals and superintendents) who had responsibilities which were primarily administrative in nature; (2) the directors of guidance who had both administrative and counseling responsibilities; and (3) the counselors who had few, if any, administrative responsibilities. This division was used in the analysis of the data for presentation.

Analysis of data. The response to the items on the returned questionnaires were punched on I.B.M. cards. The total number of responses in each of the four categories was obtained for the individual items according to rating groups. The responses were expressed in terms of percentages of the total possible number of responses in each category. These percentages were presented in tabular form and discussed in the body of each chapter of the study.

Summary of Findings and Conclusions

Because of the nature of this study it would be rather difficult to draw definite or specific conclusions from the findings. There were, however, certain trends in the responses that appeared to be meaningful. Some of these trends are summarized below.

It should be pointed that any general conclusions drawn from the data are valid only to the extent that the appraisal of the importance of the items made by the respondents of this study are representative of the total group of professional guidance workers and school administrators. Further, the fact that a majority of guidance workers are in agreement regarding the importance of a particular item does not necessarily constitute valid evidence of the actual influence of that particular competency on the effectiveness of counselors. It is always possible that the majority can be in error. The actual influence of certain competencies on counseling effectiveness can be established only by further research of a more specific nature. The conclusions which follow are based upon the data obtained from the respondents to this study.

General character of responses. In general, there was little difference among the rating groups regarding the relative importance of the competencies included in the study. With few exceptions the responses of the five rating groups tended to be very similar for each item. There did appear to be some general trends, however, in the manner in which some groups responded to certain types of items. For example:

1. The counselor trainers tended to emphasize the importance of formal college training more than any other group. The administrators, on the other hand, placed more stress upon the importance of previous experience than on formal education.
2. The state supervisors stressed the importance of the counselor's role as a leader and consultant more than any of the other groups. The administrators generally placed least emphasis upon the importance of these competencies for counselors.
3. The administrators also tended to rate the items related to the counselor's role as a teacher and group leader as less important than the other groups. The directors of guidance appeared more

aware of the importance of competencies related to these activities than the other groups. Perhaps the directors of guidance are most often expected to assume the role of teacher and group leader.

4. In general, the counselor trainers tended to have a lower percentage of respondents who rated competencies as being essential for all counselors than the other rating groups. It is possible that such differences might have resulted, at least in part, from the fact that the respondents in this group were more familiar with questionnaires and rating techniques.
5. There were only a few competencies included in this study which were not rated as being at least necessary for optimum performance as a counselor by a majority of the respondents in each rating group. It appears, therefore, that counselor training programs should be designed to provide opportunities for the development of most of the competencies appraised in this study.

Personal characteristics. The responses indicated some general conclusions which may be drawn regarding the personal characteristics which influence the effectiveness of counselors in secondary schools.

1. It appeared that the ability of the counselor to work with people is considered to be the most important personal characteristic. This was brought out by responses in various sections of the questionnaire to items that applied to relationships between the counselor and other persons.
2. Responses indicate that the counselor must be able to adapt easily to rapidly changing situations.
3. The counselor must have a well-developed philosophy of life and a well integrated set of ethical values.
4. It is not essential that the intellectual ability of the counselor be greater than that of the average teacher. Less than five percent of the respondents indicated that it was essential that the counselor be intellectually superior to teachers.
5. Certain physical characteristics such as voice, speech, personal appearance, etc., are considered to be important by some guidance workers in determining the effectiveness of counselors but it appears that these characteristics should not be used as primary criteria for selection or employment of counselors. Less than one-fourth of the respondents rated these personal characteristics as essential for all counselors.

Background of training and experience. Some conclusions may also be drawn regarding the relative importance of certain types of training and experience in determining the effectiveness of counselors.

1. Successful teaching experience was rated as the most important type of previous experience in determining success as a counselor in secondary schools.
2. The respondents of this indicated that broad contacts with many different cultural and socio-economic groups may be more important in determining a counselor's effectiveness than experience in business and industry.
3. Experience in business and industry is considered as an essential qualification for all counselors by only a relatively small percentage of professional guidance workers. Such experiences are evidently considered to be valuable for counselors, however, since a majority of the respondents appraised business and industrial experience as necessary for optimum performance as a counselor.
4. Qualification for a teaching certificate and the successful completion of courses in counseling and guidance were indicated as the most valuable educational experiences for preparation as a counselor. Some guidance workers, however, consider a teaching certificate to be essential only because it is a legal requirement of the state.
5. Most guidance workers consider some training in psychology to be necessary for optimum performance as a counselor although only about one-half of them consider such training to be essential for all counselors.
6. Less than one-half of the guidance workers consider a supervised internship to be an essential part of the training of all counselors. Most of them consider such training to be of considerable value, however. Workers employed in the secondary schools seemed particularly unimpressed with the value of internship programs. It is possible that many of the members of these groups have never had the opportunity to participate in a supervised training program of this type.
7. Every counselor must understand thoroughly the role of guidance in education and also the role of the various members of the school staff in providing guidance services. Such basic under-

standings were considered to be more important to the counselor than any particular type of training or experience.

Competencies related to the counseling service. The results of this study emphasize the fact that the counseling role, the process of sitting down with a counselee in a face-to-face relationship for the purpose of assisting him to solve his problem, is the most important single responsibility of every counselor. The results of this study indicate several conclusions which may be drawn in this area.

1. It is essential that every counselor have a thorough understanding of human behavior and personality. Respondents of this study emphasized the recognition and interpretation of patterns of behavior and personality rather than knowledge of theories.
2. Every counselor should be familiar with the normal patterns of growth and development for adolescents.
3. Among the most essential competencies for counseling is the ability of the counselor to take an objective approach to the counselee and his problem, minimizing the effect of the attitudes and feelings of the counselor, and avoiding emotional involvement in the problem of the counselee. It would appear that these competencies are influenced primarily by the personality of the counselor rather than by any specific pattern of training or experience.
4. It is essential that every counselor be skilled in techniques of effective interviewing.
5. The controversy regarding the amount of direction which should be given to the interview by the counselor is still a very live issue. There is still little agreement among guidance workers whether or not a counselor should give advice to and select objectives for the client.
6. There appears to be little agreement regarding the importance of the various tools and techniques of guidance. With few exceptions, skill in the use of these tools and techniques was not considered to be essential for all counselors by anything approaching unanimous appraisal of guidance workers.
7. Skills connected with tests and testing were, on the whole, considered to be most important of the counselor's tools. Individual intelligence tests and projective techniques, however, were

appraised as much less important for counselors than skill in interpretation and use of group tests.

8. Every counselor should be skilled in the analysis, interpretation and use of the material provided in the cumulative record, according to the results of this study.
9. Results of this study indicate that the majority of guidance workers is not convinced, at least at the present time, that such techniques as sociometrics, sociodrama, and psychodrama are essential skills for the secondary school counselor.
10. Proponents of group therapy as a counseling technique have not convinced the majority of guidance workers that skills in this area are necessary for counselors. Respondents rated skill in group therapy among the least important of the tools and techniques included in the study.
11. The appraisal by guidance workers indicates that it may be the role of the counselor to detect and diagnose the need for remedial help for students but the actual remedial work is the responsibility of specialists in that area.

Competencies related to the other guidance services. Since the counseling is usually considered to be only one of a group of guidance services, counselors naturally need some competencies in the other guidance areas. The following conclusions seem to be indicated by the responses to items which asked for appraisals of the importance of competencies in some of the other services.

1. It is considered to be essential that counselors be able to work harmoniously and effectively with other staff members and with parents. This re-emphasizes the importance of the ability of the counselor to work effectively with others.
2. Approximately one-half of the guidance workers are of the opinion that it is essential that every counselor have the ability to provide leadership for the guidance program.
3. About half of the workers in the field also feel that the counselor must be willing and able to assist teachers in developing an understanding of the guidance program and to assist them in becoming able to play their part in its operation.

4. The responsibility of interpreting the guidance program to the community is not necessarily considered to be a responsibility of counselors by a majority of guidance workers.
5. Approximately one-half of the guidance workers believe that it is essential that every counselor possess the skills and information necessary for providing occupational and educational information for students. A considerable percentage of professional workers feel that it is possible to operate as a counselor at optimum efficiency without possessing such skills and information.
6. The importance of a knowledge of sources of information about occupational and educational opportunities is stressed by many guidance workers more than the possession of a vast store of actual information in these areas.
7. A preponderance of professional opinion indicates that it is necessary that the counselor assume responsibility for the administration of guidance activities in the school for optimum effectiveness as a counselor.
8. Some of those employed in the field are of the opinion that the responsibility for the administration of the guidance program rests only on the "head counselor" or "director of guidance". Other guidance workers feel that the administrative responsibilities should remain with the principal.

Implications of the Study

It appears that the results of this study may provide information which could be of value to individuals or groups who are responsible for the organization and administration of counselor training programs. Counselor training has at least two major facets: the selection of candidates for training who have the potential of becoming effective counselors, and the provision of the most meaningful training experience for those candidates selected. Some of the suggestions which were drawn from the data of this study and which appear to be of value for consideration in connection with possible changes in counselor training programs are included in the section which follows.

In most cases, further research of a more specific nature will be desirable in order to establish the validity of the suggestions drawn from this study. The results of this study represent an appraisal by guidance workers of the importance of selected competencies on the basis of information presently at their disposal. Further research in specific areas of the counselor's competence may provide information which will show some of the appraisals made in connection with this study to be in error. Suggestions regarding areas in which further research appears to be especially desirable will also be included in the section which follows.

1. The results of this study emphasizes the importance of certain personal characteristics in influencing the effectiveness of counselors. Most of these characteristics do not appear to be of the nature which will lend themselves to development through formal training. It appears, therefore, that there is a tremendous need for research which would (1) further objectify and isolate personal characteristics which influence the effectiveness of counselors, and (2) to develop objective and usable techniques for the selection of candidates for training on the basis of the personal characteristics which have been established as important for counselors. Perhaps the data presented in Chapter IV may be of assistance in selecting characteristics for study.
2. It appears that candidates in training for positions as secondary school counselors who have not completed the requirements for a teachers certificate should be provided with the opportunity for completing such requirements concurrently with their counselor training. Successful teaching experience before beginning training as a school counselor also appears to be desirable. Many positions in counseling and guidance are available outside of secondary schools. It seems improbable, therefore, that teaching experience should be designated as an absolute prerequisite for candidates for admission to counselor training unless the program is intended to train only school counselors. Further research may provide additional insight into these problems.
3. Results of this study emphasize the importance of the counselor's understanding of the philosophical basis for guidance. Much stress is also placed upon the importance of understanding the role of the counselor, the teacher, and the administrator in

the guidance program. Research might assist the counselor trainer in determining whether the students who complete the program of training are well grounded in these basic foundations of guidance.

4. Courses selected from the fields of education, psychology, sociology, and economics have been suggested in addition to specialized guidance courses as part of the program for training counselors. Additional studies seem to be indicated, however, to determine the nature of courses in these related fields which actually contribute to the effectiveness of counselors. Means would also have to be developed to allow students who are in training as counselors to cut across departmental lines.
5. Previous studies have found that the content of some training programs for counselors is concentrated in the areas of counseling and psychology. The results of this study indicate that the school counselor is first and foremost a member of school staff. Research seems to be indicated to determine whether individuals with such specialized training and without an educational orientation could operate effectively as a secondary school counselor.
6. Additional studies seem to be indicated in order to develop plans through which more actual experience in counseling and interviewing can be made available for trainees. Results of this study indicate a feeling on the part of guidance workers in the field that present counselor training programs may overemphasize theoretical concepts.
7. Although the respondents of this study almost unanimously stressed the importance of developing skills in counseling and interviewing, only about one-third of the guidance workers employed in public schools were of the opinion that it was essential that counselors complete a period of supervised counseling internships. It is possible that the respondents believed that such experiences could be obtained by other means. It is also possible that some of the present internship programs are not providing the type of experiences that students need. There appears to be a need for intensive studies to determine the types of experiences which should be included in internship programs and also to develop facilities through which these experiences could be provided for students. Administrators of training schools naturally are hesitant to allow trainees to counsel students in order to obtain experience until the trainees have attained a minimum degree of skill in

the use of counseling techniques. It appears, therefore, that one of the most pertinent problems in this area is to develop techniques for providing the beginning practice for inexperienced trainees in interviewing and counseling without endangering the welfare of a counselee.

8. Aside from developing skill in counseling techniques, development of skill in interpreting the results of tests and of an awareness of the limitations of test results were stressed more than any of the other tools and techniques included in the study. It is questionable whether the usual testing course, stressing the theory and construction of tests, would provide the necessary experiences for developing such skills.
9. Only a small percentage of the respondents of this study were of the opinion that skill in such areas as statistics, projective techniques, and individual testing was essential for counselors. On the other hand, courses in these same areas are often required as a part of the counselor training program. Additional studies might be made to determine whether such courses should continue to be required of all students, made optional choices to meet special needs, placed near the end of the sequence of courses and taken only by students working at the doctoral level, or eliminated from the training program entirely.
10. In general, the respondents of this study did not feel that skill in the use of such specialized techniques as sociodrama, psychodrama, group therapy and group dynamics to be necessary for optimum performance as a school counselor. Many of these techniques are relatively new and may not yet have received the acceptance they deserve. It appears, however, that there is a need for further study of the benefits to be derived from the use of these specialized techniques in assisting students with their problems. At the present time, however, there appears to be considerable question whether courses designed to develop skill in the use of these techniques should be required in programs of training for school counselors.
11. Many guidance workers consider the problems of the organization, administration, and evaluation of the guidance program to be the responsibility of the head counselor or director of guidance. If this is true, training in these areas may not be essential for all individuals who work as counselors. On the other hand, many smaller schools employ only one guidance specialist and often these are individuals who have just completed their training. It appears, therefore, that experience in these areas should be included in the training program. Perhaps courses in these areas should be placed near the end of the normal sequence of courses to be taken by trainees for counseling positions in secondary schools.

12. Further studies of methods of developing the important competencies of counselors would certainly seem to be indicated. Many of the guidance workers in the field do not appear to be convinced of the value or the pertinence of some of the areas of formal training. On the other hand, many of the competencies which these workers appraise as essential for all counselors are the very ones that the courses purport to teach. Perhaps the weakness lies not so much in the content of the courses as in the methods of presentation. Perhaps research could assist in developing more effective teaching techniques for the training of secondary school counselors.

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APPENDIX A

MICHIGAN STATE COLLEGE
EAST LANSING

INSTITUTE OF COUNSELING,
TESTING AND GUIDANCE

May 23
1951

You have had the opportunity to observe many counselors at work. Have you ever wondered what characteristics influence the effectiveness of a counselor? We would like to appraise these characteristics in order that the job of training counselors may be improved. Would you be willing to help us?

We plan to compare the reactions of many groups in the field as to what makes a counselor effective. We would like to secure the opinions of five outstanding counselors and five school administrators from your state. Will you help us by listing the names and addresses as requested on the attached sheet?

We hope that this study will provide data which will make possible improved techniques of selecting and training counselors. As one of the leaders in the field you are undoubtedly interested in this problem. We will be glad to send you a report of the completed study. Your cooperation will be greatly appreciated.

Sincerely yours,

Clifford E. Erickson
Director

CEE:ld

(COPY OF LETTER SENT WITH WORKSHEET)

Work Sheet

Will you please list below the names and addresses of secondary school counselors employed in your state whom you feel to be outstanding in terms of training, experience performance on the job.

NAME _____

ADDRESS _____ CITY _____ STATE _____

NAME _____

ADDRESS _____ CITY _____ STATE _____

NAME _____

ADDRESS _____ CITY _____ STATE _____

NAME _____

ADDRESS _____ CITY _____ STATE _____

NAME _____

ADDRESS _____ CITY _____ STATE _____

Now will you please list the names and addresses of Superintendents, Principals, Directors of Guidance or other administrative officials who regularly select and employ secondary school counselors and whom you feel to be well qualified to make such a selection.

NAME _____ TITLE _____

ADDRESS _____ CITY _____ STATE _____

NAME _____ TITLE _____

ADDRESS _____ CITY _____ STATE _____

NAME _____ TITLE _____

ADDRESS _____ CITY _____ STATE _____

NAME _____ TITLE _____

ADDRESS _____ CITY _____ STATE _____

NAME _____ TITLE _____

I will be willing to cooperate further in this study by checking a short questionnaire at a later date. YES _____ NO _____

I would like a copy of the report of the findings of this study. YES _____ NO _____

Will you please return this work sheet in the enclosed envelope? Thank you for your kind cooperation.

Dear Sir:

Approximately two weeks ago we wrote to you requesting the names and addresses of outstanding counselors and school administrators employed in your state. The request was made in connection with a proposed study of the competencies which influence the effectiveness of counselors. The study cannot be completed unless we are able to obtain the names and addresses of qualified personnel to be included in the sample. Your cooperation will be tremendously appreciated. If you did not receive the original letter please return the attached card so that a duplicate letter may be sent to you.

Sincerely,

C. E. Erickson

I have not received your letter regarding the study of counselor competencies.

Name

Address

(FACSIMILE OF POST CARD USED AS FOLLOW-UP OF WORKSHEET)

Michigan State College
116 Morrill Hall
East Lansing, Mich.

May 14, 1951

Dear Colleague:

*What is a good counselor?
What sort of a person is he?
What must he be able to do?*

These are certainly questions that confront all of us. Do we have the answers? Many "experts" have stated their opinions but there have been few attempts to obtain the judgments of those most directly concerned: the counselors themselves and the administrators who employ them.

What could be more reasonable than to consult representatives of these groups? This study is an attempt to obtain from outstanding counselors and administrators an evaluation of the relative importance of various traits, abilities and characteristics in determining the effectiveness of the counselor on the job.

You have been recommended by your State Department of Education as one of the people from your state best qualified to assist in such a study. I hope that you will be willing to take a few minutes of your valuable time to check the items of the enclosed questionnaire. It is only through your cooperation that such a study is possible. I hope that the information obtained from this study may help to improve the selecting and training of counselors. I will be glad to send a report of the completed study to all those who participate in it. May I have your assistance?

Sincerely yours,



DONALD J. HERRMANN

Institute of Counseling, Testing and
Guidance, Michigan State College

(COPY OF THE COVER LETTER SENT WITH THE QUESTIONNAIRE TO THE
COUNSELORS AND ADMINISTRATIONS)

116 Morrill Hall
Michigan State College
East Lansing, Mich.

May 21, 1951

Dear Colleague:

What is a good counselor?
What sort of a person is he?
What must he be able to do?

These are certainly questions that confront all of us. Do we have the answers? There have been many opinions stated, most of them in very general terms. There have been few attempts, however, to evaluate the relative importance of various specific traits, abilities and characteristics in determining the effectiveness of the counselor on the job.

We are attempting to make such a study of secondary school counselors. We plan to ask for such an evaluation from representatives of all major groups who are professionally concerned with this problem in order to obtain a more complete picture of the situation.

You have been selected as one of the Counselor Trainers who is best qualified to assist in such a study. I hope that you will be willing to take a few minutes to complete the enclosed questionnaire. It is only through your cooperation that such a study is possible. I hope that the information obtained from this study may help to improve the techniques of selecting and training counselors. I will be glad to send a report of the completed study to all those who participate in it. May I have your assistance?

Sincerely yours,



DONALD J. HERRMANN

Institute of Counseling, Testing and
Guidance, Michigan State College

(COPY OF COVER LETTER SENT WITH THE QUESTIONNAIRE TO THE
COUNSELOR TRAINERS)

**MICHIGAN STATE COLLEGE
EAST LANSING**

**INSTITUTE OF COUNSELING,
TESTING AND GUIDANCE**

May 25, 1951

You will probably recall receiving a letter from Dr. Erickson a few days ago requesting the names of counselors and administrators from your state to be contacted in connection with a proposed study of counselor competencies. It is apparent that if such a study is to be complete it should include all major groups who are professionally concerned with this problem. The State Supervisors of Guidance certainly constitute such a group. It will be appreciated, therefore, if you will complete the attached questionnaire so that we may include your evaluation as part of the study.

We feel that this study may provide some very pertinent data for improving the techniques of selecting and training counselors. The success of the study is dependent upon the assistance of those contacted. May we have your cooperation?

Sincerely yours,

Donald J. Herrmann

(COPY OF COVER LETTER SENT WITH THE QUESTIONNAIRE TO THE
STATE DIRECTORS OF GUIDANCE)

Abilities, Traits and Characteristics of Counselors

Background Information: Please check only that part of the following section that applies to the position which you now hold.

-**Secondary School Administrator.** (1) Check type of position.Superintendent,Principal,Director of Guidance.Other (Please State)..... (2) Number of students in school....., (3) Approximate size of community..... (4) Number of counselors employed full time..... Part-time..... (5) Approximate number of counselors you have selected for employment during the past five years.....
-**Secondary School Counselor:** (1) Check whether a.....full time counselor or b.....teacher-counselor. (2) Number of students in the school....., in the system..... (4) Years of experience as a counselor....., as a teacher..... (5) Describe briefly academic training in counseling and guidance.....
-**Counselor Trainer.** Check whether (1).....Department of Psychology. (2).....Department of Education. (3).....Other. Please state.....
-**State Supervisor of Guidance.**
-**Other** (Please state).....

Procedure: Please indicate your evaluation of the importance of the various traits and characteristics listed according to the following scale. Place the appropriate number in the blank before each item.

1. Essential for all counselors to the extent that it would be practically impossible for any individual to perform adequately as a secondary school counselor without possessing this trait or characteristic.
2. Necessary for optimum performance and valuable for all counselors but NOT considered to be absolutely essential for adequate performance as a secondary school counselor.
3. Of some value to the secondary school counselors in carrying out certain of his duties but not necessary for adequate performance.
4. Of little or no value in determining adequacy as a secondary school counselor.

It is intended that you will make your evaluation of these items according to their importance for the counselor in the actual performance of the duties of his job as you see them, not according to whether or not it might be "nice for him to know."

I. PERSONAL CHARACTERISTICS

-Ability to gain the confidence and cooperation of students and staff.
-Intellectual ability superior to that of the average teacher.
-A wholesome regard for the feelings and beliefs of others.
-A cooperative and enthusiastic attitude toward his work.
-Ability to assume delegated responsibility.
-Facility of being at ease with people.
-Ability to use tact in contacts with others.
-A pleasant voice and effective speech.
-Above average personal appearance.
-Absence of serious physical deformity.
-A wholesome sense of humor
-A discriminating sense of ethical values.
-A well defined philosophy of life.
-A continuous effort toward professional growth and self improvement.
-Above average flexibility; ability to adapt to changing situations.

.....Ability to view self objectively; to minimize effects of personal prejudices and stereotypes.

.....A devout reverence and belief in God.

.....Other.....

II. PREVIOUS EXPERIENCE

.....Successful teaching experience in public school.

.....Experience in business and industry.

.....Participation in community service projects.

.....Experience in school administration.

.....Active participation in extra curricular activities in college.

.....Broad contacts with groups having different cultural and socio-economic backgrounds.

.....Participation in activities of religious groups.

.....Other.....

III. EDUCATIONAL BACKGROUND

.....Master's degree or equivalent with major in Counseling and Guidance.

.....Teaching certificate for secondary schools.

.....Considerable college training in psychology.

.....Considerable college training in Sociology and Anthropology.

.....Considerable college training in Educational Theory and Methodology.

.....Considerable college training in Counseling and Guidance courses.

.....Successful completion of a period of supervised counseling internship.

.....Other.....

IV. EDUCATIONAL ORIENTATION

.....A well defined philosophy of education amenable to that of the school system in which he is employed.

.....A thorough understanding of the role of guidance in the total educational pattern.

.....A thorough understanding of the role of administrator, teacher, and counselor in the total educational pro

.....A realistic appreciation of the importance of subject matter mastery in an effective educational program.

.....Understanding of the objectives of mental hygiene in education.

.....Other.....

V. RELATIONS WITH STAFF, PARENTS, ETC.

.....Ability to work harmoniously with other members of the staff.

.....Ability to work effectively in group situations.

.....Ability to plan and provide leadership for the in-service training program.

.....Ability to communicate to the staff an understanding of the objectives of the guidance program.

.....Ability to demonstrate areas in which the guidance services may contribute to more effective teaching.

.....Ability to assist teachers in reaching an understanding of the significance and limitations of test scores.

.....Ability to assist teachers in gaining a better understanding of the problems of individual students.

.....Ability to train staff personnel in techniques of providing maximum assistance to the guidance program.

.....Ability to work harmoniously with parents in reaching a solution for student problems.

.....Ability to communicate the objectives of the counseling process to parents.

.....Ability to work effectively with agencies outside of school.

.....Ability to "sell" the need for guidance services to the community

.....Ability to provide information for staff regarding mental hygiene concepts.

.....Ability to assist teachers in relating subject matter to the world of work.

-Ability to view self objectively; to minimize effects of personal prejudices and stereotypes.
-A devout reverence and belief in God.
-Other.....

II. PREVIOUS EXPERIENCE

-Successful teaching experience in public school.
-Experience in business and industry.
-Participation in community service projects.
-Experience in school administration.
-Active participation in extra curricular activities in college.
-Broad contacts with groups having different cultural and socio-economic backgrounds.
-Participation in activities of religious groups.
-Other.....

III. EDUCATIONAL BACKGROUND

-Master's degree or equivalent with major in Counseling and Guidance.
-Teaching certificate for secondary schools.
-Considerable college training in psychology.
-Considerable college training in Sociology and Anthropology.
-Considerable college training in Educational Theory and Methodology.
-Considerable college training in Counseling and Guidance courses.
-Successful completion of a period of supervised counseling internship.
-Other.....

IV. EDUCATIONAL ORIENTATION

-A well defined philosophy of education amenable to that of the school system in which he is employed.
-A thorough understanding of the role of guidance in the total educational pattern.
-A thorough understanding of the role of administrator, teacher, and counselor in the total educational program.
-A realistic appreciation of the importance of subject matter mastery in an effective educational program.
-Understanding of the objectives of mental hygiene in education.
-Other.....

V. RELATIONS WITH STAFF, PARENTS, ETC.

-Ability to work harmoniously with other members of the staff.
-Ability to work effectively in group situations.
-Ability to plan and provide leadership for the in-service training program.
-Ability to communicate to the staff an understanding of the objectives of the guidance program.
-Ability to demonstrate areas in which the guidance services may contribute to more effective teaching.
-Ability to assist teachers in reaching an understanding of the significance and limitations of test scores.
-Ability to assist teachers in gaining a better understanding of the problems of individual students.
-Ability to train staff personnel in techniques of providing maximum assistance to the guidance program.
-Ability to work harmoniously with parents in reaching a solution for student problems.
-Ability to communicate the objectives of the counseling process to parents.
-Ability to work effectively with agencies outside of school.
-Ability to "sell" the need for guidance services to the community
-Ability to provide information for staff regarding mental hygiene concepts.
-Ability to assist teachers in relating subject matter to the world of work.

VI. UNDERSTANDINGS OF BEHAVIOR

-Understanding of the various theories of personality.
-Ability to recognize symptoms of various types of abnormal behavior.
-Ability to select pertinent factors from accumulated data regarding students.
-Familiarity with many different cultural and social patterns.
-Appreciation of the effects of socio-economic status on behavior.
-An understanding of the possible applications of various theories of learning.
-An understanding of the basic mechanisms of adjustment.
-Ability to interpret results of tests in terms of behavior.
-Knowledge of patterns of growth and development of adolescents.
-Other.....

VII. COUNSELING AND INTERVIEWING

-Ability to establish a give and take relationship with the counselee.
-Ability to differentiate between basic problems and symptomatic behavior.
-Possession of an adequate background for giving sound advice.
-Ability of the counselor to minimize the influence of his personal feelings and beliefs on the course of the interview.
-Ability to adapt counseling technique to different situations.
-Exercise of good judgment in guiding students toward appropriate goals.
-Counselors ability to avoid excessive emotional identification with the clients problem.
-Ability to show interest and sincerity during counseling process.
-Willingness to refer cases to other sources if client requires help beyond counselors range of capability.
-Ability to maintain a professional attitude toward confidential information.
-Ability to communicate effectively with clients at all levels; does not "talk down" to client.
-Other.....

VIII. COUNSELING TOOLS AND TECHNIQUES

-Ability to administer and score group tests of interest, aptitude, etc.
-Ability to interpret results of such tests.
-Understanding of the possible applications of basic statistical techniques.
-Ability to select the proper test to serve a given purpose.
-Ability to administer the Stanford Binet and/or the Weschler Bellevue tests.
-Ability to administer and interpret results of the Rorschach and/or other projective techniques.
-Ability to interpret test scores to parents in a tactful but meaningful manner.
-Constant awareness of the limitations of test results.
-Ability to select and administer diagnostic tests to detect need for remedial work.
-Ability to evaluate data in cumulative record in terms of application to a given situation.
-Ability to analyze present record system in regard to needed revision.
-Ability to maintain a professional attitude toward information included in the cumulative record.
-Ability to evaluate information included in anecdotes and autobiographies.
-Ability to assist teachers in developing an effective program for obtaining the most meaningful anecdotes and autobiographies.
-Ability to assist in the development of case studies in cooperation with other staff members.
-Ability to analyze and interpret information included in case studies.
-Ability to help others to improve the objectivity of their observations of behavior.
-Knowledge of rating techniques used to report observations of behavior.

.....Knowledge of other techniques of reporting such observations.

.....Ability to use and understand sociograms.

.....Knowledge of and skills in techniques of group participation.

.....Considerable skill in use of sociodrama and psychodrama.

.....Ability to train others in effective techniques of group participation.

.....Considerable knowledge of and skill in techniques of group therapy.

.....Ability to teach courses or units on occupational information.

.....Ability to teach courses stressing personal and social adjustment.

.....Ability to identify cases needing special assistance with problems of reading, writing, speech, etc.

.....Knowledge of and skill in the use of techniques of remedial reading.

.....Knowledge of and skill in the use of techniques of speech correction.

.....Ability to assist students in improving work habits and study skills.

.....Ability to act as a resource person for teachers in problems in the remedial areas.

.....Other.....

IX. INFORMATIONAL SERVICES

.....Ability to evaluate sources of occupational information.

.....Ability to plan and inaugurate a file of occupational information.

.....Ability to provide leadership and coordination for work experience programs.

.....A broad knowledge of the requirements of various jobs and occupations.

.....Familiarity with the contents and organization of the Dictionary of Occupational Titles.

.....Ability to plan and provide leadership for community occupational surveys.

.....Ability to obtain effective working relationships with community employers.

.....A thorough knowledge of the course requirements of various college majors.

.....Knowledge of colleges offering training in various fields of specialization.

.....Knowledge of requirements and course offerings of trade and technical schools.

.....Familiarity with current occupational trends.

.....Familiarity with community, state and national employment picture.

X. ADMINISTRATION AND EVALUATION OF GUIDANCE SERVICES

.....Ability to adapt organization of guidance services to the local school program.

.....Ability to provide dynamic leadership for the development of the program of guidance services.

.....Willingness to accept responsibility for administration of the guidance program.

.....Ability to direct and coordinate follow-up studies of school leavers.

.....Knowledge of approved techniques of evaluation of guidance services and ability to apply them.

.....Ability to provide leadership for evaluation of the total school program.

.....Ability to plan and coordinate a testing program for all students.

.....Ability to act as resource person in planning a program of cumulative records.

.....Ability to plan and coordinate an effective placement program for graduates and school leavers.

.....Ability to provide leadership for and assist in development of an effective orientation program for new students.

.....Other.....

Remarks and Suggestions: