

# DOCTORAL DISSERTATION SERIES

PUBLICATION: 5937

**AUTHOR:** Ray Thompson, Ed. D., 1953  
Michigan State College

**TITLE:** COUNSELOR TRAINING IN STATE  
SUPPORTED NEGRO COLLEGES AND  
UNIVERSITIES IN STATES WITH DUAL  
EDUCATIONAL SYSTEMS

University Microfilms, Ann Arbor, Michigan

COUNSELOR TRAINING IN STATE SUPPORTED NEGRO  
COLLEGES AND UNIVERSITIES IN STATES  
WITH DUAL EDUCATIONAL SYSTEMS

By  
Ray Thompson

A THESIS

Submitted to the School of Graduate Studies of Michigan  
State College of Agriculture and Applied Science  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

1953

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AN ABSTRACT

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Approved

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This study was an effort to gather information relative to the present status of courses for training counselors in the state supported Negro colleges and universities in the states with dual educational systems; to list the courses that offered and proposed for offering which might prove to be suitable for background and professional counselor training courses; to determine the essential kinds of services school administrators feel guidance workers should be competent to offer; to bring together the findings of the study and some of the most accepted generalizations and concepts dealing with counselor preparation; and then synthesize the findings of the study with the generalizations and concepts in order to make suggested recommendations to facilitate the setting up of counselor-training programs in the state supported Negro colleges and universities that were studied.

The writer used personal interviews, examined college catalogues, and mailed out questionnaires to gather the data reported in this study.

A questionnaire was mailed to a select group of public school administrators in the seventeen states having dual educational systems. These administrators



had been recommended by their state departments of education as being competent to list the student personnel and guidance needs of boys and girls in their particular states. The recommendations stated, further, that they were capable of giving competent opinions as to whether the state supported Negro colleges and universities were providing the kind of training needed by counselors who would be able to serve the needs of boys and girls.

Information concerning the status of counselor-training in the thirty state supported Negro colleges and universities studied was gathered from each institution. This information was compared with the information collected from the school administrators and with the suggestions for counselor-training in the National Vocational Guidance Association publication on Counselor Preparation.<sup>1</sup>

The following conclusions seem to be tenable:

1. The guidance needs of pupils residing in the states with dual educational systems are basically the same as those pupils residing elsewhere.

2. Public school administrators, state guidance officials, and college officials included in this study seem to be aware of the need for trained guidance workers.

3. Provisions made for training school-counselors in the thirty institutions of higher learning discussed in this study are generally inadequate.

4. The public school administrators included in this study seem to feel counselors should have broad training in guidance as a base, and specific enough training in the study of human growth and adjustment that it will be possible to understand individual problems and their many ramifications in our social setting.

5. The school counselor described by the responding school administrators seem to be a general guidance worker, a coordinator of school guidance services, a helping arm to pupils and staff, and a technician in the use of the most commonly used guidance tools and skills.

6. The extent to which counselor-training ventures are initiated and succeed in the various colleges and universities studied seem to be related to the certification requirements of the various states.

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<sup>1</sup>Counselor Preparation, New York, National Vocational Guidance Association, 1949.

## ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Walter F. Johnson, Chairman of the Guidance Committee, for his untiring interest and timely suggestions given during the development of this study. Also appreciated is the warm and friendly encouragement given by Dr. Clifford E. Erickson and Dr. Raymond N. Hatch, former and present Director of the Department of Guidance and Counselor Training respectively.

Earnest appreciation is extended to Dr. Wilbur B. Brookover, Dr. Harry H. Scales and Dr. Cecil V. Millard, members of the Guidance Committee for their cooperation and assistance. The writer is also indebted to Dr. Clive R. McGee who represented the Graduate Council at the final oral examination.

To the many public school administrators, state and college officials who cooperated by providing the requested data, the writer expresses his thanks.

The most gracious gratitude is expressed to the members of the writer's family for their continuous interest, encouragement and inspiration.

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## TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Background and Need for the Study . . . . .	3
Definitions of Terms . . . . .	6
Scope and Limitations . . . . .	7
Procedures and Techniques . . . . .	8
Plan of the Study . . . . .	14
II. REVIEW OF PERTINENT LITERATURE . . . . .	16
Higher Education for Negroes . . . . .	16
Problems and Needs are Basically the Same. . . . .	18
There is a Need for Counselors . . . . .	19
Some Guiding Principles for Guidance Workers . . . . .	22
Tools and Techniques Used . . . . .	26
Preparation of Guidance Workers . . . . .	34
Summary . . . . .	39
III. CHARACTERISTICS OF THE GUIDANCE WORKER. . . . .	41
Essential Characteristics . . . . .	41
Knowledge of Self and Intelligent Choice . . . . .	41
Intrinsic Worth of Individuals. . . . .	43
Knowledge of Growth and Development. . . . .	43
Attitude Toward Confidential Information . . . . .	44
Responsibility to Client and Society . . . . .	44

CHAPTER	Page
Well Adjusted in Personal Life . . . . .	44
Knowledge of Theories of Personality	
Development . . . . .	45
Social Responsibility . . . . .	46
Broad Guidance Training . . . . .	47
Levels of Training . . . . .	49
Psychological Training . . . . .	50
Professional Literature . . . . .	51
Mental Hygiene Training . . . . .	51
IV SKILLS ESSENTIAL FOR GUIDANCE WORKERS . . .	53
Counseling Interview . . . . .	53
Organizing and Administering Guidance	
Services . . . . .	56
Studying Interests and Abilities . . . . .	58
Observation . . . . .	59
Cumulative Records . . . . .	59
Anecdotal Record . . . . .	60
Interpreting Individual Tests . . . . .	61
Interpreting Group Tests . . . . .	62
Administering Tests . . . . .	63
Case Conference . . . . .	63
Interest Inventories . . . . .	63
Staff Confidence in the Counselor . . . . .	65
Interview Relationships . . . . .	65

CHAPTER	Page
Program Evaluation . . . . .	67
Follow-Up Studies . . . . .	68
Occupational and Educational Information	69
Interpreting Program to the Community .	69
Interpreting Recorded Data to Others . .	70
Working With the Librarian and Other	
Teachers . . . . .	71
Evaluating Counseling Sessions . . . . .	71
Devising Record Forms . . . . .	72
Cooperation of Community Service	
Organizations . . . . .	73
Referral Services . . . . .	73
Curriculum Study . . . . .	74
Summary . . . . .	75
V GUIDANCE COURSES IN THE COLLEGES AND	
UNIVERSITIES . . . . .	78
Sources of Information . . . . .	78
Common Core Training Areas . . . . .	80
Trainee Screening . . . . .	81
ALABAMA . . . . .	86
Alabama Agricultural and Mechanical	
College . . . . .	86
Alabama State College . . . . .	87
Analysis . . . . .	88
ARKANSAS . . . . .	89

## CHAPTER

## Page

Analysis . . . . .	91
DELAWARE . . . . .	91
Analysis . . . . .	92
FLORIDA . . . . .	93
Analysis . . . . .	94
GEORGIA . . . . .	95
Albany State College . . . . .	95
Fort Valley State College . . . . .	96
Savannah State College . . . . .	96
Analysis . . . . .	97
KENTUCKY . . . . .	97
Analysis . . . . .	98
LOUISIANA . . . . .	98
Grambling College . . . . .	98
Southern University . . . . .	99
Analysis . . . . .	99
MARYLAND . . . . .	100
Bowie State Teachers College . . . . .	100
Maryland State College . . . . .	100
Morgan State College . . . . .	101
Analysis . . . . .	103
MISSISSIPPI . . . . .	103
Jackson College . . . . .	103
Alcorn Agricultural and Mechanical College . . . . .	104



CHAPTER	Page
Analysis . . . . .	105
MISSOURI . . . . .	105
Analysis . . . . .	106
NORTH CAROLINA . . . . .	107
North Carolina Agricultural and Technical College . . . . .	107
North Carolina College at Durham . . . . .	109
The Teachers Colleges . . . . .	111
Analysis . . . . .	112
OKLAHOMA . . . . .	113
Analysis . . . . .	113
SOUTH CAROLINA . . . . .	114
Analysis . . . . .	114
TENNESSEE . . . . .	115
Analysis . . . . .	116
TEXAS . . . . .	116
Prarie View . . . . .	117
Texas Southern University . . . . .	118
Analysis . . . . .	119
VIRGINIA . . . . .	120
Analysis . . . . .	121
WEST VIRGINIA . . . . .	121
Bluefield State College . . . . .	122
West Virginia State College . . . . .	122
Analysis . . . . .	123

CHAPTER	Page
Summary . . . . .	124
VI SUMMARY, CONCLUSIONS AND NEED FOR FURTHER	
STUDY . . . . .	127
Findings. . . . .	127
Conclusions . . . . .	130
Need for Further Study. . . . .	133
BIBLIOGRAPHY . . . . .	135
APPENDIX A: CORRESPONDENCE. . . . .	149
APPENDIX B: INSTRUMENTS USED. . . . .	157
APPENDIX C . . . . .	165
APPENDIX D . . . . .	186
APPENDIX E . . . . .	187

# LIST OF TABLES

TABLE		Page
I	Characteristics Considered by School Administrators as Essential for Guidance Workers . . . . .	42
II	Skills Considered Essential for Guidance Workers . . . . .	54
III	Levels of Training in State Supported Negro Colleges and Universities . . . . .	79
IV	Essential Characteristics for School Counselors and NYGA Core Training Areas . . . . .	82
V	Essential Skills for School Counselors and NYGA Core Training Areas . . . . .	84

## CHAPTER I

### INTRODUCTION

The many studies that have been made of in-school and out-of-school youth have tended to show boys and girls need many individualized and group services which the schools are failing to provide. A classic among such studies is Bell's<sup>1</sup>, Youth Tell Their Story. Pupils need assistance with their efforts to make wise choices and optimum adjustment. Services to pupils must include help in health, social, emotional, educational and occupational areas. Individualized and group services can be given, but they can be provided best by those persons having the training, skills and characteristics which the job demands. In this study an effort has been made to define the skills and characteristics needed.

Most of the guidance studies reported in the literature deal with the organization and administration of guidance services. These studies suggest how guidance services can be offered at every school level and ways of refining the various techniques used. In surveying the literature the writer has not been able to find a single study dealing with the availability or non-availability of guidance

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<sup>1</sup> Howard Bell, Youth Tell Their Story, Washington, D. C., The American Council on Education, 1938.

training for those persons graduating from the state supported Negro colleges and universities. Nor has there been any attempt to clarify the kind of training needed; but, it is the graduates from these schools who work with the majority of the Negro pupils.

### Statement of the Problem

This study was an effort to gather information relative to the present status of courses for training counselors in the state supported Negro colleges and universities in the states with dual educational systems; to list the courses that are offered and proposed for offering which might prove to be suitable for background and professional counselor training courses; to determine the essential kinds of services school administrators feel guidance workers should be competent to offer; to bring together the findings of the study and some of the most accepted generalizations and concepts dealing with counselor preparation; and then synthesize the findings of the study with the generalizations and concepts in order to make suggested recommendations to facilitate the setting up of counselor-training programs in the state supported Negro colleges and universities that were studied. It was felt that counselor-training programs based on the compilation of responses to the questionnaire used in the study would prepare workers to satisfy the needs suggested by the public school administrators sampled.

## Background and Need for the Study

Guidance services are needed most in a society where people are able to make choices after having the opportunity to consider many alternatives. A few years ago most Negro boys and girls grew up in the midst of ignorance and poverty. They gave little thought to anything beyond earning a meager living by doing the menial tasks that had been designated as "Negro" jobs. Living this kind of life there was little need for guidance services as they are known now. The labor shortage precipitated by World Wars I and II, plus the persistent efforts of democratic fronts have brought about a change in this matter.

Negro boys and girls have been permitted to look beyond the horizon and view the green and fertile fields of democracy in which educational, occupational and social opportunities abound. This new look, which brought opportunity, also brought frustrating circumstances. It was learned that one imbued with the idea of higher education may find most of the avenues to higher education closed; the traditions of equality and inherent worth of the individual do not apply to all people alike; and training for a skilled or professional occupation does not guarantee entry.

In spite of the limitations which still exist, Negro youths enjoy a greater opportunity than ever before and, therefore, need the kind of services that many feel can only be offered through organized programs of guidance ser-

vices. The personnel needed to offer these services is not presently available but should be trained. "Where will they be trained?" This seemed a logical question to raise at this point. In light of the slowness with which Negroes have been admitted to state supported white institutions it appears that for some time yet it will be necessary to look to the state supported Negro institutions for training.

The vast majority of Negro teachers are trained and employed in the states where the major portion of the Negro population lives. In 1940 there were 56,875 Negro teachers employed in the southern states.<sup>2</sup> This figure represents 90 percent of the 63,097 Negro teachers employed in the United States at this time. The majority of these teachers were trained in the states with dual educational systems.

It is imperative that data be readily available on the present efforts being made in Negro colleges and universities to prepare individuals who will be competent to offer the guidance services which boys and girls need. In recognition of the fact that this need does exist, the Southern Regional Conference of State Supervisors of Guidance Services and Counselor-Trainers passed a resolution,

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<sup>2</sup> Sixteenth Census of the United States, Labor Force, Parts 2, 3, 4 and 5.

That conferees individually and as a group accept their responsibility to implement to the best of their ability State plans to provide for adequate counselor training for Negroes.

The resolution was reported in a summary of the Proceedings of the Conference.<sup>3</sup>

A search of the literature did not reveal a single study that would provide the data which was sought in the present study, and yet, this data was imperative because only after the existing conditions were known was it possible to advance proposals for making desired improvements.

Manley<sup>4</sup> and Himes<sup>5</sup> have pointed out the need for formalized counselor training programs in the Negro Colleges. In their surveys only about one-tenth of the schools reported having guidance workers or special guidance classes and services, and two-thirds of the teachers in these schools never had a course in guidance. Many of those who reported having taken courses in guidance included their orientation and other undergraduate guidance courses. It seemed that these findings tended to show further evidence of the need for the data reported in this study.

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<sup>3</sup> Summary of the Proceedings of the Southern Regional Conference of State Supervisors of Guidance Services and Counselor Trainers, Little Rock, Ark., Nov. 14-17, 1949.

<sup>4</sup> A. E. Manley and J. S. Himes, "Guidance in Negro Secondary Schools in the Southeastern Region", The Journal of Negro Education, Vol. XVII, No. 2, Spring, 1948.

<sup>5</sup> J. S. Himes and A. E. Manley, "Guidance: A Critical Problem in Negro Secondary Education", School Review, Vol. LVI, No. 4, pp. 219-222, April, 1948.



## Definitions of Terms

Counselor. The term was used in its broadest sense and was used for lack of a better term. The recent National Vocational Guidance Association report on job titles<sup>6</sup> and responsibilities serves to illustrate the difficulty involved in trying to find a suitable term to describe guidance workers. The term as used in this study may be applied to any student personnel workers such as the counselor, teacher-counselor, boys' advisor, girls' advisor, vocational counselor, placement counselor, etc.

Counselor training. The academic credit carrying courses in the colleges and universities included in this study that have as their prime objectives the development of persons with the characteristics and skills necessary to carry on an organized program of guidance services.

State supported Negro colleges and universities. The four-year colleges and universities that have been set aside by state laws as institutions of higher learning for training Negroes and which are supported by state funds.

State with dual educational systems. The seventeen Southern States with segregated school systems based on state laws.

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<sup>6</sup> "Job Analyses of Educational Personnel Workers", Occupations, Vol. XXX, No. 1, Part II: Special Report, Oct., 1951.

### Scope and Limitations

This study included all of the four year state supported Negro colleges and universities in the states with dual educational systems. Thus, thirty colleges and universities in seventeen states were included. The guidance training survey included all of the identified course titles, reported in the catalogues of the various schools, and which seem to have as their primary purpose the equipping of teachers and counselors with the training, skills and characteristics needed to offer a program of guidance services.

With the exception of Delaware, ten public school administrators from these seventeen states were asked to identify the guidance needs of boys and girls within their respective states. The size of Delaware made it desirable to consider it as a special case even though it had a dual educational system. The small Negro population was not large enough to provide data from five administrators.

This study was of a quantitative rather than of a qualitative nature and there were certain limitations due to the use of the questionnaire method of gathering data. Efforts were made to develop a reliable and valid questionnaire, but the writer could not fully control the respondents answers to the questionnaire. If the respondents filled them out with haste and carelessness then the reliability and

validity of the instrument was probably impaired. A further limitation of the study grew out of the fact that a highly selective sampling of public school administrators was used, and the statistics applicable to random sampling could not be legitimately applied to this study.

The writer also used the personal interview technique in gathering some of the data reported in this study, and also made use of catalogue announcements from the colleges and universities. These interviews were not standardized and the findings of the study are also dependent upon the reliability of the data reported in the various catalogues.

### Procedures and Techniques

The writer used personal interviews, examined college catalogues, and mailed out questionnaires to gather the data reported in this study.

A questionnaire was mailed to the select group of public school administrators sampled in this study. The writer felt that one way of determining the kind of training experiences counselors should have would be to define the needs they are to serve, and the questionnaire used was constructed with this purpose in mind.<sup>7</sup>

It was felt that such a questionnaire would permit the respondents to identify the characteristics and skills that

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<sup>7</sup> See Appendix B: printed questionnaire.

are essential for meeting the guidance needs of boys and girls. When the plan was first proposed two questionnaires were envisioned; the first was to answer the question, "What are the guidance services needed by the boys and girls in your state?" The second questionnaire was to be used for ascertaining whether the administrators felt the training institutions were preparing people to render the services needed. A detailed list of items was prepared which the writer felt would serve this purpose.

Three major considerations served as guides when the job of selecting items was undertaken: (1) Some of the needs of pupils as reported in the literature;<sup>8</sup> (2) The National Vocational Guidance Association publication on counselor preparation;<sup>9</sup> and (3) The seven major guidance services suggested by Erickson.<sup>10</sup>

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<sup>8</sup> Some books on the needs and problems of youths: Howard Bell, loc. cit.; Harold Dillon, "Early School Leavers: A Major Educational Problem," National Child Labor Committee, New York, 1949; R. E. Eckert and T. O. Marshall, "When Youth Leave School," The Regents Inquiry, New York, McGraw-Hill Book Company, Inc., 1939; Ira D. Reid, "In a Minor Key: Negro Youth in Story and Fact," American Council on Education, Washington, D. C., 1940.

<sup>9</sup> Counselor Preparation, Washington, D. C., National Vocational Guidance Association, 1949.

<sup>10</sup> Clifford E. Erickson, A Practical Handbook for School Counselors, New York, The Ronald Press, 1949, p. 4.

The first draft of items for the questionnaire represented a compilation from these three sources, additional items were gathered as a result of discussion with staff members, with students in the doctoral seminar, and from the Federal Security Administration publication on counseling competencies.<sup>11</sup> The War Manpower Commission's report on counselor training was also used as a source for obtaining items.<sup>12</sup>

After the items were combined from each of the sources mentioned above the questionnaire had become so long that the original idea of using two questionnaires was discarded and the use of a single questionnaire with two columns was decided upon.<sup>13</sup> In column one the administrator was to indicate whether he felt a given characteristic or skill was needed by the counselors serving the needs of pupils in his state. Column two was to be used to indicate whether the Negro colleges or universities in the state were offering the kind of training needed to provide counselors capable of rendering the services desired. A questionnaire of this nature would have forced a yes or no response and it was felt

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<sup>11</sup> Counselor Competences in Counseling Techniques, Washington, D. C., Federal Security Agency, Miscellaneous Bulletin 3314, Nos. 3, 4, and 5, 1949.

<sup>12</sup> War Manpower Commission, Bureau of Training, The Training of Vocational Counselors, Washington, D. C., 1944.

<sup>13</sup> See Appendix B: second trial questionnaire.

this would be undesirable. This conclusion was reached after examining the questionnaire closely and realizing one individual could hardly be expected to possess all the characteristics and skills listed, but one person might possess many of them to some degree. The blanks in column one were then replaced with three letters: E, H, and N which were to be used to indicate the degree to which a characteristic or skill should be possessed. With this refinement, the questionnaire was submitted to a group of graduate students in guidance and to several staff members for further criticisms.<sup>14</sup>

There were three major criticisms which had to be rectified: (1) some of the items were obviously ambiguous, (2) some of the items appeared to be repetitious, and (3) there was no opportunity for a respondent to indicate the lack of knowledge if he was not certain of the meaning of a particular characteristic or skill. The first two criticisms were corrected by rewording and eliminating items, and the second by adding the letter "D" to column one to be used for indicating a lack of knowledge.

The questionnaire<sup>15</sup> was then administered to a group of graduate students enrolled in the Michigan State College 1951 summer school guidance work shop. Oral and written comments from this group indicated that after the elimina-

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<sup>14</sup> See Appendix B: third trial questionnaire.

<sup>15</sup> See Appendix B: fourth trial questionnaire.

tion of two repetitious items and one misspelled word, the list should be satisfactory for the purpose for which it was devised. A tabulation of the responses of this group to each item indicated consistent agreement on the various items. The corrections were made and the questionnaire was printed in its final form.<sup>16</sup>

The questionnaire was mailed to public school administrators in each state included in the study. The recipients of the questionnaire in each state were public school administrators who had been recommended by their state departments of education. Letters had been mailed to State Directors of Negro Education in each state with a request for the names of at least ten Negro public school administrators most competent to list the student personnel and guidance needs that should be met by school counselors in their state.<sup>17</sup>

The rationale behind asking the state supervisor for a select list of administrators was the belief that the supervisor was in the best position to observe and know the qualifications of the administrators. The administrators were considered as a panel of judges, and for this study the opinions of men who had broad vision and a statewide perspective were needed. The writer felt the one best

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<sup>16</sup> See Appendix B: printed form of questionnaire.

<sup>17</sup> See Appendix A: letter to State Supervisors.

source for securing the names of these persons in each state was the State Supervisor of Negro Education. It was felt that findings and conclusions should be based on the opinions of people so selected, i.e., administrators who had been nominated by their state departments of education as being the persons most qualified to know the needs to be served by counselors who may be trained in the schools that were studied.

Catalogue announcements served as the primary source of the additional data that were collected about the colleges and universities. In some instances data were collected by visiting the college campuses personally and conferring with the proper officials. Of the thirty colleges and universities reported in this study only ten offer work leading to the Master's degree.<sup>18</sup> The undergraduate schools were included because the writer felt something must be known about these institutions because it seems desirable to promote the student personnel point of view as far as possible at the undergraduate level until the necessary professional training at the graduate level is made more easily available. In regards to guidance training at the undergraduate level the National Vocational Guidance publication states:<sup>19</sup>

Qualified undergraduates may be permitted to take certain professional courses in this area....stu-

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<sup>18</sup> See Appendix D for list of colleges and universities included in the study.

<sup>19</sup> Counselor Preparation, New York, National Vocational Guidance Association, 1949.



dents should possess a broad liberal education with necessary basic training in such fields as labor, economics, psychology, sociology, and statistics...the emphasis upon counseling as a graduate field of study does not preclude the desirability of incorporating certain elements of counselor preparation in the program of undergraduates.

It seems desirable to offer the major portion of professional training in guidance at the graduate level. But, there are possibly two good reasons for offering some of the courses at the undergraduate level: (1) in schools where there are no trained counselors there is a definite need for teachers who have at least been orientated to the student personnel point of view, and (2) schools having counselors can offer better programs of guidance services when teachers are prepared, by training, to contribute to the program.

### Plan of the Study

In addition to the first chapter, the study was arranged in five additional chapters. In Chapter II is given a review of the pertinent data related to the study. The literature reviewed fell under one or more of the following headings: (1) Higher education for Negroes, (2) Problems and needs are basically the same, (3) There is a need for counselors, (4) Some guiding principles for guidance workers, (5) Tools and techniques used, and (6) Preparation of guidance workers.

Chapter III describes the counselor in terms of the characteristics which the responding administrators feel

are essential for serving the needs of boys and girls in the states with dual educational systems.

The fourth chapter is a continuation of the analysis of the questionnaire mailed to the public school administrators. It deals with the skills which the respondents considered essential for guidance workers.

The course offerings of the various colleges are reported in Chapter V, and an analytical statement is given for each state.

Chapter VI is the final chapter. In Chapter VI is given a summary of the study, the conclusions drawn, and some suggestions for further study.

The bibliography and the appendixes completed the final arrangement of the study.

## CHAPTER II

### REVIEW OF PERTINENT LITERATURE

This study did not represent the first attempt to deal with higher and professional education for Negroes. Many people have recognized the need to give special attention to some of the problems involved. The Negro colleges play an important part in the American Educational System and must, likewise, play an important part in the training of school counselors. Patterson in a letter pointed out clearly the important role of the Negro College:<sup>1</sup>

The fact that roughly 75 percent of Negro youth receiving a college education get such an education from colleges for Negroes exclusively or primarily indicates that it is impossible to overestimate the important role which these institutions must play now and in the future in preparing youth to meet their full responsibilities of citizenship and development of the sort of technical competence needed in order that they may take their places in a great industrious civilization.

#### Higher Education for Negroes

Thompson in explaining the purpose of a special yearbook on Negro Higher Education stated:<sup>2</sup>

It has been the purpose of this yearbook to make a fairly comparative survey of the provision of higher

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<sup>1</sup> F. D. Patterson, "A Letter to the Journal", Negro College Quarterly, Vol. 4, No. 1, March, 1946, p. 40.

<sup>2</sup> Charles H. Thompson, "Negro Higher Education in the United States", Journal of Negro Education, Vol. 17, No. 3, Summer, 1948, p. 2.

and professional educational opportunities in the segregated Negro colleges and universities in the seventeen states where separate schools for the races are prescribed by law. Fully 80 percent of all the Negroes who attend higher and professional institutions are registered in the separate Negro Higher Institutions in these seventeen states. Accordingly, a survey of the provisions offered by these institutions constitutes for practical purposes an indication of the general status of higher and professional education for Negroes in the country as a whole.

A report is given in this yearbook on the status of higher and professional education for Negroes in each of the seventeen southern states; but, there is no special reference relative to the training opportunities for school counselors. The yearbook brings into sharp focus one of the big problems that must be faced when any program involving graduate training for Negroes is considered. This problem is the relatively small number of colleges which offer graduate courses as was pointed out in Chapter I. Only ten of the colleges considered in this study offer graduate training and these schools are located in eight states; Alabama, Florida, Missouri, North Carolina, South Carolina, Texas, Tennessee and Virginia. North Carolina has two schools offering graduate training and there are two such schools in the state of Texas. One of the schools in Georgia may soon be added to this list. Presently none of the publicly supported colleges in Georgia have offered graduate training for Negroes. Fort Valley State College has been authorized to offer such courses in the fields of Agriculture, Home Economics and Education.

### Problems and Needs are Basically the Same

The literature to be reviewed was not limited to that which had been written by or about Negroes, because, as in the words of Boykin their problems are basically the same as those facing other people.<sup>3</sup>

In a general way the problems of Negro youth are similar to those facing any other racial group...Negro students should receive guidance in planning their courses, suggestions of appropriate contacts in the world of work help them to avoid experiences that might prove to be too discouraging, and dropping incidental suggestions to stimulate independent thought would help the Negro students develop initiative and independence of action that will eventually lead to self guidance.

In the same vein Williams has stated:<sup>4</sup>

There is no need for special information in counseling Negroes, there is need for the kind of data which offers insight into behavior, drives, and motivations. Such data, however, are needed about any and all individuals during a counseling process. The basic principles, which need emphasis and re-emphasis, is that all the psychological principles involved in personality development and adjustment of white youth and adults are operative in personality frustrations of Negro youths and adults.

Psychologist recognize certain basic needs of all people in our culture: the need for security, recognition and status, group acceptance, successful experiences, opportunity for achievement. The Negro has these same basic needs. Almost all individuals have some frustrations, defeats, and resulting conflicts in trying to satisfy these needs.

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<sup>3</sup> Leander L. Boykin, "How Can We Improve the Vocational Education and Guidance of Negro Youth", Occupations, Vol. 26, No. 30, December, 1947, p. 165.

<sup>4</sup> Claire T. Williams, "Special Considerations in Counseling," The Journal of Educational Sociology, Vol. 22, May, 1949, p. 608.

## There is a Need for Counselors

The writer wanted to point out some of the reports which deal with the needs and problems of pupils. It was felt a review of these studies would serve as a means of definitely indicating the necessity of training counselors qualified to help satisfy the problems and needs of youths.

Smith has reported that the concerns and needs of pupils may be determined by a study of their wishes which, he said, are largely socially determined.<sup>5</sup>

Environment plays a great part in determining the nature and extent of adolescents' concerns. It is safe, therefore, to conclude that the concerns of youth are acquired. They are largely social learnings. Ideals, hopes, wishes, interests, and attitudes are picked up through membership in neighborhood, a family, a group. In other words, they are class teachings.

In another study Smith discussed the interrelationship of occupational goals, social adjustment and social class position of urban Negro high school seniors.<sup>6</sup>

It has been suggested that most, if not all, of the major problems of youths can be grouped under one or more of the following eight categories: (1) adolescent growth and develop-

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<sup>5</sup> Benjamin F. Smith, "Wishes of Negro High School Seniors and Social Class Status," Journal of Educational Sociology, Vol. 25, No. 8, April, 1952, P. 474.

<sup>6</sup> "A Critical Analysis of the Relationship Between Occupational Goals, Social Adjustment and Social Status of High School Seniors in Urban Negro High Schools in Two States," Unpublished Doctoral Thesis, New York University, School of Education, 1951.

ment, (2) education, (3) occupation, (4) leisure time, (5) marriage and family, (6) health and fitness, (7) delinquency and crime, and (8) citizenship.<sup>7</sup>

One readily recognizes the great demand that is being made on schools for improved guidance services in statements typified by Warters when she stated:<sup>8</sup>

Modern life is creating new problems of physical and mental health. It is making much greater demands upon the individual's emotions.

In a study of the problems and needs of Negro youth, Diggs<sup>9</sup> pointed out five determinants of social maladjustment: (1) disorganization of family life, (2) absence of community controls, (3) lack of supervised recreation, (4) inferior home conditions, and (5) social and economic disadvantages.

There are at least six classical research studies dealing with the problems and needs of youth. Each of them point out clearly the fact that our schools must assume more responsibility for preparing youths who can keep pace with our dynamic society. Bell<sup>10</sup> in a comprehensive study of young people in Maryland reports what they believe their problems to be.

<sup>7</sup> M. M. Chambers, Youth and the Future, Washington, D. C., American Council on Education, 1942, Part II.

<sup>8</sup> Jane Warters, High School Personnel Work Today, New York, McGraw-Hill Book Company, 1946, p. 7.

<sup>9</sup> Mary H. Diggs, "The Problems and Needs of Negro Youth as Revealed by Delinquency and Crime Statistics," Journal of Negro Education, Vol. 9, 1940, pp. 311-320.

<sup>10</sup> H. M. Bell, op. cit.

Aiken<sup>11</sup> in a report for the Progressive Education Association points out the possibilities of providing more effective programs through experimentation. Dillon<sup>12</sup> studied 1,300 drop-outs and mentioned a number of problems which he feels can be partially solved by improved services in the schools. The New York State Regents<sup>13</sup> inquiry covering some 20,000 cases gathered data on the characteristics and needs of school leavers in an effort to make available information that might be used in planning school programs. Pace<sup>14</sup> in his study dealt with an older group than did the other authors mentioned here, but his findings pointed out implications for educational planning that must be the concern of educators if the present complacency now abounding is to be overcome.

Cheney<sup>15</sup> had seniors in 120 Montana high schools to list their beliefs as to what would be their greatest problems after leaving high school. Problems involving vocational adjustment, marriage, and getting along with other people were listed most frequently by this group.

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<sup>11</sup> W. M. Aiken, The Story of the Eight Year Study: With Conclusions and Recommendations, New York, Harper Brothers, Inc., 1943.

<sup>12</sup> H. J. Dillon, Early School Leavers, New York, National Child Labor Committee, 1949, 94 pages.

<sup>13</sup> R. E. Ekert and T. O. Marshall, When Youth Leave School, New York, McGraw-Hill, 1938.

<sup>14</sup> Robert C. Pace, They Went to College: A Study of 951 Former University Students, Minneapolis, The University of Minnesota Press, 1941, 148 pages.

<sup>15</sup> Truman Cheney, "A Method of Identifying Problems of High School Students," Occupations, Vol. 27, March, 1952, p. 387.



## Some Guiding Principles for Guidance Workers

Some justification for the training of guidance workers was established in the preceding section by pointing out a few of the many problems, needs and characteristics of pupils. The literature reviewed in this section should serve to set up framework that would govern and give some direction to the counselor in his efforts to serve the needs of pupils which should represent the basis for his actions.

Many disciplines and movements have contributed to the development of guidance as it is known today, and each discipline or movement has emphasized the importance of whatever it had to contribute. These emphases have influenced those who work and write in the field of guidance. It seems to follow that the degree to which a counselor has been influenced by a given discipline will determine to a great extent his conception of a counselor's professional responsibility.

The school counselor should be adept in the use of knowledge from each of the major contributing movements and disciplines. He should be able to make use of this knowledge in aiding individuals in dealing with their problems.

Warters<sup>16</sup> has listed five major movements which have contributed to the development of guidance and they are:

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<sup>16</sup> Jane Warters, op. cit., chapter 3.

(1) the vocational guidance movement, (2) the measurement movement, (3) mental hygiene, (4) social work, and (5) child guidance clinics. These five movements have drawn from the same contributing disciplines, but each has developed individual practices in their use of the knowledge gained. The contributing disciplines have been psychology, biology, physiology, sociology, anthropology, psychiatry, and medicine.

A great deal has been written and spoken about the teacher as a counselor, and the role of the teacher in guidance work. Arbuckle,<sup>17</sup> Proctor,<sup>18</sup> Shank,<sup>19</sup> and Strang<sup>20</sup> have each indicated that the classroom teacher is the key person in any effort to organize a well rounded program of guidance services. Erickson<sup>21</sup> and Smith have also written about the responsibilities of the teacher in guidance as well as about the administrator and other staff members.

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<sup>17</sup>D. S. Arbuckle, Teacher Counseling, Cambridge, Mass., Addison-Wesley Press, 1950.

<sup>18</sup>W. M. Proctor, Educational and Vocational Guidance, New York, Houghton-Mifflin Company, 1925.

<sup>19</sup>D. J. Shank, The Teacher as a Counselor, Washington, D. C., American Council on Education, 1948.

<sup>20</sup>Ruth Strang, The Role of the Teacher in Personnel Work, New York, Bureau of Publications, Teachers College, Columbia University, 1932.

<sup>21</sup>Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, New York, McGraw-Hill Book Company, 1946.

McLean<sup>22</sup> sees guidance giving the answers to questions of what, how and when:

- (1) We cannot know what to teach, how to teach and when to teach until we know thoroughly whom we are teaching.
- (2) We cannot know what, how and when to teach until we know from what homes, groups, societies and cultures our clients are emerging.
- (3) We cannot know what, how and when to teach until we can identify and project, not only the current and probable future needs of students, individually and in common, but the needs of our dynamic and emerging society to have them trained for active service in and to society.

Counseling is often recognized as the heart of the guidance movement and Berdie<sup>23</sup> has described counseling as an educational technique. Froelich<sup>24</sup> has recognized some of the problems faced by small schools and summarized them in five basic assumptions:

- (1) Guidance work is not confined to guidance experts,
- (2) an effective guidance program is possible in a small school,
- (3) guidance services cannot be superimposed upon a school but must become through a process of gradual growth an integral part of the school's program,
- (4) when establishing a guidance program the range of services should be limited to functions which can be performed adequately by the available personnel, and
- (5) the development of the program is dependent upon the speed with which the staff acquires skill in handling additional guidance tools.

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<sup>22</sup> M. S. McLean, E. G. Williamson, Editor, Trends in Student Personnel Work, Minneapolis, University of Minnesota Press, 1949, p. 27.

<sup>23</sup> Ralph F. Berdie, "Counseling: An Educational Technique," Educational and Psychological Measurement, Vol. 9, 1949, pp. 89-94.

<sup>24</sup> C. P. Froelich, Guidance Services in Smaller Schools, New York, McGraw-Hill Book Company, 1950, pp. 8-9.

Whether in a large or small school there is a diversity of problems that are peculiar to groups with similar characteristics and there is a diversity of problems possessed by a single pupil that are really a group of idiosyncrasies webbed together in such a manner that they give each individual his identifying traits or characteristics. For those who feel that counseling is the heart of a program of guidance services, the assisting of a student to explore this web of individual characteristics and then to make intelligent decisions based on their explorations with the idea of developing self direction becomes the primary responsibility of the counselor. With this same group the area of operation for the counselor is limited only by the number and kinds of activities needed to satisfy this end. The number of specific activities carried on in such a process in working with a number of individuals is practically limitless, but whatever these individual activities may be they can be classified under one or more of the major guidance services; namely, the Pupil-inventory, Informational, Counseling, Placement and Follow-up.<sup>25</sup>

It has been the purpose of this section to point out some of the basic definitions and guide posts which serve to give direction to the guidance movement. The diverseness of the definitions along with the varied purposes and principles which

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<sup>25</sup> Raymond N. Hatch, Guidance Services in the Elementary School, Dubuque, Iowa, William C. Brown Company, 1951, p. 17.

have been stated points out clearly the difficulties involved. After a close observation of guidance practices and a rather comprehensive scrutiny of the guidance literature, one is forced to admit there is not complete agreement among those who write and work in the field as to every minute detail of guidance services. This should be expected in a field that is relatively new and which deals primarily with unpredictable and dynamic individuals as subjects.

### Tools and Techniques Used

There is practically unanimous agreement as to the end purpose of guidance services as can be seen by an examination of the definitions and statements of principles in the preceding section. A further examination of the same section would lead one to conclude that there is not complete agreement as to how this end is to be reached.

Guidance is a process involving many varied activities and demanding the specialized services of many individuals. Guidance is a process which demands community wide effort and support for optimum operation; but, there is one individual; the school counselor, who is a trained professional worker and who possesses the basic competencies needed to carry on a minimum of guidance activities in our schools. In view of the fact that there is a latitude of beliefs about the responsibilities of the Counselor; ranging from a belief that his sole purpose is that of giving vocational guidance, (defined

in its narrowest sense), to that of believing he must assume responsibility for any needs beyond that of the immediate classroom subject matter, we would logically expect a difference in emphasis as it relates to the characteristics and competence possessed by school counselors and the tools and techniques they may use.

Without regard to disagreements there seems to be complete accord on the matter of competence in the collection, interpretation and use of the occupational data. This, without a doubt, is one responsibility for the counselor and is one of the major informational services. The world of work is comprehensive with millions of workers and thousands of job classifications. The mass of data resulting from this fact raises a question as to what can be expected of the counselor in this matter. The field of occupations is so large, and so changing, that no course of study about the world of work should attempt to cover in detail the preparation and future opportunities for 22,000 jobs that are known by 40,000 occupational titles. A course offered in college to train prospective counselors in occupations should show them how to use the Dictionary of Occupational Titles, how to recognize and classify occupations they may observe, how to select workers for various types of work, how to discover personal characteristics of workers, how to recommend training for jobs, and in general, how to find, evaluate, use and interpret information about occupations.<sup>26</sup>

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<sup>26</sup> Walter J. Greenleaf, Occupations: A Basic Course for Counselors, Washington, Federal Security Agency, Vocational Division Bulletin No. 247, p. 1.

One of the reports of the 8th National Conference of State Supervisors of Guidance Services and Counselor Trainers, (held at Washington, D. C., September 15-18, 1948), dealt with Counselor Competencies in Occupational Information. This report describes six major competencies in occupational information: (1) Competence in the classification of the world of work; (2) Competence in the description of the world of work; (3) Competence in occupational variations as a result of socio-economic changes; (4) Competence in training and placement facilities; (5) Competence in collection, evaluation, abstracting, and filing of occupational information.<sup>27</sup>

The counselor makes use of both individual and group techniques in facilitating his occupational information competence. Billing,<sup>28</sup> Forrester,<sup>29</sup> and Hoppock<sup>30</sup> have given many helpful suggestions in their writings. Educational information and orientation complement occupational information in making up the broad area of informational services and taxes

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<sup>27</sup> Federal Security Agency, U. S. Office of Education, Counselor Competencies in Occupational Information, Washington, D. C., Division of Vocational Education, Miscellaneous Bulletin 3314, March, 1949.

<sup>28</sup> M. L. Billings, Group Methods of Studying Occupations, 2nd Edition, Scranton, Pa., International Textbook Company, 1941.

<sup>29</sup> Gertrude Forrester, Methods of Vocational Guidance, Boston, D. C. Heath Company, 1944.

<sup>30</sup> Robert Hoppock, Group Guidance, New York, McGraw-Hill Book Company, 1949.

all of the resourcefulness and skills of the counselor. The informational services are not to be thought of as separate and compartmentalized entities even though there have been many publications dealing with occupations and others dealing with education.<sup>31</sup>

Among the multiplicity of characteristics, skills, competencies and techniques and used by the counselor is one; observation, which is the most natural and perhaps the most effective in aiding the counselor in his efforts to understand and give assistance to individuals. The use of observation is not by any means limited to the school counselor and any such claim would be faulty and erroneous. But there is no better way to study an individual in a natural setting than by observing and watching him closely. Observation is used with individuals and with groups. It is used in the formal classroom setting, in testing and in counseling sessions. Of course, a great deal of subjectivity can and does enter into the process of observing, and, therefore, we often find the process being refined by the use of rating scales and check lists in an attempt to lend objectivity to the reporting of observations.

Effective observing will entail systematic note taking and the notes should report the circumstances under which the observation was made. Skill in observing and note taking re-

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<sup>31</sup> Ruth Strang, Educational Guidance: Its Principles and Practices, New York, The MacMillan Company, 1947.



sults from purposeful practice in trying to note the individual instances of behavior, which tend to attract attention, both favorable and unfavorable. Carefully reported observations will result in a collection of data which is characteristic of the pupil observed. This information may then be filed with that which has been collected from other sources and serve as a basis for assisting the pupil in his effort to grow in self direction.

The mere mention of observation as a technique for individual or group study, often raises the question of whether this is just another attempt to add more work to the already over-worked personnel. But, while at first the suggestion of this further duty for an already busy teacher may seem to be out of order, a small portion of his time for actual observation of children may well be taken from some of the activities now carried on without any significant loss to the latter and with great benefit to the children themselves.<sup>32</sup>

The counseling interview represents the very heart of guidance services and the pertinent material found in books, periodical literature, reports of conferences and mimeographed leaflets are legion. There is no substitute for the face to face counseling session in which the counselee represents the

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<sup>32</sup> Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers, Scranton, Pa., International Textbook Company, 1949, p. 93.

center of activity, and where the recognized goal of all the action is that of assisting the client or counselee to grow toward self direction and self discipline. All the characteristics, skills, techniques, and tools of the counselor are brought into action in the dynamic setting of a counseling interview.

Erickson has indicated that the counseling interview varies in purposes, characteristics, and outcomes according to the basic needs to be served. He has identified five particular characteristics of the counseling interview.

1. It is a person-to-person relationship.
2. One participant (interviewer) has assumed or has been assigned the responsibility of helping the other participant.
3. The interviewee has some needs, problems, blocks, or frustrations he wants to attempt to change or satisfy.
4. The welfare of the interviewee is of a central concern.
5. Both participants are interested and willing to attempt to find some solutions to the interviewee's difficulties.<sup>33</sup>

It was a common practice, at one time, to try to categorize counselors into two groups based on their approaches to the counseling process. One group was designated "directive or counselor-centered", and the other was labeled "non-directive or client-centered". For the former

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<sup>33</sup> Clifford E. Erickson, The Counseling Interview, New York, Prentice-Hall, Inc., 1950, p. 5.

group the basic assumption is that the counselors' training, experience, and information is superior to that of the counselee. The counselor sets the goal and attempts to direct the movement of the interview on the basis of abilities, needs, and interests of the counselee. For the latter group, the counselee is the center of attention and any superior skill or knowledge possessed by the counselor is to be used in helping the client to move toward goals that are decided upon in a democratic way to gain the insight needed to dissolve his own difficulty.

The "directive" counselor's claim they are following the pattern developed and reported by Williamson,<sup>34</sup> Darley,<sup>35</sup> and others pioneering in guidance at the University of Minnesota. Carl Rogers<sup>36</sup> is considered as being the leader of the client-centered movement. A close examination of the work and writings of the members of these seemingly dichotomous groups would indicate that neither are purely directive or non-directive. Most counselors combine the basic concepts of the two groups, and operate somewhere along a continuum

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<sup>34</sup> E. G. Williamson, How to Counsel Students, New York, McGraw-Hill Book Company, 1939, p. 562.

<sup>35</sup> J. G. Darley and E. G. Williamson, Student Personnel Work, New York, McGraw-Hill Book Company, 1937.

<sup>36</sup> Carl R. Rogers, Counseling and Psychotherapy, Boston, Houghton-Mifflin Company, 1942.

between the two extremes depending upon the particular nature of the client and the orientation of the counselor.<sup>37</sup>

Due to the lack of agreement among the workers and writers in the field, no attempt will be made to list nor discuss in detail the seemingly indeterminate number of tools and techniques used by the counselor beyond the three which have been given brief mention; namely, information, observation, and counseling. Briefly, some of the tools and techniques treated by a major portion of the writers are:

Case Study	Tests and Inventories
Cumulative Records	Rating Scales and Check Lists
Anecdotal Records	Autobiographical Sketches
Sociometric Devices	Statistics
Career Conferences	Referrals

The literature is replete with information treating these and other tools and Traxler<sup>38</sup> has given an entire book to the matter.

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<sup>37</sup> Additional Books on Counseling: A. H. Brayfield, Readings in Modern Methods of Counseling, New York, Appleton-Century, Inc., 1950; C. A. Curran, Personality Factors in Counseling, New York, Grune and Stratton Company, 1945; M. E. Hahn and M. S. MacLean, General Clinical Counseling, New York, McGraw-Hill, 1950; Francis P. Robinson, Principles and Procedures in Student Counseling, New York, Harper and Brothers, 1950; Carl R. Rogers, Client-Centered Therapy, Boston, Houghton-Mifflin, 1951; E. G. Williamson, Introduction to High School Counseling, New York, McGraw-Hill, 1940.

<sup>38</sup> Arthur E. Traxler, Techniques of Guidance, New York, Harper and Brothers, Publishers, 1945.

### Preparation of Guidance Workers

The preceding sections of this chapter dealt with the literature indicating the dire need of guidance services based on the problems of pupils, the principles and philosophy of guidance services, and the various tools and techniques used by the school counselor. In this section attention will be turned to the preparation of guidance workers; and of course, the direction of training should be greatly determined by the problems to be met, the principles and philosophy of rules of the game, and the tools, techniques, and skills that must be mastered.

In Georgia<sup>39</sup> schools the counselor is looked upon as the coordinator of the guidance services, and as the specialist in guidance. He is the one to provide the professional leadership for the faculty in guidance matters, offer suggestions, and encourage teachers. A close check of duties performed by counselors will indicate there is reason to believe one may safely generalize this statement about counselors. The basic training of the counselor can be predicated on the purpose he is to serve. A major problem is that of setting up a valid list of basic training experiences.

The dilemma faced by those planning experiences for counselor trainees is pointed out clearly by the list of, Offerings in Guidance Work in Colleges and Universities, Summer, 1949, as

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<sup>39</sup> Ernesting Bledsoe, "Counselors Plan In-Service Training," Occupations, XXX, No. 7, Page 495, April, 1951.

prepared by the United States Office of Education. Specific Instructions went out from the United States Office that only the basic guidance courses were to be listed, but the institutions reporting sent a hodgepodge of courses. In retaliation Meyer wrote a stinging criticism in which he stated, "The publication shows an astounding lack of discrimination regarding what are not offerings in guidance work....has a valuable word lost all meaning because it is used to cover so many different things".<sup>40</sup>

This criticism should not lead one to conclude that we have no basis for planning counselor-training programs. There has been ample research in this area to provide us with at least guide posts that may be followed in planning training experiences at both the undergraduate and graduate level. It is interesting to note that the need for varying levels of training is recognized by many program planners. The ideal program of training for the guidance worker emphasizes studies at the undergraduate level which provide a broad cultural background and required basic knowledge. It reserves the courses in the skills and techniques of guidance until the graduate years: and finally, it requires a period of in-service training under expert supervision. To reach an acceptable degree of competence, at least

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<sup>40</sup> George E. Meyer, "What Isn't Guidance," Occupations, Vol. 28, No. 3, pp. 162-163, December, 1949.

two years of graduate training will be necessary and a four year program leading to a Doctor of Philosophy degree should be considered as representing the ultimate level of training necessary for effective professional work.<sup>41</sup>

To meet the immediate need for counselors which arose as a result of World War II the War Manpower Commission issued a special training bulletin which was suitable for short-term training courses for counselors.<sup>42</sup>

Counselor-training at the advanced level has been treated by a committee of the American Psychological Association<sup>43</sup> and in a study by Scales.<sup>44</sup>

Continued in-service training for guidance duties is imperative and this matter has been discussed in two committee

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<sup>41</sup> Wilma T. Donahue, "The Training of Guidance Workers," from The Measurement of Student Adjustment and Achievement, W. T. Donahue, Editor, Ann Arbor, University of Michigan Press, 1949, p. 81.

<sup>42</sup> War Manpower Commission, The Training of Vocational Counselors, Bureau of Training, Washington, U. S. Government Printing Office, 1944, p. 77.

<sup>43</sup> Committee on Counselor Training, "Recommended Standards for Training Counseling Psychologist at the Doctorate Level," The American Psychologist, Vol. 7, No. 6, June, 1952.

<sup>44</sup> Harry Scales, Counselor Training at the Advance Degree Level of Training in Selected Colleges and Universities in the U. S., Unpublished Doctoral Dissertation, Stanford University, 1950.

reports from the proceedings of the eighth National Conference of the National Association of Guidance Supervisors and Counselor Trainers.<sup>45</sup>

In a recent report by a committee of division 17, American Psychological Association, an attempt was made to discuss the methodology of teaching guidance methods and procedures. The expressed purpose of this report is that of affording a medium for instructors to present a report of materials and methods they are using.<sup>46</sup> This report is not detailed enough to explore the full possibilities of the materials discussed but it does carry the names of the professors and the schools in which a particular methodology is used. This makes it possible for an interested reader to contact any specific professor directly whenever it is warranted.

The National Vocational Guidance Association Publication on Counselor Preparation<sup>47</sup> is probably the best single source for getting a prospectus for counselor training. This publication represents the painstaking work of individuals chosen from the following organizations and agencies:

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<sup>45</sup> In-Service Preparation for Guidance Duties: Parts One and Two, FSA, Office of Education, Washington, Misc. 3314-7A and 7B, May, 1950, pp. 41 and 48.

<sup>46</sup> Counselor-Training Committee, Counselor Training Methods and Procedures, Washington, American Psychological Association, 1952, p. 38.

<sup>47</sup> Counselor Preparation, Washington, National Vocational Guidance Association, 1949, p. 37.



(1) American College Personnel Association; (2) American Psychological Association, Division of Counseling and Guidance; (3) National Rehabilitation Association; (4) National Vocational Guidance Association; (5) Office of Education, Federal Security Agency; (6) National Association of Guidance Supervisors; (7) U. S. Employment Service, Federal Security Agency; and, (8) The Veterans Administration.

The Manual recognizes a common core of training for all counselors with the understanding that specialized training in specific areas is necessary, dependent upon the type and level of service for which the individual is preparing. The core areas are:

1. Philosophy and Principles
2. Growth and Development of the Individual
3. The Study of the Individual
4. Collecting, Evaluating, and Using Occupational, Educational, and Related Information
5. Administrative and Community Relationships
6. Techniques Used in Counseling
7. Supervised Experience in Counseling

It is of particular interest to note that there was no attempt to spell out specific course offerings which would be needed to cover these core areas. Though this committee report on Counselor Preparation did not go so far as to suggest specific courses or training activities there are references in the literature to which one may turn when seeking more detailed data on training. The American Psychological Association,

Division Seventeen Report referred to above is one illustration and so is the American Council on Education Publication by LeBarre.<sup>48</sup>

After experimenting with two methods of teaching a graduate course in the principles and techniques of group guidance Hoppock reports, "The results appear to indicate the demonstration method is superior to the question and answer method."<sup>49</sup> Froelich in suggesting an outline for a basic guidance course points out, that students should be assisted to competence in the use of certain fundamental tools and techniques, and the tools and techniques to be taught should be selected on the practical basis of usefulness.<sup>50</sup>

### Summary

In this chapter an attempt was made to digest some of the more pertinent literature in the field of guidance that is related to this study. The literature was reviewed under the following categories: (1) higher education for Negroes, (2) problems and needs are basically the same, (3) there is a need for counselors, (4) some guiding principles for guidance

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<sup>48</sup> Corrine LeBarre, Graduate Training for Educational Personnel Work, Washington, American Council on Education, 1948, p. 54.

<sup>49</sup> Robert Hoppock, "Two Methods of Training Counselors for Group-Guidance," Occupations, Vol. 27, No. 8, p. 532, May, 1949.

<sup>50</sup> Clifford P. Froelich, "The Basic Guidance Course: An Overview or Training for Job Performance," School and Society, 1949:70:19-21.

workers, (5) tools and techniques used, and (6) preparation of guidance workers.

The complexity of modern day living has brought with it a profusion of problems for our pupils which seems to make it imperative that they be given some assistance with their problems. The fact that there are alternatives, and that individuals are free to make choices, have been responsible for the growth of a democratic philosophy of guidance services. The basic principles of the most acceptable concepts of guidance services all place emphases on the importance of the individual. The guidance worker uses a number of tools, techniques, and skills in his efforts to assist individuals to grow toward self direction. There is not complete agreement on the relative value of the tools and skills used by the guidance worker, and the extent to which one takes precedence over another is largely determined by the orientation and philosophy of the counselor. Neither is there full accord among those responsible for the training of guidance workers as to specific course titles and course content necessary for the satisfactory training of guidance workers. But, representatives of several professional groups who have vested interest in guidance services have been able to agree on what should be the core area of training for all counselors.

## CHAPTER III

### CHARACTERISTICS OF THE GUIDANCE WORKER

In this chapter the counselor was described in terms of the characteristics which the sampled public school administrators said he must possess to serve the needs of boys and girls in the states with dual educational systems.

#### Essential Characteristics

Table I lists the seventeen characteristics which administrators say are essential for guidance workers if they are to serve the needs of boys and girls.<sup>1</sup> These characteristics are listed as a result of two-thirds agreement by the administrators. Opposite each characteristic is listed its rank order based on the frequency with which it was checked as being essential, the number of administrators that checked it as being essential, and the final column shows the percentage of respondents who indicated the characteristic is essential.

#### Knowledge of Self and Intelligent Choice

The individual inventory is one of the major guidance services and 117 respondents or 96.6 percent of those returning questionnaires agreed that the counselor must be one who believes a knowledge of self is basic for intelligent choice and optimum adjustment. This places upon the counselor a responsibility of developing the competence needed to assist

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<sup>1</sup> See Appendix D for "Number and Percentage of Administrators Returning Questionnaires by State".

TABLE I<sup>2</sup>

CHARACTERISTICS CONSIDERED BY SCHOOL ADMINISTRATORS  
AS ESSENTIAL FOR GUIDANCE WORKERS

CHARACTERISTICS	<u>Number and Percentage of Respondents</u>		
	Rank	No.	Percent
Believes a knowledge of self is basic for intelligent choice and attainment of maximum efficiency	1	117	96.6
Believes every individual has intrinsic worth as a person	3	112	92.6
Possesses knowledge relative to child growth and development:			
A. Physical	3	112	92.6
B. Social	5	111	91.7
C. Emotional	8.5	106	87.6
D. Mental	8.5	106	87.6
Maintains a professional atti- tude toward confidential in- formation	3	112	92.6
Believes the guidance worker has a responsibility to the client and society	6	109	90.1
Is well adjusted in personal life	7	108	89.2
Possesses knowledge of the basic theories of personality development:			
A. Psychological	10	100	82.6
B. Sociological	16	87	71.9
C. Biosocial	17	80	66.2
Believes society has the obligation to help each indi- vidual to live a life that is individually satisfying and socially effective	11	98	81.0
Has Had broad training in counseling and guidance courses	12	95	78.5
Has had broad training in psychology	13.5	93	76.9
Reads professional litera- ture regularly	13.5	93	76.9
Has had at least one course in mental hygiene	15	89	73.6

<sup>2</sup> See Appendix E for "Response to Characteristics and Skills  
Questionnaire Items by Number and Percentage".

pupils in their efforts of self appraisal and understanding. Knowledge of self will permit the selection of goals that are in keeping with appraised abilities.

### Intrinsic Worth of Individuals

Guidance has a democratic basis and rests upon democratic principles. This second characteristic, mentioned by 112, or 92.6 percent of the respondents, and reported in Table I, indicates that the administrators believe the counselor should feel that every individual has intrinsic worth as a person.

### Knowledge of Growth and Development

An examination of the characteristics dealing with physical, social, emotional and mental growth and development indicates the importance administrators place on growth and development. The physical well being of pupils is of great concern to the school and a mere observation of the physical appearance of a student may indicate the need for some remedial adaptation of the school curricula for him. More and more attention is being paid to personality development and social relationships in the school; therefore, it is of small wonder that the responding administrators stressed the importance of a knowledge of social and emotional growth. Individuals differ in their mental stature as they do in their physical, social or emotional maturation. The counselor should be competent to observe the significance of mentality as it relates to pupil adjustment at any developmental or grade level.

### Attitude Toward Confidential Information

The counselor is a professional worker and, therefore, should perform as such. His loyalty is primarily to his client and 112, or 92.6 percent of the responding administrators signified their beliefs that this is true by pointing out that the counselor must maintain a professional attitude toward confidential information. This characteristic is closely related to the one dealing with the belief in the intrinsic worth of individuals. Since they were checked with equal frequency it would seem to indicate that the administrators held them to be equal in importance.

### Responsibility to Client and Society

The responses given to characteristic six seem to substantiate the responses dealing with the worth of the individual and with professional attitude toward confidential information. There were 109, or 90.1 percent of the responding administrators who indicated that the guidance worker has a responsibility to the client and society. This appears to be another characteristic that specifically implies respect for and loyalty to others.

### Well Adjusted in Personal Life

A re-examination of the section on guiding principles for guidance workers given on page 22 of Chapter II will reveal that one of the major goals of guidance is that of aiding pupils in their efforts to gain self direction and optimum adjustment. There were 108, or 89.2 percent of the public school administrators who

agreed that the counselor must be well adjusted in personal life. This would seem to suggest that guidance workers who are well adjusted themselves can best serve the needs of boys and girls.

#### Knowledge of Theories of Personality Development

A descriptive study of the characteristics of a counselor would be incomplete if it failed to include some reference to his understanding of personality. An examination of characteristics ten, sixteen and seventeen in table I will indicate the need for the counselor to possess knowledge of the basic theories of personality development. There were 100, or 82.6 percent of the administrators who indicated it is essential that the counselor have a knowledge of the psychological basis of personality; eighty-seven, or 71.9 percent checked sociological knowledge as essential and eighty, or 66.3 percent stated that knowledge of the biosocial development is necessary. The responses to this item on personality tend to raise a question of why there were not more responses in the essential column relative to the characteristic or broad training in sociology. This question may not be so puzzling when it is taken into consideration that these characteristics relative to knowledge about personality were stated rather specifically. This explanation seems tenable when it is noted that characteristic ten was checked more frequently than the characteristic dealing with training in psychology. The psychological theory of personality development recognizes the individual as dynamic and unique. The socio-



logical approach to personality would begin with the societal aggregate and stress the interpersonal rather than the individual aspects of personality development. The biosocial approach to an understanding of personality development recognizes the impact of social forces and their resulting influences on molding personality characteristics; but, likewise, this approach takes into consideration the limitations which necessarily result from the biological nature of the individual.

These three concepts of personality will certainly overlap, but the contributions made by continuous investigations of these groups with varying orientations relative to personality development should provide a great deal of stimulation to those who work as counselors. In interpreting the responses to these items it is of value to note that state certification requirements and the literature dealing with counselor-preparation indicate specifically that counselors should possess some competence in individual analysis, and it seems to the writer that a knowledge of personality development should precede any development of competence in individual analysis. It appears that the administrators substantiated this position by indicating this as an essential characteristic of the counselor.

### Social Responsibility

The table of essential characteristics included some which are truly basic to a democratic concept of guidance services. The counselor should recognize his limitations as an individual

and thereby realize that the community with its many agencies has some responsibility for the well being of its inhabitants. This feeling is expressed by characteristic eleven which states: (the counselor) believes society has the obligation to help each individual to live a life that is individually satisfying and socially effective. There were ninety-eight, or 81 percent of the administrators who checked this as an essential characteristic. This seems to suggest a mutual interdependence between individuals and society. Such a position is in keeping with our democratic concept of individual freedom and responsibility in group living. This concept is compatible with the practice of working cooperatively with various agencies in the community in an effort to enhance the chances of pupils to succeed.

#### Broad Guidance Training

A look at the broad area of guidance will indicate that it includes a wide number of services, some rather general in nature, which can be rendered by classroom teachers. The more specialized guidance functions should be carried on by the school counselor who, by his training, is best equipped to perform the job. In responding to characteristic number twelve, ninety-five, or 78.5 percent of the responding public school administrators indicated that it was an essential characteristic, i.e., the counselor must have broad training in counseling and guidance courses if he is to serve the needs of boys and girls. When the response to this item is compared to the frequency with

which some others were checked; a question may be raised as to why there was not a higher percentage indicating the necessity of specialized training. The answer to this question is given in part by the response recorded under column two of the questionnaire. An examination of this column will indicate that in many cases the administrators indicated by a small percent that training is not being offered by the state schools. This may suggest that the administrators feel some of these competences may be acquired by on the job practice. Such an explanation of this phenomenon is superficial at best and what seems like a questionable response to an item may very well represent the true feeling of the group. In raising this question the inherent weakness of the questionnaire method of gathering information is clearly pointed out because we cannot be certain of the meaning of this item.

Broad training in counseling and guidance courses will provide the counselor with the basic competence needed to provide some of the services which would come under the major guidance areas such as analysis of the individual, counseling, placement and follow-up, informational services, evaluation and service to the staff. To get such training it would be necessary for the trainee to take professional courses distributed among the following areas: Analysis of the individual, counseling techniques, occupational and educational information, administrative relationships in guidance and a supervised practicum. In addition, the trainee should take whatever supporting

and related courses as may be necessary. Such courses may be in psychology, sociology, education or economics. Counseling is probably the most important of these major areas and ample opportunity should be given for the trainee to get a solid foundation in its theory and practice. This will represent a major undertaking and little success can be expected unless the trainee actually engage in counseling under proper supervision.

### Levels of Training

It should be clearly understood that the school counselor cannot gain all the needed competences during one year or for whatever period of time it may take to complete the course requirements for the Master's degree. The essential characteristics discussed in this chapter and the essential skills discussed in the following chapter may be gained in part at the undergraduate and masters level; but if counselors are to meet the needs as suggested by implication in the questionnaire returns, there seems but little choice to conclude that advanced training beyond the master's level and continued in-service training are imperative.

That so many characteristics selected as being essential were chosen more frequently than the one being discussed would seem to indicate that the high school administrators feel counselors should have a broad training base as suggested by

the so called student personnel point of view, rather than a narrower kind of training as may be the case for vocational counselors or counseling psychologists. This should not be understood to mean there would not be a place for those persons with more specialized and narrow training. They will be needed to render services to supplement the general service that can be offered by the counselors with more general training. This is suggested in the supplement to Part One of the National Vocational Guidance pamphlet on Counselor Preparation.<sup>3</sup>

#### Psychological Training

Characteristic 13.5 was checked as essential by ninety-three, or 76.9 percent of the respondents. The response to this particular characteristic would seem to validate those dealing with physical, social, emotional and mental development of the individual as well as the one dealing specifically with personality. It is noteworthy that this characteristic was not selected as frequently as those just mentioned. This may be due to the fact that it is a little more general, thereby not dealing in specific terms with the components related to human adjustment and behavior. This may also suggest that

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<sup>3</sup> Counselor Preparation, op. cit., Chapter V.

it really does not matter which department or subject matter discipline trains the counselor to understand and deal with pupils so long as he is able to understand the many facets and ramifications of human personality and development. Here again the broadness of training must be limited by the time and opportunity available for trainees to receive advanced and in-service training.

### Professional Literature

The counselor's responsibilities make it imperative that he read professional literature regularly. Ninety-three, or 76.9 percent of the administrators called this an essential characteristic. The professional literature represents a medium through which it is possible to exchange ideas and secure suggestions which make it possible for the local counselor to benefit from successful practices that have been tried by others. The current professional literature complements and supplements the textbooks.

### Mental Hygiene Training

Mental hygiene concerns itself with the adjustment of individuals and their efforts to use the various adjustive mechanisms in an attempt to maintain normal equilibrium. The importance of a knowledge of mental hygiene was recognized when eighty-nine or 73.6 percent of the administrators indicated the essential nature of course work in this area.

### Summary

Table I shows seventeen characteristics which have been designated as being essential for those counselors who are to serve the needs of boys and girls. The criterion of two-thirds agreement was arbitrarily decided upon as being the cutoff point in determining whether a characteristic would be called essential. This list of characteristics, by responses given, suggests the responsibilities which school administrators expect counselors to assume.

The breadth of the characteristics scored as essential by the respondents to the questionnaire seems to suggest that these administrators want a guidance worker whose training is general rather than narrowly specialized. If this interpretation is correct it could mean there is a need for the general counselor in each school, and for specialists who are able to give remedial aid and therapy on assignment to several schools. The school administrators in checking the seventeen characteristics discussed as essential have provided an idealized and collective picture of the type of guidance worker which they would like to see the state supported institutions produce.

## CHAPTER IV

### SKILLS ESSENTIAL FOR GUIDANCE WORKERS

In the preceding chapter it was indicated that there are certain characteristics which represent the minimum essentials for successful school counselors. In the present chapter the skills which seem to be essential for guidance workers are discussed. For the sake of clarity it should be noted that the items designated as characteristics were distinctive and typical mental or personal qualities. The discussion of skills deals with the mastery and deftness in application of the various tools, techniques and specialized knowledges which should be required of those who are engaged in successful guidance practices.

Table II lists the thirty-two skills which were selected as being essential for guidance workers by the responding public school administrators. The list was based on two-thirds agreement among those returning questionnaires. The rank of each item is shown along with the number and percentage of respondents who checked it as essential.

#### Counseling Interview

There seems to be almost complete agreement among those who work and write in the field that the counseling interview represents the very heart of a program of guidance services. It appears that the responding administrators expressed general



TABLE II

## SKILLS CONSIDERED ESSENTIAL FOR GUIDANCE WORKERS

Skills	<u>Number and Percentage of Respondents</u>		
	Rank	No.	Percentage
Skilled in the use of the basic techniques available for the study of the individual:			
A. Counseling interviews	1	114	94.2
B. Observation	4	108	89.2
C. Cumulative record	12	101	83.5
D. Anecdotal record	19	93	76.9
E. Interpretation of individual test	22	91	75.2
F. Interpretation of group test	25	89	73.6
G. Case conferences	26	89	73.6
H. Administration of group test	27	87	71.9
I. Administration of individual tests	28	87	71.9
J. Interest inventories	31.5	82	67.8
Able to organize and administer guidance services	2.5	112	92.6
Able to assist students in a study of their own interests and abilities	2.5	112	92.6
Able to gain the confidence and cooperation of the staff	5	106	87.2
Able to initiate a successful counseling relationship	6.5	106	87.6
Able to evaluate a guidance program	6.5	106	87.6
Able to carry on follow-up studies of drop-outs, transfers and graduates	8.5	104	85.9
Able to proceed with a successful counseling relationship	8.5	104	85.9
Skilled in the use of occupational information	10.5	103	85.1
Skilled in the use of educational information	10.5	103	85.1
Able to terminate a successful counseling relationship	13	100	82.6
Skilled in the collection of educational information	15	95	78.5

TABLE II (CONTINUED)

## SKILLS CONSIDERED ESSENTIAL FOR GUIDANCE WORKERS

Skills	<u>Number and percentage of Respondents</u>		
	Rank	No.	Percentage
Skilled in the evaluation of occupational information	15	95	78.5
Able to interpret the guidance program to interested community members	15	95	78.5
Skilled in the evaluation of educational information	19	93	76.9
Skilled in interpreting recorded data to other individuals	19	93	76.9
Able to work with the librarian and other teachers to provide proper reading materials for the pupils and staff	19	93	76.9
Able to evaluate a counseling session	19	93	76.9
Skilled in the collection of occupational information	23.5	91	75.2
Able to devise record forms that are tailored to the program and institution in which they are used	23.5	91	75.2
Skilled in getting the cooperation of community service organization	29.5	87	71.9
Able to make proper use of referral services	29.5	87	71.9
Able to participate in a curriculum study program	31.5	82	67.8

agreement since 114, or 94.2 percent indicated this skill is essential. This important skill is also one which ranks high on the list in Appendix C which indicates skills that are not provided for in the state supported schools.

References to the counseling interview are legion as was pointed out in Chapter II. There are those who believe the counselor must be the very center of attention because of his superior knowledge and training. On the other hand, there are those who believe the counselee must be the center of attention in the interview. No attempt was made to resolve this issue in this study; but it might be of interest to note that the respondents failed to agree that it is essential for the counselor to always have specialized knowledge superior to that of the counselees.

#### Organizing and Administering Guidance Services

Administrators who must work with personnel of varying philosophies and temperaments readily recognize the importance of administrative relationships. This is substantiated by their response to skill number 2.5 in Table II. There were 112, or 92.6 percent of them who agreed the counselor must possess the skills needed to organize and administer guidance services. First, the counselor should secure the support and backing of the administration, since the administrator is ultimately responsible for the success. Secondly, the counselor should

secure the warm support of the teaching staff. Classroom teachers have more time with pupils than any other of the school personnel. There are many guidance activities which can be carried on by teachers who are sympathetic toward the development of **successful guidance practices**. A clear knowledge of line and staff relationships supplemented with an understanding of the nature of status and roles will facilitate the development of administrative and staff support.

After getting support the counselor should serve as the specialist which his position demands. He should exert leadership by helping the teachers to understand the roles they are to play and by indicating the services which classroom teachers can offer. He should take full advantage of the use of committees by capitalizing on correct committee assignments. Through his own and committee resourcefulness, he should maintain a reservoir of ideas and plans which can be used to maintain interest and expedite successful guidance practices.

Any specific plan for organizing and administering a successful program of guidance services in a given school will depend upon the resources of the particular individuals involved. This includes their state of readiness for program action. It is of utmost importance for the counselor to bear in mind that he cannot successfully implement a program of

guidance services alone. Practically any phase of the program will depend upon the optimum support of the school staff and in many instances upon community support. More was said about community support when reference was made to skill number 29.5.

### Studying Interests and Abilities

One hundred and twelve, or 92.6 percent of the responding administrators indicated that it is essential for school counselors to be skilled in assisting students in a study of their own interests and abilities. This is understandable when one recognizes the importance of the individual inventory in guidance services. The response to this item seems to validate the response to characteristic number one in Table I which dealt with a knowledge of self. A primary objective of guidance is helping pupils to understand themselves so they will be more adept in undertaking self direction. To develop skill in this area the counselor would be expected to have background training in sociology, anthropology, psychology. Here again the administrators validated their statements of belief by indicating that characteristics ten, sixteen and seventeen from Table I are essential for successful counselors. The counselor should be able to make use of a number of techniques in his effort to help pupils to study their own interests and abilities.

### Observation

Special skill is needed if optimum use is to be made of observation as a technique for studying individuals. One hundred and eight, or 89.2 percent of the responding administrators checked this skill as being essential for those who are to serve pupils' needs as guidance workers. Observation is probably the most natural method of all that are used for studying individuals, but it represents only one of the ten basic skills pointed out by this group of public school administrators. It was topped in frequency of selection only by counseling.

Teachers and counselors see students in many roles during the course of their direct and indirect contacts, but only teachers who are mindful of the various facets of human adjustment take advantage of this opportunity by careful and objective observation. Individual and group characteristics can sometimes be identified by close observation. Knowledge of an individual's characteristics which is gained through observation will make it possible to anticipate possible behavior patterns as pupils carry on their various relationships and act their roles.

### Cumulative Records

There were 101, or 83.5 percent of the respondents who indicated that the counselor must be skilled in the use of the cumulative record. This, of course, will include recording pertinent data in the record and using it for the well

being of pupils after it has been recorded. There are numerous generalizations which can be made about any permanent personnel records which are to be kept for pupils. The following are examples:

1. Records must serve some useful purpose.
2. Records should be easily available to those who are supposed to use them.
3. Records should be used.
4. Records should be as brief and simple as possible, but detailed enough to provide at least this basic information.
5. Records are static and individuals are not.
6. Records are recorded by imperfect human beings and are therefore subject to error.

#### Anecdotal Record

The accurate recording of anecdotes makes it possible to add objectivity to ones observations. There were 93, or 76.9 percent of the responding administrators who considered skill in the use of anecdotal records important. When writing anecdotes, an attempt is made to get a word picture or portrait which provides a factual account of an incident or particular bit of behavior of an individual. Care must be taken so that any personal urge to color this account will be overcome. Observing and recording are complementary and skill in both come with constant practice. The suggestion given for gaining competence in observation as a technique for studying the individual applies likewise to gaining skill in the writing and using of anecdotes.

The counselor must avoid these pitfalls when recording or using anecdotes: (1) The urge to record that which is interpreted in an action rather than that which is objectively observed; (2) An accumulation of a mere bulk of anecdotes whose very volume render them useless; and (3) The possibility of discarding seemingly insignificant but actually pertinent behavior descriptions whenever editing becomes necessary to avoid an accumulation of bulk.

#### Interpreting Individual Tests

It is interesting to note the importance which has been placed on the interpretation of individual tests. There were 91, or 75.2 percent of the administrators who indicated that this is an essential skill. Here again the weakness of the questionnaire method of gathering data is glaringly pointed out, because the response to this item raises the question of whether the respondents were actually conscious of the advantages of the individual measuring instruments when compared with the regular paper and pencil group tests, or whether the response was merely a reflection of the "obsession" educators seem to have for any idea that bespeaks individualizing the educational process.

There is room for questioning the validity of the culturally loaded group tests when used with any underprivileged or minority group. The use of the individual test may minimize



this cultural effect. Knowledge of the meaning of the results of the more widely used individual instruments seems imperative for counselors who are going to assume their obligations in the area of individual analysis. The individual instruments may be in the nature of intelligence scales such as the Wechsler-Bellevue or Stanford-Binet, projective instruments like the Rorschach or TAT, or some of the performance tests used for appraising vocational fitness. These and other individual instruments give the examiner an opportunity to make detailed observations that would be impossible when group tests are used.

### Interpreting Group Tests

The interpretation of group tests was not checked quite as frequently as was the interpretation of individual tests. In this case 89, or 73.6 percent of the respondents indicated that skill in the interpretation of group tests is essential for counselors. There are, of course, valid criticisms against the use of group tests which limit their usefulness. A thorough knowledge of the most frequently used paper and pencil instruments is imperative and an acquaintance with the sources from which added information about tests can be gathered is desirable.

### Administering Tests

The respondents placed equal importance on the administering of group and individual tests. In each case 87, or 71.9 percent of them indicated that this skill is essential. A test must be administered and scored before it can be interpreted. This fact may raise a question of why test interpretation was indicated as being essential more frequently than was test administration. One possible explanation may be that some of the respondents would assign the test administering responsibility to psychometrists who would not be responsible for counseling and interpreting, or they might assume that administration is only incidental in importance when compared with the matter of interpretation.

### Case Conference

Table II indicates ten basic techniques which are available for the study of the individual. There were 89, or 73.6 percent of the respondents who indicated that it is essential for the counselor to be skilled in the use of the case conference as a technique. The case conference affords an excellent opportunity for synthesizing data provided by many individuals and collected from many sources.

### Interest Inventories

The final technique selected as being essential for the study of the individual was the interest inventory. Table II

shows that 82, or 67.8 percent of the respondents believe this is an essential characteristic. There are a number of standardized interest inventories which are distributed by commercial publishing houses. The two most commonly known vocational interest inventories are the Kuder<sup>1</sup> Preference Record and the Strong<sup>2</sup> Vocational Interest Inventory. It is not always necessary to have a standardized instrument to gather information relative to the interest of pupils. A common procedure used in judging interest is the process of asking pupils to list in the order of their preference the jobs they like or the kind of recreational activities which they prefer. At the same time the published inventories are useful adjuncts to this procedure.

The real value of the attempts to determine interest is not to be found in the mere collection of factual data, but rather in the application of the findings. The counselor relates interest data to whatever other information he has collected and as such it is recognized as an integral part of the data which are available for assisting the pupil.

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<sup>1</sup> Frederick Kuder, Kuder Preference Record: Vocational, Chicago, Science Research Associates.

<sup>2</sup> E. K. Strong, Vocational Interest Blanks and Manual, Stanford, Stanford University Press, 1947.

### Staff Confidence in the Counselor

At his best the counselor can only carry a part of a total program of guidance services. The respondents have recognized the importance of the entire school staff. Table II shows that 106, or 87.6 percent of the administrators felt it is essential for the counselor to be able to gain the confidence and cooperation of the staff. One of the major guidance services is that of providing services to the staff. It is possible that the respondents are suggesting that services to the staff must be preceded by winning staff confidence and cooperation. It appears that the broad training of the guidance worker discussed in the preceding chapter might give him the desired knowledge of human behavior and administrative relationships needed to be able to gain the confidence and cooperation of the staff.

### Interview Relationships

Table II indicates that the respondents recognized three distinct steps or stages in the counseling process - initiating, proceeding with and terminating the relationship. There were 106, or 87.6 who indicated the ability to initiate the relationship is an essential skill that must be possessed by the counselor; 104, or 85.9 percent indicated it is essential to be able to carry on the relationship; and 100, or 82.6 percent said it is essential to be able to terminate the relationship successfully.

It is noteworthy that these responses substantiate the contention that the counselor be skilled in the use of the counseling interview. The successful counseling interview depends almost entirely upon the establishment of the proper relationship between the counselor and the counselee.<sup>3</sup> The counselor must be aware of the importance of a workable relationship as he goes through the process of initiating, proceeding with, and terminating a counseling session. There is also the danger of getting so entangled in the mechanics of the process that sight might be lost of the fact that the client and not the process should be the center of attention.

There is no tailored pattern for establishing the warm, permissive and properly controlled relationship which is known as rapport. A major portion of the initial and even some time during subsequent contacts may be spent in developing this relationship. When the working relationship permits the counselor and counselee to venture into the exploratory process which characterize an interview; or when the relationship permits the counselor to provide some information, if that be the case; or when the counselee starts feeling free and talkative in the permissive setting, the second step of the process is in operation and the interview proceeds. No coun-

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<sup>3</sup> Carl Rogers, Counseling and Psychotherapy, Boston, Houghton-Mifflin Company, 1942, Chapter IV.

selling interview can be carried on indefinitely. Therefore, the counselor must be able to call into play his skill for terminating the session.

### Program Evaluation

Table II reveals that 106, or 87.6 percent of the administrators feel it is essential that the counselor be able to evaluate a guidance program. This skill is also recognized as one of the major guidance functions. Expansion and improvement of guidance services should be predicated on a close observation and evaluation of the practices, procedures, tools, techniques and skills commonly employed by guidance workers, and especially by the workers in the local institution. Evaluations may take the form of surveys in which a collection of successful practices is compiled. Attitude of the personnel involved, i.e., administrators, teachers, counselors, students and any others who may be concerned. Evaluation may take the form of determining the reliability and validity of the tools and techniques used and of the counselors who use them. This is by no means a simple undertaking, because in addition to the technical difficulties involved, the guidance workers are often reluctant to have their own work observed and appraised. It should be noted that the administrators indicated the essential nature of evaluation but failed to indicate that proficiency in the use of basic statistical procedures is essential. Most

counselors have both good and poor practices, as well as efficient and inefficient methods. Nevertheless, through a process of continuous evaluation--simple or complex--guidance services can be improved.

### Follow-Up Studies

To serve the needs of boys and girls, counselors must be able to carry on follow-up studies of drop-outs, transfers, and graduates. There were 104, or 85.9 percent of the administrators who indicated that this is an essential skill. The response to this item tends to substantiate the contention that the counselor must be able to evaluate a guidance program.

The findings of such follow-up studies may stand as a testimonial or as incriminating evidence as to the worth of a given guidance program. The follow-up may be used as an in-service training technique to stimulate interest in guidance, or the findings from the use of this technique may serve as a basis for indicating specific needs that should be served. The effective follow-up study is no longer confined to surveys of the students who are able to graduate, but includes those people who have dropped out of school before graduation. Among this group is found a large number of unmet needs which the counselor must serve. The follow-up is an expensive undertaking in time and money, and it will sometimes require considerable perseverance to complete the collection of the data

which is being sought. In many cases members of the group under study will have moved out of the community served by the local school making the study.

### Occupational and Educational Information

Table II indicates that skill in the use of occupational and educational information are equally essential. In both cases there were 103, or 85.1 percent of the respondents who indicated that these are essential skills. The informational service is considered one of the major areas of guidance. This service includes, among many other things, the collection, evaluation and use of both educational and occupational information. In each case the administrators indicated these are essential for counselors if they are to serve the needs of boys and girls. There were 95, or 78.5 percent who indicated the collection of educational information was essential; 93, or 76.9 percent indicated that skill in the evaluation of educational information is essential; and 91, or 75.2 percent felt skill in the collection of occupational information is essential.

### Interpreting Program to the Community

There were 95 or 78.5 percent of the administrators who indicated it is essential that the counselor be able to interpret the guidance program to interested community members. It is certainly essential that the program be understood by the



community if it is expected to experience success, but it is interesting to note that the administrators placed the responsibility for interpretation on the shoulders of the counselor rather than on their own. A real guidance program is a community program and it should be recognized as such. The degree to which the lay members of the community understand the program may often determine the degree to which the program receives support. It is agreed that the counselor can and should assume some responsibility for interpreting the program to the community and the ability to perform this responsibility is a worthwhile virtue. At the same time, the principal should recognize that he is ultimately responsible for the success of any part of the school program and as such he must assume his appropriate share of the obligation for interpreting the school program to the community.

#### Interpreting Recorded Data to Others

It is not at all surprising to note that Table II indicated it is essential for the counselor to be skilled in interpreting recorded data to other individuals. It is surprising to note that only 93, or 76.9 percent of the administrators marked this as an essential skill. It is surprising because so much of the counselor's work deals with recorded data and the ability to interpret this data may often determine the success or failure of a conference with a client.

### Working With the Librarian and Other Teachers

There were 93, or 76.9 percent of the respondents who indicated it is essential that the counselor be able to work with the librarian and other teachers to provide proper reading materials for the pupils and staff. The literature is replete with guidance materials and information, some of which has been published and distributed without proper thought having been given to the ethical principles that should govern the publishing and marketing of informational materials. The counselor should be competent to screen out suitable materials and he must maintain continued contact with reliable sources of guidance materials.

### Evaluating Counseling Sessions

There were 93, or 76.9 percent of the administrators who indicated that it is essential for the counselor to be skilled in the evaluation of a counseling session. Here again is a validating item and this response substantiates the selection of skill number 6.5 as being essential. It will not suffice for the counselor to know the steps involved in the counseling process, but he must be able to gauge the relative value of a given session. There is always the general objective of encouraging self-direction and growth which permeates any counseling session and the counselor has the responsibility of determining the degree to which this objective

has been attained after each session. He might concern himself with the extent to which proper rapport was established; the ratio of participation of client to counselor; the degree to which problems were identified; the degree to which therapy took place; and the effectiveness with which some tool or technique was used. Many counselors work alone and their in-service improvement will depend largely upon the degree to which they are able to evaluate or improve upon their own counseling sessions.

#### Devising Record Forms

Many schools utilize record forms which are distributed by commercial publishing firms; but there were 91, or 75.2 percent of the responding administrators who indicated it is essential that the counselor be able to devise record forms that are tailored to the program and institution in which they are used. Commercial record forms are seldom entirely satisfactory for a specific school and in some cases their cost may prove to be prohibitive. Commercial records may sometimes give too much space for irrelevant data and in many instances fail to provide ample space for data which teachers feel to be pertinent.

The counselor must be able to work with teachers in-service in developing records. He should be able to provide the technical assistance needed. Records are a vital part of

any well organized program of guidance activities and it is significant that the counselor be adept in their construction and use.

#### Cooperation of Community Service Organizations

A real guidance program is a community program which demands and depends upon community cooperation and support. There were 87, or 71.9 percent of the respondents who indicated it is essential that the counselor be skilled in getting the cooperation of community service organizations. There are a number of agencies and individuals in the community who are able to supplement the individualized and group services offered by the counselor. It is his responsibility to work cooperatively with them in an effort to make available every possible opportunity for optimum development of his client.

#### Referral Services

Proper use of referral services makes it possible for the counselor to give more effective aid to his clients; therefore, it is not surprising to note that 87, or 71.9 percent of the respondents indicated it is essential for the counselor to be skilled in the use of referral services. In certain respects the school counselor is a general practitioner like the general medical practitioner. Since there are a number of specialists, the counselor must be able to recognize the

need for a particular referral service and be prepared to direct his clients to the proper source for assistance.

### Curriculum Study

There would be little justification for a program of guidance services which failed to have its impressions reflected in the school's curriculum. Table II indicated that there were 82, or 67.8 percent of the respondents who indicated that it is essential that the school counselor be able to participate in a curriculum study program.

Guidance activities based on pupils' needs will often necessitate curriculum modifications and revisions. These changes grow out of data gathered in studying individual students, or they may be the results of follow-up studies of graduates and dropouts. The counselor must be able to give some technical assistance to curriculum study groups based on his knowledge and understanding of pupils. He occupies a strategic position which affords him an opportunity to determine needs that are more basic than those superficial ones which are often easy to discern, but may tend to be only symptomatic of something more serious.

The curriculum is an outstanding aspect of the total school environment. Because of this fact it has many implications for guidance. The rigid programs often found in schools must be supplanted by programs flexible enough to bend them-

selves to meeting student needs. A willingness to make curriculum changes, when need warrants it, should precede or accompany any plans for guidance services if optimum success is expected. Changes should serve some worthwhile purpose, but can only be accomplished in cases where schools have the resources required for continuous curriculum study. The counselor should play a major role in determining the changes to be made.

### Summary

In this chapter the thirty-two skills shown in Table II have been discussed. The administrators responding to the questionnaire have indicated, by a minimum of two-thirds agreement, that these skills are essential if the needs of pupils are to be served by the school counselor. It is of particular importance to note that the essential skills mentioned here are based on the needs to be served. These essential skills identify the minimum functions which can be performed by the school counselor if he is to assume responsibility for the application of guidance services in the public schools.

First of all the counselor should be able to carry on a counseling interview; he should be able to initiate, proceed with and terminate a successful counseling relationship; he should be able to appraise and evaluate a counseling session. In instances where the client needs special assistance, which the counselor is not capable of rendering, he should be able to make use of proper referral services.

The counselor should be skilled in the use of a number of basic techniques which he may use for the study of an individual client. He should be able to administer and interpret group and individual tests. He should also be able to make use of anecdotal records, cumulative records, case conferences, interest inventories and observation. There are other basic techniques which many counselors are able to use, based on their individual competencies, but these given here seem to represent the minimum essentials.

The informational services represent one of the major areas of responsibility for the guidance worker. The counselor should be skilled in the collection, use and evaluation of occupational and educational information. He should be skilled in gaining the cooperation of the librarian or other key persons in order that proper informational materials will be available for pupils and staff.

The counselor should possess the necessary skills for organizing, administering and evaluating guidance services. This would seem to require him to possess a number of other skills in addition to those which have been mentioned in the preceding paragraphs. He should (1) assist students in a study of their own interests and abilities; (2) obtain the confidence and cooperation of the staff; (3) be capable of devising record forms that are tailored to an individual

school program; (4) interpret recorded data to others; should be able to interpret the guidance program to interested community members; (5) should be able to get the cooperation of community service organizations; (6) should be able to carry on follow-up studies of dropouts, transfers and graduates; and (7) should be able to participate in curriculum study programs.

It is interesting to note the number of specific remedial skills which were not listed as essential. The respondents also failed to give two-thirds agreement on the essential requirement of skill in the use of a number of group guidance techniques. These omissions would seem to warrant at least two conclusions: (1) The counselor identified by the participating administrators is a general guidance worker requiring broad training; and (2) Specific remedial services probably should be offered by some specialist other than the counselor, with the staff assuming responsibility for a number of group guidance activities.



## CHAPTER V

### GUIDANCE COURSES IN THE COLLEGES AND UNIVERSITIES

This survey included thirty state supported Negro colleges and universities that are located in the seventeen southern and border states. Table III lists the schools and indicates the number of institutions found in each state, and also shows whether a school has a graduate department. In this chapter the guidance courses offered by each college or university were listed and comments were made whenever they were warranted.

It must be pointed out again that this is primarily a quantitative, rather than a qualitative survey; therefore, evaluative statements will be held to a minimum and qualitative statements will be made with reservations.

#### Sources of Information

The primary source of the data collected and used in this chapter came from the catalogues of the institutions being discussed. In each instance where course titles are from catalogues they represent the announcement for the school year of 1951-52. They are courses offered in the third and fourth year, or above. Personal visits were made to some campuses and in a few instances it was possible to talk with a responsible official of the institution while attending

TABLE III

LEVELS OF TRAINING IN STATE SUPPORTED NEGRO  
COLLEGES AND UNIVERSITIES

College or University	Training Level	
	Under Graduate	Graduate
Alabama A & M College	x	
Alabama State College	x	x
Arkansas A.M.&N. College	x	
Delaware State College	x	
Florida A & M College	x	x
Albany State College	x	
Fort Valley State College	x	
Savannah State College	x	
Kentucky State College	x	
Grambling College	x	
Southern University	x	
Bowie State Teachers College	x	
Maryland State College	x	
Morgan State College	x	
Alcorn A. & M. College	x	
Jackson College	x	
Lincoln University	x	x
North Carolina A & T College	x	x
North Carolina College at Durham	x	x
Elizabeth City Teachers College	x	
Fayetteville Teachers College	x	
Winston-Salem Teachers College	x	
Langston University	x	
South Carolina A & M College	x	x
Tennessee State A & I University	x	x
Prarie View State College	x	x
Texas Southern University	x	x
Virginia State College	x	x
Blue Field State College	x	
West Virginia State College	x	

professional meetings. In every instance a check list of courses was mailed to each institution in an effort to get a reaction from an official of the school relative to their course offerings. Conversations with state supervisors of guidance services afforded an opportunity to gain additional insight into some of the problems of counselor training in the southern region. Statements relative to requirements for counselor certification in the various states which are made in this chapter are based on Woellner's<sup>1</sup> report on certification requirements unless otherwise indicated.

#### Common Core Training Areas

The publication, Counselor Preparation,<sup>2</sup> is regarded as one of the most acceptable guides for use in counselor training. In Tables IV and V are shown the common core training areas suggested by the manual on counselor preparation along with the characteristics and skills that have been designated as being essential for guidance workers. It should be the purpose of training in each core area to provide the trainee with certain skills and pertinent experiences. The area under which a given characteristic or skill should be a teaching

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<sup>1</sup> Robert C. Woellner and A. M. Wood, Requirements for Certification of Teachers, Counselors, Librarians and Administrators of Elementary Schools, Secondary Schools and Junior Colleges, The University of Chicago Press, 16th Edition, 1951-52.

<sup>2</sup> Counselor Preparation, op. cit.

objective or goal, or an expected outcome, is shown by the use of checks (x) in the appropriate columns. The first characteristic listed in Table IV can be used for an illustration: the check in the first column of that table, under the core area of philosophy and principles, indicates that one of the expected outcomes of a class dealing with the principles of guidance is that the trainee will accept the belief that a knowledge of self is basic for intelligent choice and attainment of maximum efficiency. There are instances in which certain characteristics or skills may legitimately be expected outcomes in more than one core area; and in instances where this is true, checks have been placed opposite that characteristic or skill under whatever areas are involved.

There is always danger of categorizing in cases where the impression is given that counselor-training can be neatly compartmentalized. The grouping was used merely for the sake of convenience and is not being used to suggest that the training of counselors can be carried on without the complete integration of instruction in every core area.

#### Trainee Screening

The characteristic, "is well adjusted in personal life", does not lend itself very well to the kind of grouping scheme used and, therefore, no effort was made to include it under any core area. Any school which accepts the responsibility for

TABLE IV

ESSENTIAL CHARACTERISTICS FOR SCHOOL COUNSELORS  
AND NVGA CORE TRAINING AREAS

	Philosophy and Principles	Growth and Develop- ment of the Individual	Study of the Individ- ual	Occupational, Educa- tional and Related Information	Administrative and Com- munity Relationships	Techniques Used in Counseling	Supervised Experience in Counseling	Allied Subject Matter*
<b>CHARACTERISTICS</b>								
Believes a knowledge of self is basic for intelli- gent choice and attainment of maximum efficiency	x						x	
Believes every individual has intrinsic worth as a person	x						x	
Possess knowledge rela- tive to child growth and development:								
A. Physical		x						
B. Social		x						
C. Emotional		x						
D. Mental		x						
Maintains a professional attitude toward confiden- tial information	x							
Believes the guidance worker has a responsi- bility to the client and society	x				x			
Is well adjusted in personal life							x	
Possess knowledge of the basic theories of per- sonality development:								
A. Psychological		x					x	x
B. Sociological		x					x	x
C. Biological		x					x	x
Believes society has the obligation to help each individual to live a life that is individually satis- fying and socially effective	x							

TABLE IV (CONTINUED)

ESSENTIAL CHARACTERISTICS FOR SCHOOL COUNSELORS  
AND NVGA CORE TRAINING AREAS

	Philosophy and Principles	Growth and Develop- ment of the Individual	Study of the Indivi- dual	Occupational, Educa- tional and Related Information	Administrative and Com- munity Relationships	Techniques Used in Counseling	Supervised Experience in Counseling	Allied Subject Matter*
<u>CHARACTERISTICS</u>								
Has had broad training in counseling and guid- ance courses	x	x	x	x	x	x	x	
Has had broad training in psychology		x	x					x
Reads professional literature regularly	x							
Has had at least one course in mental hy- giene		x						x

\*Psychology, Sociology, Education and Economics Courses  
Not Considered Part of NVGA Core.

TABLE V

ESSENTIAL SKILLS FOR SCHOOL COUNSELORS AND  
NVGA CORE TRAINING AREAS

	Philosophy and Principles	Growth and Develop- ment of the Indivi- dual	Study of the Indivi- dual	Occupational, Educa- tional and Related Information	Administretive and Com- munity Relationships	Techniques Used in Coun- seling	Supervised Experience in Counseling	Allied Subject Matter*
Skilled in the use of basic techniques avail- able for the study of the individual:								
A. Counseling Inter- view			x			x	x	
B. Observation		x	x			x		
C. Cumulative Record			x			x		
D. Anecdotal Record			x			x		
E. Interpretation of Individual Test			x			x	x	
F. Interpretation of Group Test			x			x	x	
G. Case Conference			x			x		
H. Administration of Group Test			x			x		
I. Administration of Individual Tests			x			x		
J. Interest Invento- ries			x			x		
Able to organize and ad- minister guidance services					x			
Able to assist students in a study of their own inter- ests and abilities		x					x	
Able to gain the confidence and cooperation of the staff					x			
Able to initiate a success- ful counseling relationship						x	x	
Able to evaluate a guidance program					x			x
Able to carry on follow up studies of dropouts, trans- fers and graduates								x

TABLE V (CONTINUED)

ESSENTIAL SKILLS FOR SCHOOL COUNSELORS AND  
NVGA CORE TRAINING AREAS

	Philosophy and Principles	Growth and Develop- ment of the Indivi- dual	Study of the Indivi- dual	Occupational, Educa- tional and Related Information	Administrative and Com- munity Relationships	Techniques Used in Coun- seling	Supervised Experience in Counseling	Allied Subject Matter*
Able to proceed with a successful counseling relationship						x	x	
Skilled in the use of occupational information								
Skilled in the use of educational information				x				
Able to terminate a suc- cessful counseling relation- ship						x	x	
Skilled in the Collection of educational information				x				
Skilled in the evaluation of occupational information				x				
Able to interpret the guid- ance program to interested community members					x			
Skilled in the evaluation of educational information				x				
Skilled in interpreting recorded data to other individuals						x	x	
Able to work with the librarian and other teachers to provide proper reading materials for pupils and staff				x	x			
Able to evaluate a counseling session						x	x	x
Skilled in the collection of occupational information				x				
Able to devise record forms that are tailored to the pro- gram and institution in which they are used			x		x			
Skilled in getting the co- operation of the community service organizations					x			
Able to make proper use of referral services				x		x	x	

\*Psychology, Sociology, Education and Economics Courses are not  
considered Part of NVGA Core



training guidance workers must be willing to use some method of screening prospective trainees and should seek out candidates who seem to fit this criterion while eliminating those who do not.

### ALABAMA

Alabama has two state supported Negro Colleges: Alabama Agricultural and Mechanical College at Normal and Alabama State College at Montgomery. There is no state supervisor of guidance services in Alabama; however, an observer from the state vocational office was in attendance at the Southern Regional Meeting of the National Association of Guidance Supervisors and Counselor-Trainers, New Orleans, 1952 and he was personally contacted by the investigator.

#### Alabama Agricultural and Mechanical College

Alabama Agricultural and Mechanical College is the state land grant college for Negroes and offers only undergraduate work. There is no formal program for training school counselors. Nor are there any present plans for organizing a formal training program. Those courses listed in the school's catalogue with titles which suggest that they may be appropriate background courses for guidance work are listed under psychology or education. Those in psychology are: educational psychology, child psychology and adolescent psychology. Those in education are: child development and guidance, test and measurements,

and mental hygiene. In response to the course check list the respondent indicated, "Since the program has not reached the planning stage, I am not in position to indicate the courses that would or should be included," in a formal counselor-training program.

#### Alabama State College

Alabama State College offers work leading to the Master's degree in education. It was not possible to get a catalogue from this institution. A personal visit was made to the campus April 1, 1952 and an interview was held with Dr. W. E. Anderson, Director, Division of Graduate Education. Undergraduate degrees are offered in elementary and secondary education. It was felt by the college staff that these curricula provide sufficient courses pertaining to human relations to give the student the kind of background needed to take more advanced professional courses in guidance. At the undergraduate level there are two guidance courses: guidance in the elementary school; and guidance in the secondary school.

There is no formal program for training school counselors at Alabama State, but there are plans for organizing such a program. It is proposed that the program will be offered in the educational psychology department. The education department presently offers eight courses which would contribute to a counselor-training program. They are (1) principles of guid-

ance; (2) vocational guidance; (3) clinical guidance; (4) personality diagnosis; (5) measurement of human behavior; (6) Philosophy of Education; (7) psychology of learning; and (8) mental hygiene.

Alabama does not have counselor certification. The college assumes that its primary responsibility is that of preparing people to qualify for teaching certificates issued by the state. The present guidance courses are being offered so that classroom teachers, may be able to perform a few guidance functions. There seems to be little chance for a real counselor-training program until the state starts issuing a counselor's certificate.

### Analysis

Alabama is one of the eight states which provide graduate training in the institutions studied. One of its colleges, Alabama A and M does not have a graduate program and does not offer a course in the principles of guidance. The graduate courses in guidance are offered at Alabama State College. An examination of the titles of the courses and a look at Tables IV and V will indicate courses for the core areas of principles and philosophy, growth and development of the individual, study of the individual, occupational and educational information and other titles which may be placed under allied subject areas. Assuming the course titles suggest their contents and will prove

satisfactory for the core areas names, there is still a complete lack of titles suitable for the areas: techniques used in counseling, administrative and community relationships, and supervised experience in counseling.

It appears that Alabama provides the kind of training which would permit an opportunity to equip guidance workers with some of the basic principles and philosophy, a chance to become acquainted with the techniques used for studying individuals and an opportunity to gain some competence with the informational services. There is a need to provide additional training which would equip the trainee with the knowledge needed to synthesize the skills and characteristics he may acquire. This can be done by adding proper course offerings under the three core areas not presently covered; namely, techniques used in counseling, administrative and community relationships, and supervised experiences in counseling.

#### ARKANSAS

The Arkansas Agricultural, Mechanical and Normal College is the state supported Negro college in Arkansas. Three days were spent visiting the campus at Pine Bluff, the State Supervisor of Guidance Services in Little Rock, and public school counselors who work under the supervision of the Counselor-Trainer. The state issues a counselor's certificate, and counselors working in certified guidance programs may have part of their salaries reimbursed with federal funds. The

Counselor-Trainer at Arkansas A. M. and N. is charged with the responsibility of supervising these programs and teaching three courses in guidance at the undergraduate level on the campus. The three courses taught are: (1) principles and practices of the guidance program; (2) occupational information and vocational guidance; and (3) tools and techniques of guidance. The other courses required for state certification are offered at the University of Arkansas which has dropped its racial barrier and admits Negroes to its courses.

In addition to the three courses taught by the counselor-trainer there were other courses listed in the catalogue whose titles suggest they are suitable for background training in guidance. These courses were labor problems, mathematical statistics, the family, courtship and marriage, introduction to social work, social case work, child development, tests and measurements, philosophy and history of education, adolescent psychology and techniques in corrective reading. These courses are distributed among the economics, sociology, psychology, mathematics and education departments. The counselor-trainer appended to the questionnaire this statement, "skills in the use of statistical methods are pertinent, but the methods used in teaching these skills are poor; and this criticism is not limited to counselors trained in our state alone, but seems to be rather general where the counselor training program is limited to a one year offering. I think that skill in this area

is absolutely essential for maximum efficiency, but the skills should be correctly taught".

### Analysis

Arkansas A. M. and N. is probably offering as many guidance courses at the undergraduate level as it is feasible to offer. The principles course affords an opportunity for orientation and a chance to develop within the trainee a student personnel point of view. The information course may provide the student with the minimum essentials needed to deal effectively with occupational and educational information. The tools and techniques course offers a chance to provide the trainee with some of the tools of the trade. Since Arkansas makes provisions for graduate training in guidance at the State University there is no need to expand the undergraduate guidance offerings at A. M. and N. An attempt to put more professional courses in the undergraduate program would likely weaken the subject matter, major and minor fields.

### DELAWARE

Delaware is a small border state which has an exceedingly small Negro population. It supports one college for Negroes, Delaware State College which offers only undergraduate courses. Negroes are admitted to the University of Delaware for graduate study.

The courses offered at Delaware State which seem to be suitable for background courses in guidance and are distributed among the psychology, sociology, home economics and education departments. Their titles as listed in the catalogue are: social psychology, anthropology, the family, educational tests and measurements, child psychology, adolescent psychology, psychology of adjustment, guidance of pupils in elementary schools, educational sociology, philosophy of education, child development and care.

Dr. J. C. Finney, formerly Head, Education Department, Delaware State College and presently Professor of Education at North Carolina College stated, "we did not try to offer any of the guidance courses, basic or otherwise. No member of the staff was sufficiently trained to perform this function. Those students seeking guidance courses at the graduate or undergraduate level had to secure such courses at the University of Delaware. We were not in position to offer the kind of salary that would be commensurate to the training and experience of the person who would be needed to fill such an important position."

### Analysis

Delaware, like Arkansas, has made provision for the training of all counselors at the State University. Delaware State can make an optimum contribution to counselor-training in its

undergraduate program by continuing and strengthening its present offerings and possibly adding undergraduate courses in the principles of guidance and occupational and educational information. Their psychology and sociology offerings should provide a satisfactory background for advanced and professional courses in guidance.

### FLORIDA

Florida Agricultural and Mechanical College at Tallahassee is the state supported Negro Institution of higher learning and offers courses leading to the Master's degree. Florida does not have a state supervisor of guidance services, but the size and zeal of Florida delegations at the various professional meetings leaves no doubt about the interest in the growth of guidance in that state.

In response to the check list of course titles it was indicated that there is no formal counselor-training program at Florida A and M; but there are plans to organize a formal program for training school counselors. The catalogue gives a relatively extensive listing of undergraduate courses which might serve as background courses. These courses are divided among the education, psychology and sociology departments. The titles are measurement and evaluation of educational growth, principles and techniques of vocational guidance, principles and techniques of educational guidance, adolescent psychology,



psychometric methods, introduction to clinical psychology, the psychology of learning, advanced educational psychology, personnel psychology, child development, measuring intelligence, the dynamics of human behavior, the family, principles and practices of social work and mental hygiene services.

At the graduate level the following courses are offered, principles and techniques of research, use and interpretation of tests and reading diagnosis and improvement. The following graduate courses are planned as part of the proposed counselor-training program: occupational information, psychology of adjustment, theories and techniques of counseling, theories of personality and organization and administration guidance services.

### Analysis

The rather extensive undergraduate offerings at Florida A and M should provide satisfactory background training for those interested in guidance. It might be advisable to offer a course in occupational information.

From the graduate courses offered and proposed for offering it would seem that the program planners have assumed that the trainees would have already had a course in the principles of guidance. (Florida offers a principles course at the undergraduate level). The course titles as suggested cover six of the seven core areas shown in Tables IV and V, but no mention is made of a practicum experience. The inter-

pretation of the course titles assumes that during the courses taken in psychology, the trainee will have ample opportunity to gain the needed knowledge relative to growth and development.

### GEORGIA

The state of Georgia has three state supported Negro colleges, none of which offers graduate courses. Albany State College is located at Albany; Fort Valley, the land grant college, is located at Fort Valley; and Savannah State College is located in Savannah. Georgia has a state supervisor of guidance services, but none of these three institutions have formal counselor-training programs. It has been brought to the attention of the writer, since the data about these schools were collected, that graduate offerings are to be available in these institutions in the very near future.

#### Albany State College

The Albany State College listed one economics, one education, one mathematics, and two home economics courses whose titles suggest they may be appropriate background courses for guidance workers. Their titles were: labor problems, tests and measurements, elements of statistics, child guidance and family relationships. In response to the check list it was indicated that they plan to organize a formal program for training school counselors and five other course titles were

added to the list taken from the catalogue. Their titles: mental hygiene, principles of guidance, organization and administration of the testing program, counseling techniques in elementary and secondary schools and student personnel work.

#### Fort Valley State College

The Fort Valley State College failed to return the course title check list and the only information available is that which was taken from the catalogue. The economic, sociology, psychology and education departments list a total of seven courses which might contribute to the undergraduate background training of a counselor. The course titles were: introduction to statistics, labor problems, philosophy of education, introduction to anthropology, the family, social psychology and child guidance.

#### Savannah State College

Savannah State College, the third state supported Negro College in Georgia, indicated in its response an intention to set up a formalized counselor-training program, but failed to indicate just what courses would be offered in this program. The college catalogue shows five education courses which as background courses should enhance the counselors' pre-professional training in human relations and adjustment. The five course titles were: educational psychology, elementary principles of guidance, child psychology, psychology of adolescence and elements of statistics.

### Analysis

Each of the three institutions discussed here serve as teacher-training institutions. In each case there are course titles listed which should be beneficial as undergraduate background courses for guidance workers. In each school there is at least one course in guidance and Albany State listed five course titles which will be part of a proposed counselor-training program. These course titles would provide offerings in five of the seven core areas shown in Tables IV and V, but no titles are suggested for the informational area nor the practicum area. Such a proposed program will not provide an opportunity for trainees to get training experiences in the essential informational and practicum skills which the administrators check as important.

### KENTUCKY

Kentucky is a border state and supports one Negro College, Kentucky State College, which is located in Frankfort. Kentucky State College does not offer graduate training, but Negroes are admitted to the University of Kentucky. In response to the course title check list it was indicated that there is no formal program for training school counselors at Kentucky State and there are no plans to organize such a program. The Kentucky State College catalogue lists three sociology and four education courses which might be helpful background courses

for the school counselor. The course titles were: social disorganization, social psychology, the family, tests and measurements, educational statistics, educational sociology and child psychology.

### Analysis

Training for counselors is provided at the University of Kentucky so the job of Kentucky State College should remain that of offering a good undergraduate program. It seems desirable that at least an introductory course in guidance be added to the undergraduate program at Kentucky State.

### LOUISIANA

Louisiana supports two institutions of higher learning for Negroes. Neither offers work at the graduate level. The two schools are Grambling College and Southern University.

### Grambling College

The dean of the college, in response to written inquiry, notes that Grambling College does not have a formal program for training school counselors and there is no anticipation of an early initiation of such a program. The catalogue indicates the primary function is teacher-education with special efforts to prepare teachers for rural work. Two course titles are listed which should prove to be suitable background courses for guidance workers. The two courses are child psychology and human growth and development.

### Southern University

Southern University is a land grant college located at Scotlandville, Louisiana. Southern University did not respond to the written request for data relative to the status of counselor-training in that institution. It was possible to secure a listing of their course offerings from the catalogue and it was also possible to secure a personal interview with Dean Martin Harvey, Director of Student Personnel Services. Southern does not have a counselor-training program. It offers only undergraduate courses and there are no immediate plans for setting up a counselor-training program. The courses offered which might do most to enhance the background training of the school counselor are principles of guidance, techniques of counseling, abnormal psychology, psychology of personality, exceptional children and labor economics.

### Analysis

Louisiana does not have any requirements for a counselor's certificate at the present. In two personal conversations with the state supervisor of guidance services, no knowledge was gained as to the present status of planning for such a certificate. Graduate training in guidance is available at Louisiana State University. Under the present circumstances it seems most desirable to expand and improve the undergraduate background courses at Grambling and Southern so that those who choose to

continue at the University for graduate training will be able to receive optimum value from such training. Gramblin, it seems, should most certainly offer at least a course in the principles of guidance.

#### MARYLAND

Maryland is a small border state with three state supported Negro Colleges: Bowie State Teachers College, Maryland State College and Morgan State College. Negroes are admitted to the University of Maryland where they can take graduate courses in guidance. No graduate work is offered at the three Negro Colleges.

##### Bowie State Teachers College

In response to written inquiries about counselor-training at Bowie, the president of the college wrote, "I wish to inform you that this institution does not offer anything in the training of counselors". No catalogue was secured from this school so it is not possible to report a list of course offerings.

##### Maryland State College

Maryland State College is a land grant school located at Princess Ann, Maryland. There were two courses listed in the catalogue whose titles indicate they might be suitable undergraduate courses for school counselors. These courses were family life education and anthropology. The respondent stated that they have no formal counselor-training program but plan to

organize such a program. Six other course titles were added to the two given in the catalogue. The course titles were: rural sociology, urban sociology, vocational guidance, tests and measurements, vocational education, general psychology and adolescent psychology.

In commenting the respondent stated, "It does not appear that the state supported Negro Colleges in Maryland have formal organized programs for training school counselors. There are included in the offerings of the various schools certain courses that might lend themselves to background training for teachers who may have to devote some time to counseling activities. Throughout the state, those persons serving as counselors have received their training at the graduate level, mostly in Eastern universities. It is my opinion, therefore, that the lack of organized counselor-trainers programs may lessen the emphasis placed on guidance techniques in the various courses offered which might ordinarily be included in such a training program". This position is well taken and points out a real need for expansion of present counselor-training programs to supply trained personnel needed in the schools.

#### Morgan State College

Morgan is the third of three state supported Negro colleges in Maryland. Some teacher-training is carried on, but Morgan is primarily a liberal arts college. In response to the course title check list, it was indicated that Morgan



State College has a formal program for training school counselors and personnel workers in general. Morgan does not have a graduate program, although certification requirements in Maryland do not specify the necessity of graduate training in guidance, it was suggested that graduate credits in guidance are preferable. At this point the weakness of the survey method of research is pointed out, because it was not possible to determine the full implications of the statement that this undergraduate school has a counselor-training program and a program for training personnel workers in general.

There are a number of courses at Morgan whose titles indicate the school can give a number of background courses which should prove beneficial for the school counselor. There are twenty-five of these courses: one in economics--labor economics; eleven in education--philosophy of education, educational psychology, adolescent psychology, advanced educational psychology, principles and practices of educational and vocational guidance, extra-curricular activities in the secondary school, pupil growth and personality adjustment--Part I, guidance and pupil adjustment--Part II techniques of counseling, occupational information and guidance, and guidance of learning activities in the elementary schools; seven in psychology--psychology of exceptional children, applied psychology, abnormal psychology, psychology of personality, introduction to clinical psychology, psychological statistics, construction administration and analysis of psychological test; six in sociology--

the community and its social agencies, social psychology, cultural anthropology, the family, collective behavior and family relationships.

### Analysis

The information from Maryland seemed to have been somewhat contradictory. In one instance there was a report that the state supported institutions are not giving any formalized counselor-training; and, in another, a report that Morgan State College offers formalized counselor-training. Since graduate courses are offered at the University of Maryland, the schools discussed here should concentrate on improving their offerings at the undergraduate level. Morgan State College has a relatively complete offering in guidance; but there is some question as to how many of these courses should be taken at the undergraduate level if the student is to get a broad liberal education.

### MISSISSIPPI

There are two state supported Negro colleges in Mississippi, Jackson College and Alcorn Agricultural and Mechanical College. Although Mississippi has counselor certification which requires graduate training, neither of these institutions offers graduate training.

#### Jackson College

Jackson College is located at Jackson, Mississippi. The

catalogue lists six course titles which might prove beneficial as background training for school counselors. The titles were: family relationship, anthropology, educational sociology, educational psychology, adolescent psychology, remedial reading and clinical practice. In answer to the written inquiry, relative to counselor-training, the acting dean of instruction replied, "We regret to say that we do not have a formal program for the training of school counselors. Presently, there is no plan for the offering of work in this field".

#### Alcorn Agricultural and Mechanical College

Alcorn A. and M. College is the state land grant college located at Alcorn, Mississippi. The college catalogue lists four course titles which might serve as background courses for counselor-training. These are elements of statistics, the family, educational psychology and child growth and development. In response to the course title check list, no formal program for training counselors was indicated at Alcorn, nor are there plans at present for the organization of such a program, "but we do offer several courses in our education curriculum which we hope are helpful to teachers who will have to provide graduate services in the schools". These course titles were given in addition to those listed in the catalogue: principles of guidance, organization and administration of extra-curricula activities, mental hygiene, tests and measurements and vocational guidance.

### Analysis

No provisions are made for training counselors in the two schools discussed here, but both of them make an effort to equip teachers with some basic knowledge of guidance during the course of their regular teacher-training program. In order to train counselors to meet the needs as suggested by the responding administrators it would be necessary to start with the principles of guidance courses at Jackson College and go right through each of the core areas. Alcorn listed some undergraduate courses which may satisfy the core requirements under the principles of guidance. It is doubtful the undergraduate training would permit ample opportunity for the trainee to gain the needed competences to make the administration course as useful as it should be. There seems to be ample justification for suggesting the need for the initiation of an entire counselor-training program in the state of Mississippi.

### MISSOURI

Missouri is a border state and Lincoln University is its lone state-supported Negro institution of higher learning. Lincoln University offers some graduate work on the campus, but Negroes have been admitted to the University of Missouri and many take their graduate training there. Lincoln University does not have a formal counselor-training program and in

its reply to the check list expressed uncertainty as to whether such a training program would be organized. An examination of the school catalogue revealed a number of course titles which may enhance the undergraduate training of a guidance worker: one course in home economics, child care and development; one in psychology, mental hygiene; four in sociology, educational sociology, the modern family, social psychology, social anthropology; nine in education, psychology of childhood, educational tests and measurements, psychology of adolescence, educational statistics, psychology of human relations, problems of child development, extra-curricular activities, social foundations of education, and philosophy of education.

### Analysis

An examination of this list of course offerings at Lincoln reveals that not even a course in the principles of guidance is offered at this institution. Graduate training is available at this school, but a complete counselor training program is available only at the University of Missouri. With the proper personnel it would be possible to organize a training program at Lincoln as part of their graduate program, but for the present it might be more feasible to suggest the offering of courses in the principles of guidance, tools and techniques and possibly another dealing with occupational and educational information which would be available to students in their teacher-

training program. Further training in guidance could be taken in the established training program at the University of Missouri.

#### NORTH CAROLINA

There are five state supported Negro colleges in North Carolina; two of which offer work leading to the Master's degree. The State Agricultural and Technical College at Greensboro and the North Carolina College at Durham have been authorized to award graduate degrees. There are three teacher's colleges: Elizabeth City Teachers College, Fayetteville Teachers College and Winston-Salem Teachers College. North Carolina issues a counselor's certificate and the college at Durham has been designated as an official counselor-training institution. Each of the colleges offers at least one course in guidance.

#### North Carolina Agricultural and Technical College

In response to the course title check list, the A. and T. College indicated it does have a formal program for training school counselors. The college catalogue gives a rather comprehensive listing of courses whose titles suggest they would be suitable for counselor-training. Among the undergraduate courses: one in economics, labor problems; one in mathematics, elementary statistical methods; and four in education, adolescent psychology, introduction to guidance, measurement and evaluation and vocational guidance.

It is of particular interest to note the number of graduate courses included in the catalogues: three in economics, recent labor legislation, social security legislation, employment problems of the American Negro; twenty-five in education, statistics in education, mental hygiene for teachers, educational psychology, measurement and evaluation, educational sociology, techniques and methods of research, diagnostic techniques in vocational guidance, the field of guidance, psychological aspects of guidance, school and community guidance programs, student personnel program and problems, case work in guidance, principles and practices of vocational guidance, diagnostic techniques in vocational guidance, research and studies in occupational and educational opportunities, personnel administration, guidance for rural youth, guidance in the school, principles of guidance, techniques in counseling, occupational information, diagnostic techniques in guidance, administration of guidance, guidance laboratory (practicum), techniques in educational and vocational guidance; one in mathematics, mathematical statistics; two in psychology, industrial psychology and social psychology; one in sociology, community organizations.

The writer has visited the A. and T. College on several occasions. There is one staff member in residence holding a Doctor's degree in guidance and two other persons with equivalent training are added to the staff in the summer. In view

of the fact that the one full time professor in guidance has also been assigned a number of additional administrative details associated with the operation of the veterans' program, the rather impressive number of courses listed in the catalogue was somewhat surprising.

#### North Carolina College at Durham

This college has been designated as an official counselor-training institution by the State Department of Public Instruction and is presently engaged in offering courses which will satisfy the state requirements for counselor certification.

The catalogue does not show an extensive listing of undergraduate or graduate courses in guidance, but courses leading to the Master's degree with a major in guidance are being offered. The major courses are offered in education. Supporting and elective courses are offered in home economics, psychology and sociology. The state certification requirements as well as the graduate school will permit the trainee to take the principles of guidance course for undergraduate or graduate credit. There are two persons in residence to teach guidance courses, with a third being added for summer courses. Additional teaching personnel is available from the University of North Carolina. The program is in an experimental stage and modifications are being made as often



as the need arises. With the exception of a supervised practicum in counseling, courses have been offered in each of the major areas specified by the state certification requirements as well as those suggested by the National Vocational Guidance Association. The practicum experience is to be offered as soon as there is a demand.

The major areas specified for counselor-training and certification by the state of North Carolina are:

- a. principles of guidance
- b. analysis of the individual
- c. counseling techniques
- d. occupational and educational information
- e. administrative relationship of the guidance program
- f. supervised practicum

The trainee is also required to have additional work distributed among related courses in the areas of education, economics, psychology and sociology.

Undergraduate courses given at North Carolina College which might be helpful background courses for the school counselor: one in economics, economics of labor; four in education, pupil development, learning and its measurements, teaching and guidance procedure and principles of guidance; two in home economics, child development, and family and social relationships; seven in psychology, abnormal psychology, mental hygiene, adolescent psychology, individual differences, psychology

of learning, psychology of personality and psychological measurements; two in sociology, the family and cultural anthropology.

Graduate offerings which may enhance the professional development of the counselor are distributed among sociology, psychology and education: one in sociology, culture and personality; four in psychology, abnormal psychology, clinical applications in psychology, basic procedures of clinical psychology, survey of projective techniques; thirteen in education, educational statistics, remedial reading, the extra-class life of the school, human growth and development, mental hygiene in teaching, psychology of exceptional children, mental measurements, educational tests and measurements, occupational and educational information, measurements in guidance, organization and administration of guidance services, tools and techniques of counseling and guidance practicum. •

### The Teachers Colleges

None of the three teachers colleges offers work at the graduate level. Each one follows almost inflexible curricula which are designed to satisfy the state requirements for primary and grammar grade teaching certificates. The colleges make no formal efforts to train counselors; but the basic training for teacher certification affords an opportunity to take courses which should prove to be beneficial for those who may later decide to take formal training in guidance. Personal

visits were made to each of these schools. The following titles, common to the three institutions, may be helpful courses: educational psychology, child psychology, tests and measurements, philosophy of education, principles of guidance, mental hygiene, social psychology, marriage and family relationships and sociology of the family.

### Analysis

Probably no effort should be made to set up counselor training programs in the three teachers colleges. It seems that A. and T. College and North Carolina College both have the potential for developing satisfactory programs which should make it possible to train the kind of counselors described by the responding administrators in chapters III and IV. Each of these schools offers courses under the major core areas as suggested by the National Vocational Guidance Association; and each has tried to acquire the services of teachers competent to teach the required courses. It is possible that A. and T. College needs to re-examine the rather extensive listing of courses given in its catalogue to determine just which ones can be offered in their minimum training program. North Carolina College, the designated counselor-training institution, should be able to offer a creditable program through the joint efforts of its residence staff and resource persons from the greater university.

## OKLAHOMA

Langston University is the sole Negro institution of higher learning in Oklahoma. There is no formal program for training counselors, nor are there any efforts to organize such a program. Oklahoma is another of the border states which has admitted Negroes to the State University; and, therefore, no graduate work is offered at Langston. The undergraduate courses whose titles suggest they may be helpful to a school counselor are: one in education, educational measurements and evaluation; one in home economics, elementary child care and training; two in mathematics, the fundamentals of statistics and mathematical statistics; four in psychology, mental hygiene, growth and development of school children, adolescent development and behavior, psychology of exceptional children; three in sociology, the family and marriage, the child and society and social anthropology.

## Analysis

At the present there are no requirements for certification as a counselor in the state of Oklahoma. Langston University reports there are no efforts to organize a formal counselor training program. Training in guidance is available at the State University and there is little need to attempt to set up such training at Langston; however, the addition of at least a course in the principles of guidance in its undergraduate program might be desirable.

## SOUTH CAROLINA

The South Carolina State Agricultural and Mechanical College is located at Orangeburg. It is a land grant college, supposedly serving as an all inclusive institution of higher learning for Negroes in South Carolina. The college offers both graduate and undergraduate work. South Carolina has a State Supervisor of Guidance Services, but no requirements for counselor certification.

South Carolina A. and M. does not have a formal training program for counselors; but in response to written inquiry indicated that there are plans for organizing such a program.

The college catalogue lists seven undergraduate courses which might be suitable background courses for the school counselor: human growth and development, history and philosophy of education, mental hygiene, measurements in education, vocational guidance, child and adolescent psychology and child guidance. There were also two graduate courses listed in the catalogue which might well become part of any proposed counselor-training program: educational guidance in the elementary school and education in the secondary school.

## Analysis

The organization of a guidance program at South Carolina A. and M. would have to start from the beginning. However,

with a graduate program already available at Orangeburg, it might be feasible to continue plans for organizing a suitable counselor training program.

### TENNESSEE

Tennessee has one state supported institution of higher learning for Negroes, Tennessee Agricultural and Industrial State University. In answer to inquiries relative to counselor-training, the Vice-President replied, "Please be advised that we do not offer a course of study to train counselors". Tennessee A. and I. offers undergraduate courses in education, psychology and home economics which may be suitable for persons who later choose to study counseling. These include two courses in education--guidance and extra-curricular activities, tests and measurements; four in psychology--abnormal psychology, vocational and industrial psychology, clinical psychology, psychometrics; two in home economics--child development, and the growth of children as related to guidance. There are seven graduate courses which might prove helpful to the school counselor. Three are in education--seminar in testing, educational statistics, counseling the high school pupil; and four are in psychology--mental testing, educational psychology, mental hygiene and personality development and child psychology.

### Analysis

Tennessee does not have any state requirements for counselor certification and Tennessee A. and I. does not have a counselor training program. Here again is an instance of one of the schools under study having a graduate program and still failing to offer the kind of training for school counselors which the public school administrators indicated is needed. In order to organize a training program at this school it would be necessary to set up satisfactory course experiences in each of the core areas shown in tables IV and V. It is true that there are courses with the word guidance in their titles; but it is questionable whether they would prove satisfactory, since they were not set up as counselor-training experiences.

### TEXAS

With respect to counselor-training for Negroes in Texas, Miss Virginia Hufstedler, consultant in Pupil Personnel Services, Texas Educational Agency, stated in a personal conversation to the writer that, "Counseling training is not as well developed and comprehensive as it would be if federal funds were available. We do not use such funds for guidance".<sup>1</sup>

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<sup>1</sup> At a national meeting of State Supervisors of Guidance Services and Counselor-Trainers, Michigan State College, September 13, 1952.

Texas supports Prairie View State College and Texas Southern University for Negroes. Both of these institutions offer work leading to the Master's degree.

### Prairie View

Prairie View is a land grant college with graduate facilities, but it does not have a formal program for the training of school counselors. In response to inquiry, it was indicated that there are plans for organizing such a program. The catalogue lists a number of course titles at the undergraduate level which might prove helpful in enriching the background of the counselor. There were seven in education--child psychology, adolescent psychology, vocational guidance, educational psychology, tests and measurement, teaching of reading, child guidance; four in sociology, social psychology, introduction to social case work, introduction to social group work and the family.

Prairie View offers some graduate courses which may prove helpful, especially when plans for a counselor-training program are completed. There were four in education--vocational guidance, administration of student personnel, principles of guidance, diagnosis and remedial treatment in the elementary school; two in psychology--principles and practice of measurements, mental adjustment; one in home economics--survey course in the education of exceptional children; one in mathematics--



statistics; and two in sociology--problems of child welfare and introduction to social welfare.

### Texas Southern University

The Texas Southern University has a counselor-training program which affords an opportunity for the trainee to secure the Master of Arts degree or the Master of Education degree. Either degree requires the completion of the same basic courses in guidance.

The program for a Master's degree in guidance places suitable courses under seven broad areas, five of which represent distinct areas of competence in counselor-training:

1. General education
  - a. history and comparative education
  - b. philosophy of education
  - c. educational planning
2. Principles and philosophy of guidance services
  - a. principles of guidance
  - b. vocational and educational guidance
3. Understanding the individual
  - a. study of individual differences
  - b. psychology of personality
  - c. mental hygiene
4. Informational services
  - a. occupational information
5. Techniques in counseling
  - a. techniques of counseling

6. Supervised practice in counseling and guidance

a. practicum in counseling and guidance

7. Approved electives

a. (example) educational measurements

Texas Southern offers a number of other graduate and undergraduate courses which might be beneficial for the school counselor. Other graduate courses include administration of pupil personnel in the secondary school, methods of dealing with exceptional children, psychology of remedial counseling, adolescent psychology, educational statistics, school use of social agencies, projective techniques, administration of a testing program, principles of social casework and clinical sociology.

The undergraduate courses which might be helpful are tests and measurements, educational psychology, child development, labor legislation, vocational and industrial psychology, introduction to clinical psychology, mental hygiene, group testing, abnormal psychology, the child and society and social anthropology.

### Analysis

Texas has a counselor's certificate and a State Consultant for Student Personnel Services. Both of the institutions discussed here offer work leading to the Master's degree, but only one, Texas Southern University, has a formal counselor-training

program. In setting up the program the school has followed a general pattern which is suitable when compared to the core program shown in tables IV and V. Prairie View has plans for a counselor-training program and presently offers graduate courses which will become part of a formalized training program. In response to the check list used in gathering these data, Prairie View indicated it plans to use its present guidance courses as part of the formal program which is now being proposed. In view of the fact that it already has graduate facilities it seems that it should be possible to set up a formal training program. The presence of consultive services at the state level should enhance the development of counselor training in Texas.

#### VIRGINIA

The Virginia State College, located at Petersburg, offers both graduate and undergraduate work. In response to written inquiry, the dean of the graduate school indicated they do not have, and are not planning a counselor-training program. In the same communication it was stated, "We offer a major in guidance for the Master's degree". A consideration of the position taken by the Virginia State Department of Education relative to the role of guidance in the public schools may partially explain in this seemingly contradictory statement coming from Virginia State College. An inquiry relative to certification in Virginia brought this response, "The guidance program in a school involves such a variety of activities and

of personnel and is so closely integrated with the instructional program that it does not seem practicable to establish certification qualifications for participation in the program".

The catalogue carries the titles of eleven undergraduate courses which may prove suitable as background courses for the counselor: elementary statistics, social psychology, vocational guidance, psychology of exceptional children, the mentally deficient child, adolescent psychology, abnormal psychology, clinical psychology, applied psychology, the family and introduction to psychology. Courses listed as graduate offerings are: statistical analysis, principles of guidance, problems in guidance, personality adjustment, occupational information and analysis, student personnel administration, techniques of counseling, seminar in guidance and advanced educational psychology.

### Analysis

The course titles given in the catalogue indicates that courses are given in each of the core areas shown in Tables IV and V except two, study of the individual and supervised practicum. It would seem that there is a need to provide some course work under these two areas.

### WEST VIRGINIA

The state of West Virginia supports two institutions of higher learning for Negroes. Neither of the two--West Virginia State College and Bluefield State College offers

graduate training. Negroes are admitted to the University of West Virginia where graduate work in guidance is offered. The counselor's certificate in West Virginia, for the most part, embraces work at the graduate level.

#### Bluefield State College

No catalogue was secured from Bluefield State College and the data relative to this institution is limited to that reported in a written communication in which the following was stated:

Bluefield does not have a formal program for training school counselors, and there is no plan for such a program at this time. The only course being currently offered in keeping with your inquiry is Principles and Techniques of Guidance, a three hour course open to juniors and seniors. This course is designed to introduce to the prospective teacher some general principles of personnel work.

#### West Virginia State College

In response to a written inquiry relative to counselor training at West Virginia State College, the dean responded:

Please note the enclosed requirements for teacher-counselor certification as outlined by the West Virginia State Department of Education. You will note that the requirements, for the most part, embrace work on the graduate level and first call for undergraduate certification as noted. West Virginia State College has no graduate school; however, it does offer certain courses in counseling and guidance.

An examination of the college catalogue showed ten courses which might be considered of a guidance nature and helpful as background courses for a school counselor: child care and

development, labor problems, principles of guidance, psychological testing and clinical techniques, human development and adjustment, psychology of individual differences, human growth and development, abnormal psychology, the family and marriage relations and social case work.

### Analysis

Neither of the colleges has counselor training programs; but both offer some courses of a guidance nature in an effort to aid their teacher-trainees gain some understanding of guidance principles. This purpose is in keeping with the suggestions in chapters III and IV in which it was pointed out that teachers are expected to be able to carry on certain guidance functions to supplement those of the counselor.

In light of that fact that counselor-training is available at the University of West Virginia and since neither of these institutions has a graduate program, it is possible that they should continue, for the present at least, to improve upon the quality of their present guidance offerings and leave the job of formal counselor-training to the university. Both schools seem to recognize the purpose of offering guidance courses at the undergraduate level and, therefore, should be able to evaluate their own work on the basis of the stated objectives.

### Summary

In this chapter the various courses offered in the colleges and universities being studied were listed. Wherever possible the courses were taken from the catalogues of the colleges considered. Some of the schools did not issue catalogue announcements. In some instances course titles were included which the college representatives had listed in personal interviews or written communications. Such courses are listed as being offered or proposed for offering.

Each college under study assumes a major responsibility for teacher-training and, therefore, the undergraduate offerings reflect this fact. All of the schools in their professional courses for teacher-training tend to offer courses related to human understanding and adjustment. This means that each school offers courses which should provide a helpful background training for prospective school counselors.

In these institutions course offerings of a guidance nature are scattered among the economics, education, home economics, mathematics, psychology and sociology departments. They include such titles as labor problems, child growth and development, elementary statistics, personality development, principles of guidance and family relationships. Courses of a similar, but more advanced nature are offered in the ten institutions offering graduate work. These ten institutions

are located in the eight states of Alabama, Florida, Missouri, North Carolina (two), South Carolina, Tennessee, Texas (two) and Virginia.

These state supported institutions seem to assume that their primary responsibility is to offer courses which will satisfy the state requirements for whatever professional school certificates are offered in a given state. An examination of the course offerings and a check of the certification requirements will verify this as a fact.

Although courses of guidance nature are offered in each of the seventeen states at the undergraduate level, and at the graduate level in eight of them, there may be some doubt concerning the equivalency of their value when compared with courses of similar titles in institutions with formal counselor-training programs. This doubt is based on the hypothesis that the lack of an organized program for training counselors would tend to lessen the guidance emphasis which should ordinarily permeate such courses if they are being given as part of a formalized counselor-training program.

There was a general consensus of opinion that a basic guidance course should be available for prospective teachers in order that they might be able to gain some understanding of guidance principles. Those responsible for course offerings in the colleges under study seem to be in accord with public school administrators relative to the matter of teachers being



able to assume some responsibility for assisting in the promotion of guidance services. It was generally agreed that teachers should be expected to be able to take care of certain non-specialized guidance functions in a program of guidance services. The course offerings in these thirty institutions suggest that they are trying to prepare teachers for this responsibility. On the basis of course offerings it appears that only in the cases of North Carolina and Texas has there been real success in setting up programs which might satisfy the essential skills and characteristics proposed by the school administrators and in accord with the NVGA counselor-preparation standards. Counselor training is available to Negroes at the state universities of Arkansas, Delaware, Kentucky, Louisiana, Maryland, Missouri, Oklahoma and West Virginia. The following states make no provisions for training Negro school counselors who will possess the essential skills and characteristics and meet the NVGA training standards: Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee and Virginia.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND NEED FOR FURTHER STUDY

In this chapter a summary of the pertinent findings is presented, along with certain conclusions which have been drawn on the basis of the findings. Finally, suggestions for further research which have been formulated as a result of the present investigation are indicated.

#### Findings

In Chapter I the problem being studied was stated and explained; the purpose and need for such a study as this were given, the terms used in the titles were defined; and the scope or limitations of the study, as well as the procedures followed in collecting and interpreting the data, were discussed.

In order to satisfy the objectives of this study, it was necessary to identify the essential characteristics and skills that should be possessed by school counselors if they are to meet the guidance needs of boys and girls, and to determine the extent of guidance training opportunities in the thirty institutions included in the study. A selected group of public school administrators was used to identify these characteristics and skills which were regarded as essential. College catalogues, written communications, personal inter-

views and conversations and visits to some of the college campuses were the means employed to gather information about counselor-training opportunities.

The check list used in gathering information from the school administrators was constructed in such a manner that the respondents were able to indicate whether a characteristic or skill was helpful, essential or unnecessary for a counselor to satisfactorily carry on guidance services based on the needs of pupils.

The criterion used for determining whether a characteristic or skill was essential was two-thirds agreement by the administrators who responded to the questionnaire.

A review of the literature pertinent to this study was given in Chapter II. Some of the studies dealing with the general status of higher education in the south for Negroes were cited. The remainder of the chapter was given over to discussion of pertinent literature grouped under the following headings: (1) higher education for Negroes, (2) problems and needs are basically the same, (3) the need for counselors, (4) some guiding principles for guidance workers, (5) tools and techniques used and (6) the preparation of guidance workers.

Chapter III dealt with the essential characteristics which the school counselor should possess if he is to meet

the guidance needs of pupils. There were seventeen characteristics which the responding administrators, by the criterion of two-thirds agreement, indicated as being essential. On the basis of analysis of these responses an attempt was made to describe an effective counselor in terms of his beliefs, attitudes and training.

In general, it was found that the counselor should be basically democratic in his thoughts and action. Also, he should for the most part be a general guidance worker capable of carrying on some specific guidance activities. Further, he should be adept in making use of the resources of school staff members and the service agencies of the community.

The essential skills of the counselor were discussed in Chapter IV. These skills were based on the same criterion of agreement as were the essential characteristics, i.e., two-thirds agreement by the responding administrators. The discussion of skills dealt with the ability to apply the various tools, techniques and specialized knowledge required of the school counselor. There were thirty-two of these skills so designated by the administrators. This chapter further described the composite picture of the counselor and his role which was developed in Chapter III. Two broad conclusions were reached from analysis of the data: (1) the counselor identified here is a general guidance worker with broad training and many skills which enable him to work with many of the

common problems found among pupils and (2) many of the specific remedial services would have to be provided by some specialist other than the counselor, while the school staff members would assume responsibility for a number of group guidance activities.

In Chapter V attention was turned to the thirty colleges and universities included in this study. The titles of courses which might be considered pertinent to the professional growth of school counselors were listed. In cases where undergraduate courses were listed, an effort was made to indicate their importance in the background training of guidance workers. Graduate courses were listed and discussed in the light of their relationship to the core training areas suggested by the National Vocational Guidance Association publication on Counselor Preparation<sup>1</sup> and the essential characteristics and skills designated by the public school administrators in response to the questionnaire sent to them. It was found that every school offers at least one course that should prove helpful in the training of guidance workers.

### Conclusions

After examining the literature pertinent to this study and collecting and interpreting the information discussed in

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<sup>1</sup> Counselor Preparation, op. cit.

preceding chapters, the following conclusions seem to be tenable:

1. The guidance needs of pupils residing in the states with dual educational systems are basically the same as those of pupils residing elsewhere.

2. Public school administrators, state guidance officials, and college officials included in this study express an awareness of the need for trained guidance workers.

3. The provisions made for training school counselors in the thirty institutions of higher learning discussed in this study are generally inadequate.

4. The public school administrators included in this study appear to be in reasonable agreement on the kinds of pupil needs which school counselors should be prepared to meet.

5. The public school administrators included in this study seem to feel that counselors should have a broad general training in guidance rather than narrow specialized training in vocational guidance.

6. The public school administrators included in this study seem to feel that counselors should have broad training in guidance as a base and specific enough training in the study of human growth and adjustment that it will be possible to understand individual problems and their many ramifications in our social setting.

7. In view of the characteristics and skills selected by the public school administrators included in this study, it appears that many of the specialized services needed by pupils would have to be provided by some specialist other than the counselor and the teaching staff would have to assume some responsibility for group guidance activities.

8. It seems that a basic and introductory course in guidance should be provided for prospective teachers so that they will be competent to aid with guidance functions as suggested by the responding administrators.

9. The school counselor described by the responding public school administrators in terms of essential characteristics and skills seems to be a general guidance worker, a coordinator of school guidance services, a helping "arm" to pupils and staff and a technician in the use of the most commonly used guidance tools and skills.

10. It appears that the characteristics and skills identified as being essential for guidance workers by the responding administrators may be set up as specific teaching objectives or goals in counselor-training courses.

11. The lack of an organized program for training counselors may tend to lessen the guidance emphasis which should permeate the teaching of any course whose title suggests that it is of a guidance nature.

12. The extent to which counselor-training ventures are initiated and succeed in the various colleges and universities included in this study appears to be related to the certification requirements of the various states.

13. The state supported Negro colleges and universities seem to assume that their primary responsibility is to offer those courses which will satisfy the state requirements for whatever professional certificates are granted in the particular state.

#### Need for Further Study

This study dealt with only a small aspect of the entire area of counselor training. The specific problems dealing with this subject are legion and this present survey study is only a sample. Further studies which are suggested as a result of the present investigation include the following:

1. There is a need for a more detailed qualitative study of present and potential counselor-training opportunities in each state of the states studied, e.g., budgets, facilities, course content, etc.

2. There is a need for a qualitative study in which an effort would be made to compare present and potential training opportunities in each of the states studied with the opportunities in states where counselor-training programs are well established.



3. There is a need to conduct a detailed study of the professional and personal qualifications of the counselor-trainers themselves. It is possible that a program is only as good as the personnel who carry it out.

4. There is a need to analyze the characteristics and skills which were designated by the administrators as necessary, so that it will be possible to determine the extent to which they should be emphasized in a counselor-training program.

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## APPENDICES

## APPENDIX A: CORRESPONDENCE

Copies of the correspondence used in gathering data for the study is shown in this section.

1. Copy of the initial letter to State Departments of Education.
2. Copy of the initial letter to school administrators.
3. Copy of the follow-up letter to school administrators.
4. Copy of postal card enclosed in follow-up letter to school administrators.
5. Copy of letter to college presidents.
6. Copy of initial letter to college officials furnishing information.
7. Copy of follow-up letter to college officials.



Institute of Counseling  
Testing and Guidance  
Michigan State College  
East Lansing, Michigan  
July 11, 1951

Dr. J. C. Blair, Supervisor  
Division of Negro Education  
State Department of Education  
Montgomery, Alabama

Dear Mr. Blair:

Your aid is being sought in an effort to complete a survey I am making. "Meeting the needs of youth," is a common cry among educators. There is a question in my mind as to how often training programs are set up on the basis of the needs to be met by the trainees once they are employed.

Please send me the names and addresses of at least ten Negro Public School Administrators most competent to fill out the questionnaire I am using for this study. The questionnaire is being used to identify the student personnel and guidance needs that should be satisfied by school-counselors who may possibly be trained in the state supported Negro colleges of Alabama.

A self-addressed stamped envelope is enclosed and your cooperation in this study will be greatly appreciated.

Very truly yours,

/s/

Ray Thompson

North Carolina College At Durham  
Durham, North Carolina

151

Dear Sir:

You have been recommended by your State Department of Education as one of the public school administrators most capable of listing the student personnel or guidance services needed by the boys and girls in your state. The recommendation states further that you are competent to give an opinion as to whether the state supported Negro college or university is giving the training necessary to prepare workers who will be capable of rendering these services.

This enclosed questionnaire is being used in an effort to determine what the real student personnel and guidance needs are in your state. With your assistance it will be possible to determine the kind of training that should be provided in a training program for guidance workers set up to serve the needs of youth.

Please complete the questionnaire and return it at the earliest possible date. A self-addressed stamped envelope is enclosed. Please indicate whether you would like to have a summary of the pertinent findings.

Yours truly,

Ray Thompson, Guidance  
Consultant for Negro Schools

RT/rmw  
Enclosures

North Carolina College  
Durham, North Carolina  
November 14, 1951

Mr. S. P. Nelson, Principal  
Lincoln High School  
Camden, Arkansas

Dear Mr. Nelson:

You were recommended by your State Department of Education as being competent to give an opinion relative to the guidance needs in your state.

In an earlier letter we enclosed a questionnaire which we would like for you to complete and return to our office. It dealt with the guidance needs of your state.

We would like to include your responses in our study so please use the enclosed postal card to check the statement applicable to your case and drop it in the mail.

Thank you for your cooperation and please excuse this inquiry if you have already returned the requested data.

Very truly yours,

/s/  
Ray Thompson,  
Guidance Consultant

COPY OF CARD ENCLOSED IN FOLLOW-UP LETTERS TO  
SCHOOL ADMINISTRATORS

CHECK ONE

- ☐ 1. Did not receive the questionnaire.
- ☐ 2. Have mailed the questionnaire.
- ☐ 3. Will mail the questionnaire.
- ☐ 4. Send another copy of the questionnaire.

Room 256 Abbott Hall  
Michigan State College  
East Lansing, Michigan  
May 14, 1951

Dr. George W. Gore, President  
Florida A. & M. College  
Tallahassee, Florida

Dear Mr. Gore:

I would like to include the Florida Agricultural and Mechanical College in a survey I am making to gather data for my doctoral thesis. At a later date it will be necessary to request some relatively detailed information concerning your course offerings in guidance, and I am requesting your cooperation.

Your programs in education, sociology, and psychology will be of primary concern to me. Please let me know if it will be possible for you to offer your cooperation and if so, whether I should communicate directly with you or with some member of your staff.

If you desire to have it a copy of the pertinent findings of the survey will be sent to you upon the completion of the study.

I will appreciate whatever cooperation you may give.

Very truly yours,

/s/  
Ray Thompson

**NORTH CAROLINA COLLEGE AT DURHAM**

**DURHAM, NORTH CAROLINA**

155

Dear Sir:

We are in the midst of setting up a counselor-training program and your cooperation with our efforts to collect information about what is being done in other colleges will be greatly appreciated. Please fill out the enclosed mimeographed sheet and return it to our office at your earliest convenience.

We have just completed a survey of a select group of Negro public school administrators in the south. In each state the administrators were recommended by the state department of education as being the persons "most competent to list the student personnel and guidance needs that should be met by school counselors working in the Negro schools." In addition to being asked to list these needs, the administrators were asked to indicate whether they felt the state-supported Negro college or university was training the personnel to meet these needs.

There was practically unanimity on the part of the administrators in stating that the state-supported institutions are failing to train the personnel needed to render the proper guidance services in our schools. I am enclosing the printed questionnaire used for the survey and asking that you give your reaction to the questions raised.

Kindly return the requested data in the self-addressed stamped envelope.

Thank you, and I shall be glad to provide you with a copy of any pertinent findings.

Very truly yours,

Ray Thompson  
Counselor-Trainer

RT/rw

Encl. (3)

North Carolina College  
Durham, North Carolina  
January 21, 1952

Dr. J. H. Johnston, Dean  
Virginia State College  
Petersburg, Virginia

Dear Dr. Johnston:

In our letter of recent date, we requested that you would cooperate with our efforts to collect information about what is being done in other colleges relative to counselor training. A check list of courses, taken from your catalogue, was enclosed in the afore-mentioned communication. We are asking you to kindly complete the check list and then return it to our office at your earliest convenience. We would like to use the data in planning for our proposed counselor-training program. If there is a need to provide you with another check list, please let me know.

Thank you for any consideration you might give our request.

Very truly yours,

Ray Thompson,  
Counselor-Trainer

## APPENDIX B: INSTRUMENTS USED

The stages through which the final printed form of the questionnaire used with school administrators evolved are shown in this section. The course title check-list used with the colleges is also shown.

1. Initial trial check-list for administrators.
2. Second trial check-list for administrators.
3. Third trial check-list for administrators.
4. Fourth trial check-list for administrators.
5. Final printed questionnaire for administrators.
6. Course title check-list for colleges.



# INITIAL TRIAL CHECK LIST FOR ADMINISTRATORS

On this and the following pages are listed some items which I am asking that you will check with the letter (X) whenever you agree with a particular item.

The first list contains some of the specialized services and activities that can be offered to the pupils in your state if the properly trained personnel is available. Kindly check those services or activities that you feel should be available to the pupils in your state. Only check the items you feel are really needs.

INDICATE YOUR SELECTION WITH (X):

- ☐ 1. Individual counseling by a trained counselor.
- ☐ 2. Alcove of educational information.
- ☐ 3. Alcove of occupational information.
- ☐ 4. Group intelligence tests; administered and scored.
- ☐ 5. Group achievement tests; administered and scored.
- ☐ 6. Group personality tests; administered and scored.
- ☐ 7. Group aptitude tests; administered and scored.
- ☐ 8. Interest inventories; administered and scored.
- ☐ 9. Group tests and inventories are interpreted.
- ☐ 10. Individual tests and inventories; administered, scored and interpreted.
- ☐ 11. Test results are used for individual guidance.
- ☐ 12. Test results are used for individualizing and improving instruction.
- ☐ 13. Remedial reading programs.
- ☐ 14. Career planning programs and classes.
- ☐ 15. Individualized help based on case study conferences.
- ☐ 16. Placement services; educational, vocational, social.
- ☐ 17. Cumulative records for every pupil.
- ☐ 18. College day programs.
- ☐ 19. Follow up services; graduates, dropouts, transfers.
- ☐ 20. Orientation classes and programs for new pupils.
- ☐ 21. Group guidance.
- ☐ 22. Private rooms for counseling.
- ☐ 23. Classes in occupational and educational information.
- ☐ 24. Instructional program based on community surveys.
- ☐ 25. Instructional programs based on follow up studies.
- ☐ 26. Individual health inventories.
- ☐ 27. Student hand-books with detailed information about the school.
- ☐ 28. Improved instruction as a result of in-service training for teachers.
- ☐ 29. Assist students to study their own interest and abilities.
- ☐ 30. Embrasive extra-curricular activities.

INITIAL TRIAL CHECK LIST  
FOR ADMINISTRATORS

INDICATE YOUR SELECTION WITH (X):

- ☐ 31. Part time work experience activities carrying course credits.
- ☐ 32. Made conscious of occupational significance of each course.
- ☐ 33. Refer students to agencies outside of the school when necessary.
- ☐ 34. Remedial aid for study difficulties.
- ☐ 35. Individual assistance based on studies of sociograms.
- ☐ 36. Ample filing space for student records.
- ☐ 37. Therapy through the use of the psychodrama.
- ☐ 38. Play therapy.
- ☐ 39. Opportunity to make use of the autobiography, daily schedule, and diary for individual study, appraisal and planning.
- ☐ 40. Detailed local occupational information based on community surveys.
- ☐ 41. Given individual interpretations of psychographs.
- ☐ 42. Participation in group planning.
- ☐ 43. Individual assistance based on anecdotal records.
- ☐ 44. Speech correction services.
- ☐ 45. Special classes or units in personality and social adjustment.
- ☐ 46. Individual assistance based objective observations.
- ☐ 47. Trips to possible places of employment.
- ☐ 48. Visits to the next school unit.
- ☐ 49. Planning conferences with parents.
- ☐ 50. Liaison with employment agencies.
- ☐ 51. Periodical studies of pupil needs.
- ☐ 52. Assistance with dating problems.

PART TWO

This second list gives some of the skills and characteristics possessed by school counselors who are capable of offering the specialized services and activities listed in the first check-list. Indicate with an (X) those skills or characteristics which you feel there is a definite need for the counselor to possess if the pupils in your state are to benefit by the services and activities you checked on the first list. Check the item with a double (XX) if you feel the state supported college or university in your state is failing to give the kind of training needed to provide these skills and characteristics.

INDICATE YOUR SELECTION WITH (X) OR DOUBLE (XX):

- ☐ 1. Believes every individual has intrinsic worth as a person.

INITIAL TRIAL CHECK LIST  
FOR ADMINISTRATORS  
PART TWO

INDICATE YOUR SELECTION WITH (X) OR DOUBLE (XX):

- \_\_\_\_\_ 2. Believes that society has the obligation to help each individual live a life that is individually satisfying and socially effective.
- \_\_\_\_\_ 3. Possesses knowledge of the basic concepts of growth and motivation.
- \_\_\_\_\_ 4. Possesses knowledge of the basic theories of learning and maturation.
- \_\_\_\_\_ 5. Possesses knowledge of the place of motivation in human behavior.
- \_\_\_\_\_ 6. Possesses knowledge of basic concepts of mental hygiene.
- \_\_\_\_\_ 7. Possesses knowledge of the basic theories of personality development.
- 8. Skilled in the use of the basic techniques available for the study of the individual:
  - a. observation
  - b. counseling interview
  - c. individual tests
  - d. group tests and inventories
  - e. anecdotal records
  - f. reports from professional consultants
  - g. questionnaires
  - h. play therapy
  - i. group therapy
  - j. case conference
  - k. rating scales
  - l. home visitations
  - m. sociograms
  - n. scattergrams.
- \_\_\_\_\_ 9. Possesses knowledge of elementary statistics needed for reading professional literature and carrying on a minimum evaluation program.
  - a. continuous and discrete measures
  - b. standards of accuracy in computation
  - c. construction and interpretation of graphs
  - d. percentiles and quartiles
  - e. construction and interpretation of tables
  - f. measures of central tendency and dispersion
  - g. sample theories
  - h. Z and T scores
  - i. chi square
  - j. testing hypothesis
  - k. uses of the normal curve and other distributions
  - l. regression and correlation
  - m. item analysis.

INITIAL TRIAL CHECK LIST  
FOR ADMINISTRATORS  
PART TWO

161

INDICATE YOUR CHOICE WITH (X) OR DOUBLE (XX)

- ☐ 10. Possesses the ability to collect, evaluate and use occupational information.
- ☐ 11. Competent in the use of the dictionary of occupational titles.
- ☐ 12. Possesses the ability to conduct in-service training programs in guidance for the school staff.
- ☐ 13. Possesses knowledge of the various adjustment mechanisms.
- ☐ 14. Possesses knowledge of the rudiments of employment office procedures.

## SECOND TRIAL CHECK LIST FOR ADMINISTRATORS

On this list are a number of characteristics and skills possessed by some school counselors. This list also contains a number of student personnel and guidance services that can be offered by school counselors and staff members jointly.

Please mark an (X) in column one for each of the following characteristics or skills that you feel should be possessed by counselors working with the boys and girls of your state. Make a double check in column two for each of the characteristics or skills for which you feel the state supported Negro college in your state is failing to give the proper kind of training.

USE (X) IN COLUMN ONE AND DOUBLE (XX) IN COLUMN TWO:

<u>Col-</u> <u>umn 1</u>	<u>Col-</u> <u>umn 2</u>	
_____	_____	Believes that every individual has intrinsic worth as a person.
_____	_____	Possesses a sense of responsibility to client and society.
_____	_____	Possesses knowledge of the basic concepts of growth and development.
_____	_____	Believes that society has the obligation to help each individual to live a life that is individually satisfying and socially effective.
_____	_____	Possesses knowledge of the basic theories of learning and maturation.
_____	_____	Possesses knowledge of the place of motivation in human behavior.
_____	_____	Possesses knowledge of the basic concepts of mental hygiene.
_____	_____	Skilled in the collection, use and evaluation of educational and occupational information.
_____	_____	Skilled in the use of the basic techniques available for the study of the individual or groups:
_____	_____	a. observation
_____	_____	b. counseling interview
_____	_____	c. individual tests; administration, interpretation.
_____	_____	d. group tests and inventories
_____	_____	e. anecdotal records
_____	_____	f. cumulative records
_____	_____	g. reports from professional consultants
_____	_____	h. questionnaire
_____	_____	i. play therapy

# SECOND TRIAL CHECK LIST (CONTINUED) FOR ADMINISTRATORS

USE (X) IN COLUMN ONE AND DOUBLE (XX) IN COLUMN TWO:

Col- umn 1	Col- umn 2
_____	j. case conference
_____	k. group therapy
_____	l. rating scales
_____	m. sociodrama
_____	Skilled in the use of the dictionary of occupational titles.
_____	Familiar with the basic rudiments of employment office procedures.
_____	Able to conduct in-service training programs in guidance for the school staff.
_____	Possesses knowledge of elementary statistics essential for reading the professional literature and carrying on a minimum evaluation program:
_____	a. continuous and discrete measures
_____	b. standards of accuracy in computation and rounding off numbers
_____	c. construction and interpretation of graphs
_____	d. percentiles and quartiles
_____	e. construction and interpretation
_____	f. measures of central tendency and dispersion
_____	g. sample theories
_____	h. Z and T scores
_____	i. chi square
_____	j. testing hypothesis
_____	k. uses of the normal curve and other distributions
_____	l. regression and correlation
_____	m. item analysis
_____	Able to work with the librarian and other teachers to provide proper reading materials.
_____	Able to organize and administer guidance services.
_____	Able to make optimum use of referral services.
_____	Able to initiate a successful counseling relationship.
_____	Able to proceed with a successful counseling relationship.
_____	Able to terminate a successful counseling relationship.
_____	Able to evaluate counseling sessions.

SECOND TRIAL CHECK LIST (CONTINUED)  
FOR ADMINISTRATORS

USE (X) IN COLUMN ONE AND DOUBLE (XX) IN COLUMN TWO:

Col- umn 1	Col- umn 2
_____	_____ Able to evaluate a guidance program.
_____	_____ Able to initiate a curriculum study program within a school program.
_____	_____ Able to participate in a curriculum study program.
_____	_____ Able to carry on follow-up studies.
_____	_____ Has had supervised counselor training experiences within a counselor training program.
_____	_____ Possesses knowledge of the basic techniques used in placement.
_____	_____ Is well adjusted in personal life.
_____	_____ Able to gain cooperation of the staff.
_____	_____ Has had broad training in psychology.
_____	_____ Has had broad training in sociology.
_____	_____ Has had at least basic courses in philosophy.
_____	_____ Maintains a professional attitude toward personal records.
_____	_____ Maintains a professional attitude toward confidential information.
_____	_____ Has had broad inter-cultural contacts.
_____	_____ Has had work experience other than teaching.
_____	_____ Has had broad training in guidance courses.
_____	_____ Possesses knowledge of the basic theories of measurement and guidance.
_____	_____ Acquainted with the major studies related to guidance; <u>Youth Tells Its Story</u> , <u>Eight Year Study</u> , etc.
_____	_____ Skilled in interpreting recorded data to parents, teachers and pupils.
_____	_____ Reads professional literature regular.
_____	_____ Possesses knowledge of the basic techniques used in group guidance:
_____	_____ a. visits to school, places of employment, etc.
_____	_____ b. occupational and college conferences
_____	_____ c. group discussions of disguised cases
_____	_____ d. career conferences
_____	_____ e. college days
_____	_____ f. staged employment interviews
_____	_____ g. practice filling out job and school application blanks
_____	_____ h. dramatizations and mock radio skits
_____	_____ i. making and using occupational and educational handbooks.

SECOND TRIAL CHECK LIST (CONTINUED)  
FOR ADMINISTRATORS

USE (X) IN COLUMN ONE AND DOUBLE (XX) IN COLUMN TWO:

Col- <u>umn 1</u>	Col- <u>umn 2</u>
----------------------	----------------------

<u>      </u>	<u>      </u>	Has equivalent of undergraduate major or minor in counseling and guidance.
<u>      </u>	<u>      </u>	Has Master's degree or equivalent in counseling.

PART TWO

Check in column one (X) for each of the following student personnel or guidance services you feel should be available to the boys and girls of your state. Check in column two with double (XX) each of the services you feel the state supported Negro college or university in your state is failing to train students to offer.

USE (X) IN COLUMN ONE AND DOUBLE(XX) IN COLUMN TWO:

Col- <u>umn 1</u>	Col- <u>umn 2</u>
----------------------	----------------------

<u>      </u>	<u>      </u>	Individual counseling by trained counselors.
<u>      </u>	<u>      </u>	Group tests; administered and interpreted.
<u>      </u>	<u>      </u>	Individual tests; administered and interpreted.
<u>      </u>	<u>      </u>	Tests results are used for group guidance.
<u>      </u>	<u>      </u>	Test results are used for individual guidance.
<u>      </u>	<u>      </u>	Test results are used for individualizing and improving instruction.
<u>      </u>	<u>      </u>	Remedial reading programs.
<u>      </u>	<u>      </u>	Career planning programs and classes.
<u>      </u>	<u>      </u>	College day programs.
<u>      </u>	<u>      </u>	Individualized help based on case study conferences.
<u>      </u>	<u>      </u>	Placement services
<u>      </u>	<u>      </u>	Follow-up studies.
<u>      </u>	<u>      </u>	Orientation classes and programs.
<u>      </u>	<u>      </u>	Educational and occupational information classes.
<u>      </u>	<u>      </u>	Visits to places of employment and the next higher school.
<u>      </u>	<u>      </u>	Instructional programs based on follow-up studies.
<u>      </u>	<u>      </u>	Instructional programs based on community surveys.
<u>      </u>	<u>      </u>	Student handbooks.
<u>      </u>	<u>      </u>	Assist students in study of own interests and ability.



SECOND TRIAL CHECK LIST (CONTINUED)  
FOR ADMINISTRATORS

USE (X) IN COLUMN ONE AND DOUBLE (XX) IN COLUMN TWO:

<u>Col- umn 1</u>	<u>Col- umn 2</u>	
_____	_____	Improved instruction based on in-service training for teachers.
_____	_____	Part time work experiences carrying course credits.
_____	_____	Embrasive extra-curriculum activity program.
_____	_____	Cumulative record for every pupil.
_____	_____	Make students aware of the occupational significance of each course.
_____	_____	Refer students to agencies outside of the school whenever it is necessary.
_____	_____	Remedial services for those with study difficulties.
_____	_____	Combined facilities of school, service clubs, and other community agencies.
_____	_____	Individual and group assistance based on studies of sociograms.
_____	_____	Individual interpretations of psychographs.
_____	_____	Opportunity to make use of the autobiography, daily schedule and other tools for individual study.
_____	_____	Participation in group planning.
_____	_____	Speech correction services.
_____	_____	Assistance based on anecdotal records.
_____	_____	Laison services with employment agencies.
_____	_____	Periodical studies of pupil needs.
_____	_____	Record forms that are tailored for the local program and institution in which they are used.
_____	_____	Detailed occupational information based on community surveys.
_____	_____	Alcoves of educational and occupational information.
_____	_____	Assistance with dating problems.
_____	_____	Individual assistance based on objective observations.

## THIRD TRIAL QUESTIONNAIRE

A questionnaire for determining the degree to which certain characteristics and skills should be possessed by the guidance workers serving the youth of \_\_\_\_\_, and whether the state supported college (s) and/or university is (are) offering the training to provide these characteristics and skills.

This questionnaire contains a number of characteristics and skills which have been mentioned as being important to the individuals responsible for the application of guidance services in the public school.

Please use the scale below to indicate in column one the degree to which you feel guidance workers should possess the following characteristics or skills to serve the needs of boys and girls in your state:

Circle E if the characteristic or skill is absolutely essential

Circle H if the characteristic or skill is helpful but not absolutely essential

Circle N if the characteristic or skill is not necessary or helpful

Place an X in column two before each of the characteristics or skills for which you feel the state supported Negro college (s) and/or university is (are) failing to give the proper kind of training.

## CHARACTERISTICS

Col- umn 1	Col- umn 2	
E H N	_____	Believes a knowledge of self is basic for intelligent choice and attainment of maximum efficiency.
E H N	_____	Believes every individual has intrinsic worth as a person.
E H N	_____	Believes the guidance worker must always have a knowledge superior to that of the counselee.
E H N	_____	Believes the guidance worker has a responsibility to the client and society.

## THIRD TRIAL QUESTIONNAIRE (CONTINUED)

Col- umn 1	Col- umn 2
E H N	_____ Believes society has the obligation to help each individual to live a life that is individually satisfying and socially effective.
	Possesses knowledge of the basic theories of learning:
E H N	_____ a. field theories
E H N	_____ b. association theories
	Possesses knowledge relative to child growth and development:
E H N	_____ a. physical
E H N	_____ b. social
E H N	_____ c. emotional
	Possesses knowledge of the basic theories of personality development:
E H N	_____ a. psychological
E H N	_____ b. sociological
E H N	_____ c. biosocial
E H N	_____ Has had broad training in psychology.
E H N	_____ Has had broad training in sociology.
E H N	_____ Has had at least a basic course in philosophy.
E H N	_____ Has had at least one course in mental hygiene.
E H N	_____ Has had broad training in counseling and guidance courses.
E H N	_____ Has master's degree or equivalent in counseling and guidance.
E H N	_____ Has had supervised counseling experiences within a guidance training program.
E H N	_____ Is well adjusted in personal life.
E H N	_____ Maintains a professional attitude toward personal records.
E H N	_____ Maintains a professional attitude toward confidential information

## THIRD TRIAL QUESTIONNAIRE (CONTINUED)

Col- umn 1	Col- umn 2
E H N	_____ Maintains membership in at least one professional organization.
E H N	_____ Has had broad inter-cultural contacts.
E H N	_____ Has had work experiences other than teaching.
E H N	_____ Reads professional literature regularly.
E H N	_____ Is acquainted with the major studies related to guidance such as: <u>Youth Tells Their Story</u> , <u>The Eight Year Study</u> , etc.
E H N	_____ Is familiar with routine procedures of the State Employment Service.
	Other characteristics not listed:

E H N	_____
E H N	_____
E H N	_____
E H N	_____
E H N	_____

## SKILLS

Adept in the use of the basic techniques available for the study of the individual:

E H N	_____ a. observation
E H N	_____ b. counseling interview
E H N	_____ c. administration of group tests
E H N	_____ d. administration of individual tests
E H N	_____ e. interpretation of group tests
E H N	_____ f. interpretation of individual tests
E H N	_____ g. anecdotal records
E H N	_____ h. cumulative records
E H N	_____ i. reports from professional consultants, medical, etc.
E H N	_____ j. questionnaires
E H N	_____ k. projective techniques
E H N	_____ l. case conferences
E H N	_____ m. home visits
E H N	_____ n. rating scales
E H N	_____ o. autobiographies

## THIRD TRIAL QUESTIONNAIRE (CONTINUED)

<u>Col-</u> <u>umn 1</u>	<u>Col-</u> <u>umn 2</u>
E H N	_____ p. daily schedules
E H N	_____ q. diaries
E H N	_____ r. sociometric techniques
E H N	_____ s. personality inventories
E H N	_____ t. interest inventories
E H N	_____ Skilled in the collection of educational information.
E H N	_____ Skilled in the collection of occupational information.
E H N	_____ Skilled in the use of occupational information.
E H N	_____ Skilled in the use of educational information.
E H N	_____ Skilled in the evaluation of occupational information.
E H N	_____ Skilled in the evaluation of educational information.
E H N	_____ Skilled in the use of the dictionary of occupational titles.
E H N	_____ Skilled in interpreting recorded data to other individuals.
E H N	_____ Able to conduct in-service training programs in guidance for the school staff.
E H N	_____ Able to interpret the guidance program to interested community members.
E H N	_____ Able to devise record forms that are tailored to the program and institution in which they are used.
E H N	_____ Able to work with the librarian and other teachers to provide proper reading materials for the pupils and staff.
E H N	_____ Able to organize and administer guidance services.

## THIRD TRIAL QUESTIONNAIRE (CONTINUED)

Col-  
umn 1Col-  
umn 2

- E H N \_\_\_\_\_ Able to carry on follow-up studies of drop outs, transfers and graduates.
- E H N \_\_\_\_\_ Able to gain the confidence and cooperation of the staff.
- E H N \_\_\_\_\_ Able to assist students in a study of their own interests and abilities.
- E H N \_\_\_\_\_ Able to make proper use of referral services.
- \_\_\_\_\_ Able to provide remedial services for those with:
- E H N \_\_\_\_\_ a. speech difficulties
- E H N \_\_\_\_\_ b. reading difficulties
- E H N \_\_\_\_\_ c. study difficulties
- E H N \_\_\_\_\_ Able to initiate a successful counseling relationship.
- E H N \_\_\_\_\_ Able to proceed with a successful counseling relationship.
- E H N \_\_\_\_\_ Able to terminate a successful counseling relationship.
- E H N \_\_\_\_\_ Able to participate in a curriculum study program.
- E H N \_\_\_\_\_ Able to initiate a curriculum study program.
- E H N \_\_\_\_\_ Able to evaluate a counseling session.
- E H N \_\_\_\_\_ Able to evaluate a guidance program.
- E H N \_\_\_\_\_ Able to carry on community surveys.
- \_\_\_\_\_ Skilled in the use of group guidance techniques:
- E H N \_\_\_\_\_ a. students follow-up alumni
- E H N \_\_\_\_\_ b. occupational conferences
- E H N \_\_\_\_\_ c. college and school conferences
- E H N \_\_\_\_\_ d. visits to schools
- E H N \_\_\_\_\_ e. visits to place of employment
- E H N \_\_\_\_\_ f. group discussions of disguised cases
- E H N \_\_\_\_\_ g. career conference

## THIRD TRIAL QUESTIONNAIRE (CONTINUED)

Col-  
umn 1Col-  
umn 2

- E H N \_\_\_\_\_ h. college day
- E H N \_\_\_\_\_ i. practice in having job interviews
- E H N \_\_\_\_\_ j. practice in filling out college application blanks
- E H N \_\_\_\_\_ k. practice in filling out job application blanks
- E H N \_\_\_\_\_ l. dramatization and mock radio skits
- E H N \_\_\_\_\_ m. orientation classes and programs
- E H N \_\_\_\_\_ n. classes in educational and occupational information
- E H N \_\_\_\_\_ o. making and using educational and occupational handbooks.
- E H N \_\_\_\_\_ p. auditorium speakers
- Proficient in the use of statistical procedures necessary for reading the professional literature and carrying on a minimum evaluation program:
- E H N \_\_\_\_\_ a. continuous and discret measures
- E H N \_\_\_\_\_ b. construction and interpretation of graphs
- E H N \_\_\_\_\_ c. standards of accuracy in computation and rounding off numbers
- E H N \_\_\_\_\_ d. percentiles and quartiles
- E H N \_\_\_\_\_ e. construction and interpretation of tables
- E H N \_\_\_\_\_ f. measures of central tendency and dispersion
- E H N \_\_\_\_\_ g. sample theories
- E H N \_\_\_\_\_ h. Z and T scores
- E H N \_\_\_\_\_ i. chi square
- E H N \_\_\_\_\_ j. testing hypothesis
- E H N \_\_\_\_\_ k. the normal curve
- E H N \_\_\_\_\_ l. regression and correlation
- E H N \_\_\_\_\_ m. item analysis

Other skills not listed:

E H N \_\_\_\_\_

E H N \_\_\_\_\_

E H N \_\_\_\_\_

E H N \_\_\_\_\_

E H N \_\_\_\_\_

COMMENTS AND SUGGESTIONS:

THANK YOU FOR SPARING THE TIME NEEDED TO FINISH THIS QUESTIONNAIRE.  
PLEASE RETURN IT IN THE SELF-ADDRESSED STAMPED ENVELOPE.

Ray Thompson  
North Carolina College at Durham  
Durham, North Carolina

## FOURTH TRIAL QUESTIONNAIRE

A questionnaire for determining the degree to which certain characteristics and skills should be possessed by the guidance workers serving the youth of \_\_\_\_\_, and whether the state supported college(s) and/or university is (are) offering the training to provide these characteristics and skills.

\* \* \* \* \*

This questionnaire contains a number of characteristics and skills which have been mentioned as being important to the individuals responsible for the application of guidance services in the public school.

Please use the scale below to indicate in column one the degree to which you feel guidance workers should possess the following characteristics or skills to serve the needs of boys and girls in your state:

Circle E if the characteristic or skill is absolutely essential.

Circle H if the characteristic or skill is helpful but not absolutely essential.

Circle N if the characteristic or skill is not necessary.

Circle D if you don't know.

Place an X in column two before each of the characteristics or skills for which you feel the state supported Negro college(s) and/or university is (are) failing to give the proper kind of training.

## CHARACTERISTICS

Column <u>1</u>	Column <u>2</u>
--------------------	--------------------

E H N D	_____	Believes a knowledge of self is basic for intelligent choice and attainment of maximum efficiency.
E H N D	_____	Believes every individual has intrinsic worth as a person.
E H N D	_____	Believes the guidance worker must always have knowledge superior to that of the counselee.
E H N D	_____	Believes the guidance worker has a responsibility to the client and society.
E H N D	_____	Believes society has the obligation to help each individual to live a life that is individually satisfying and socially effective.



## FOURTH TRIAL QUESTIONNAIRE (CONTINUED)

Column 1	Column 2
-------------	-------------

E H N D	_____ Has had broad training in psychology.
---------	---

E H N D	_____ Has had broad training in sociology.
---------	--

E H N D	_____ Has had at least a basic course in philosophy.
---------	--

E H N D	_____ Has had at least one course in mental hygiene.
---------	--

E H N D	_____ Has had work experiences other than teaching.
---------	---

Possesses knowledge of the basic theories of personality development:

E H N D	_____ a. psychological
---------	------------------------

E H N D	_____ b. sociological
---------	-----------------------

E H N D	_____ c. biosocial
---------	--------------------

Possesses knowledge of the basic theories of learning:

E H N D	_____ a. field theories
---------	-------------------------

E H N D	_____ b. association theories
---------	-------------------------------

Possesses knowledge relative to child growth and development:

E H N D	_____ a. physical
---------	-------------------

E H N D	_____ b. social
---------	-----------------

E H N D	_____ c. emotional
---------	--------------------

E H N D	_____ Is well adjusted in personal life.
---------	--

E H N D	_____ Maintains a professional attitude toward personal records.
---------	--

E H N D	_____ Maintains a professional attitude toward confidential information.
---------	--

E H N D	_____ Maintains membership in at least one professional organization.
---------	---

E H N D	_____ Is acquainted with the major studies related to guidance such as: <u>Youth Tell Their Story</u> , <u>The Eight Year Study</u> , etc.
---------	--

## FOURTH TRIAL QUESTIONNAIRE (CONTINUED)

Column Column  
1      2

- E H N D           Reads professional literature regularly.
- E H N D           Has had broad training in counseling and guidance courses.
- E H N D           Has had supervised counseling experiences within a guidance training program.
- E H N D           Has master's degree or equivalent in counseling and guidance.
- E H N D           Is familiar with routine procedures of the state employment service.

Please write in other characteristics not listed:

E H N D            
 E H N D            
 E H N D            
 E H N D            
 E H N D          

## SKILLS

Skilled in the use of the basic techniques available for the study of the individual:

- E H N D           a. observation
- E H N D           b. counseling interview
- E H N D           c. administration of group tests
- E H N D           d. administration of individual tests
- E H N D           e. interpretation of group tests
- E H N D           f. interpretation of individual tests
- E H N D           g. anecdotal records
- E H N D           h. cumulative records
- E H N D           i. reports from professional consultants; medical, etc.
- E H N D           j. questionnaire
- E H N D           k. projective techniques
- E H N D           l. case conferences
- E H N D           m. rating scales
- E H N D           n. autobiographies
- E H N D           o. daily schedules
- E H N D           p. diaries
- E H N D           q. sociometric techniques
- E H N D           r. personality inventories
- E H N D           s. interest inventories

## FOURTH TRIAL QUESTIONNAIRE (CONTINUED)

Column <u>1</u>	Column <u>2</u>
E H N D	_____ Skilled in the collection of occupational information.
E H N D	_____ Skilled in the collection of educational information.
E H N D	_____ Skilled in the use of occupational information.
E H N D	_____ Skilled in the use of educational information.
E H N D	_____ Skilled in the evaluation of occupational information.
E H N D	_____ Skilled in the evaluation of educational information.
E H N D	_____ Skilled in the use of the dictionary of occupational titles.
E H N D	_____ Skilled in getting the cooperation of community service organizations.
E H N D	_____ Skilled in interpreting recorded data to other individuals.
E H N D	_____ Able to conduct in-service training programs in guidance for the school staff.
E H N D	_____ Able to interpret the guidance program to interested community members.
E H N D	_____ Able to devise record forms that are tailored to the program and institution in which they are used.
E H N D	_____ Able to work with the librarian and other teachers to provide proper reading materials for the pupils and staff.
E H N D	_____ Able to organize and administer guidance services.
E H N D	_____ Able to carry on follow-up studies of drop outs, transfers and graduates.

## FOURTH TRIAL QUESTIONNAIRE (CONTINUED)

Column <u>1</u>	Column <u>2</u>
E H N D	_____ Able to gain the confidence and cooperation of the staff.
E H N D	_____ Able to assist students in a study of their own interests and abilities.
E H N D	_____ Able to make proper use of referral services.
	Able to provide some remedial services:
E H N D	_____ a. speech
E H N D	_____ b. reading
E H N D	_____ c. study
E H N D	_____ Able to initiate a successful counseling relationship.
E H N D	_____ Able to proceed with a successful counseling relationship.
E H N D	_____ Able to terminate a successful counseling relationship.
E H N D	_____ Able to participate in a curriculum study program.
E H N D	_____ Able to initiate a curriculum study program.
E H N D	_____ Able to evaluate a counseling session.
E H N D	_____ Able to evaluate a guidance program.
E H N D	_____ Able to carry on community surveys.
	Skilled in the use of group guidance techniques:
E H N D	_____ a. students follow-up of alumni
E H N D	_____ b. occupational conferences
E H N D	_____ c. school and college conferences
E H N D	_____ d. visits to schools
E H N D	_____ e. visits to places of employment
E H N D	_____ f. group discussions of disguised cases
E H N D	_____ g. career conference
E H N D	_____ h. college day
E H N D	_____ i. practice in having job interviews
E H N D	_____ j. practice in filling out school and college application blanks

## FOURTH TRIAL QUESTIONNAIRE (CONTINUED)

Column 1	Column 2
E H N D	_____ k. practice in filling out job application blanks
E H N D	_____ l. dramatizations and mock radio skits
E H N D	_____ m. orientation classes and programs
E H N D	_____ n. classes in educational and occupational information
E H N D	_____ o. making and using occupational and educational handbooks
E H N D	_____ p. auditorium speakers

Proficient in the use of the basic statistical procedures:

E H N D	_____ a. continuous and discrete measures
E H N D	_____ b. construction and interpretation of graphs
E H N D	_____ c. standards of accuracy in computation and rounding off numbers
E H N D	_____ d. percentiles and quartiles
E H N D	_____ e. construction and interpretation of tables
E H N D	_____ f. measures of central tendency and dispersion
E H N D	_____ g. sample theories
E H N D	_____ h. Z and T scores
E H N D	_____ i. chi square
E H N D	_____ j. testing hypothesis
E H N D	_____ k. the normal curve
E H N D	_____ l. regression and correlation
E H N D	_____ m. item analysis.

Please write in other skills not listed:

E H N D	_____
E H N D	_____
E H N D	_____
E H N D	_____
E H N D	_____

COMMENTS AND SUGGESTIONS:

THANK YOU FOR SPARING THE TIME TO FINISH THIS QUESTIONNAIRE.  
PLEASE RETURN IT IN THE SELF-ADDRESSED ENVELOPE.

Ray Thompson

# Characteristics and Skills for Guidance Workers

179

A questionnaire for determining the degree to which certain characteristics and skills should be possessed by the guidance workers serving the youth of....., and whether the state supported college(s) and/or university is (are) offering the training to provide these characteristics and skills.

This questionnaire contains a number of characteristics and skills which have been mentioned as being important to the individuals responsible for the application of guidance services in the public school.

Please use the scale below to indicate in Column One the degree to which you feel guidance workers should possess the following characteristics or skills to serve the needs of boys and girls in your state:

Circle E if the characteristic or skill is absolutely essential.

Circle H if the characteristic or skill is helpful but not absolutely essential.

Circle N if the characteristic or skill is not necessary.

Circle D if you don't know.

Place an X in Column Two before each of the characteristics or skills for which you feel the state supported Negro college(s) and/or university is (are) failing to give the proper kind of training.

## CHARACTERISTICS

COLUMN 1	COLUMN 2	
H N D		Believes a knowledge of self is basic for intelligent choice and attainment of maximum efficiency.
H N D		Believes every individual has intrinsic worth as a person.
H N D		Believes the guidance worker must always have knowledge superior to that of the counselee.
H N D		Believes the guidance worker has a responsibility to the client and society.
H N D		Believes society has the obligation to help each individual to live a life that is individually satisfying and socially effective.
H N D		Has had broad training in psychology.
H N D		Has had broad training in sociology.
H N D		Has had at least a basic course in philosophy.
H N D		Has had at least one course in mental hygiene.
H N D		Has had work experiences other than teaching.
		Possesses knowledge of the basic theories of personality development:
H N D		a. psychological
H N D		b. sociological
H N D		c. biosocial.
		Possesses knowledge of the basic theories of learning:
H N D		a. field theories
H N D		b. association theories.
		Possesses knowledge relative to child growth and development:
H N D		a. physical
H N D		b. social
H N D		c. emotional
H N D		d. mental.
H N D		Is well adjusted in personal life.
H N D		Maintains a professional attitude toward confidential information.
H N D		Maintains membership in at least one professional organization.
H N D		Is acquainted with the major studies related to guidance such as: <i>Youth Tell Their Story, The Eight Year Study, etc.</i>

COLUMN 1	COLUMN 2
E H N D	.....Reads professional literature regularly.
E H N D	.....Has had broad training in counseling and guidance courses.
E H N D	.....Has had supervised counseling experiences within a guidance training program.
E H N D	.....Has master's degree or equivalent in counseling and guidance.
E H N D	.....Is familiar with routine procedures of the state employment service.

Please write in other characteristics not listed:

E H N D	.....
E H N D	.....
E H N D	.....
E H N D	.....
E H N D	.....

### SKILLS

Skilled in the use of the basic techniques available for the study of the individual:

E H N D	.....a. observation
E H N D	.....b. counseling interview
E H N D	.....c. administration of group tests
E H N D	.....d. administration of individual tests
E H N D	.....e. interpretation of group tests
E H N D	.....f. interpretation of individual tests
E H N D	.....g. anecdotal records
E H N D	.....h. cumulative records
E H N D	.....i. reports from professional consultants; medical, etc.
E H N D	.....j. questionnaires
E H N D	.....k. projective techniques
E H N D	.....l. case conferences
E H N D	.....m. rating scales
E H N D	.....o. autobiographies
E H N D	.....p. daily schedules
E H N D	.....q. diaries
E H N D	.....r. sociometric techniques
E H N D	.....s. personality inventories
E H N D	.....t. interest inventories.
E H N D	.....Skilled in the collection of occupational information.
E H N D	.....Skilled in the collection of educational information.
E H N D	.....Skilled in the use of occupational information.
E H N D	.....Skilled in the use of educational information.
E H N D	.....Skilled in the evaluation of occupational information.
E H N D	.....Skilled in the evaluation of educational information.
E H N D	.....Skilled in the use of the dictionary of occupational titles.
E H N D	.....Skilled in getting the cooperation of community service organizations.
E H N D	.....Skilled in interpreting recorded data to other individuals.

H N D	.....Able to conduct in-service training programs in guidance for the school staff.
H N D	.....Able to interpret the guidance program to interested community members.
H N D	.....Able to devise record forms that are tailored to the program and institution in which they are used.
H N D	.....Able to work with the librarian and other teachers to provide proper reading materials for the pupils and staff.
H N D	.....Able to organize and administer guidance services.
H N D	.....Able to carry on follow up studies of dropouts, transfers, and graduates.
H N D	.....Able to gain the confidence and cooperation of the staff.
H N D	.....Able to assist students in a study of their own interests and abilities.
H N D	.....Able to make proper use of referral services.
	.....Able to provide some remedial services:
H N D	.....a. speech
H N D	.....b. reading
H N D	.....c. study.
H N D	.....Able to initiate a successful counseling relationship.
H N D	.....Able to proceed with a successful counseling relationship.
H N D	.....Able to terminate a successful counseling relationship.
H N D	.....Able to participate in a curriculum study program.
H N D	.....Able to initiate a curriculum study program.
H N D	.....Able to evaluate a counseling session.
H N D	.....Able to evaluate a guidance program.
H N D	.....Able to carry on community surveys.
	.....Skilled in the use of group guidance techniques:
H N D	.....a. students follow up of alumni
H N D	.....b. occupational conferences
H N D	.....c. school and college conferences
H N D	.....d. visits to schools
H N D	.....e. visits to places of employment
H N D	.....f. group discussions of disguised cases
H N D	.....g. career conference
H N D	.....h. college day
H N D	.....i. practice in having job interviews
H N D	.....j. practice in filling out school and college application blanks
H N D	.....k. practice in filling out job application blanks
H N D	.....l. dramatizations and mock radio skits
H N D	.....m. orientation classes and programs
H N D	.....n. classes in educational and occupational information
H N D	.....o. making and using occupational and educational handbooks
H N D	.....p. auditorium speakers.
	.....Proficient in the use of the basic statistical procedures:
H N D	.....a. continuous and discrete measures



COLUMN 1	COLUMN 2
E H N D .....	b. construction and interpretation of graphs
E H N D .....	c. standards of accuracy in computation and rounding off numbers
E H N D .....	d. percentiles and quartiles
E H N D .....	e. construction and interpretation of tables
E H N D .....	f. measures of central tendency and dispersion
E H N D .....	g. sample theories
E H N D .....	h. Z and T scores
E H N D .....	i. chi square
E H N D .....	j. testing hypothesis
E H N D .....	k. the normal curve
E H N D .....	l. regression and correlation
E H N D .....	m. item analysis.

Please write in other skills not listed:

E H N D .....  
 E H N D .....  
 E H N D .....

COMMENTS AND SUGGESTIONS:

THANK YOU FOR SPARING THE TIME TO FINISH THIS QUESTIONNAIRE. PLEASE RETURN IT IN THE SELF  
 ADDRESSED STAMPED ENVELOPE.

Ray Thompson  
 North Carolina College at Durham  
 Box 658  
 Durham, North Carolina

## COUNSELING-TRAINING PROGRAM

Please give your reaction to the following questions by circling the answer that applies.

- Yes No 1. Do you have a formal program for training school counselors?
- Yes No 2. Do you plan to organize a formal program for training school counselors?
3. Which of the following courses, taken from your catalogue, if any, would be counted as part of your formal counselor-training program if you have one or plan to initiate one?

DIRECTIONS: Circle "C" if the course would be one of the core.  
 Circle "E" if the course would be an elective.  
 Circle "N" if the course would not be counted.

- C E N 1. Ed. 304a Human Growth and Development
- C E N 2. Ed. 304b Human Growth and Development
- C E N 3. Ed. 330a History and Philosophy of Education
- C E N 4. Ed. 300b Mental Hygiene
- C E N 5. Ed. 309 Measurements in Education
- C E N 6. Ed. 313 Vocational Guidance
- C E N 7. Psy. 303 Child and Adolescent Psychology
- C E N 8. Ed. 313 Child Guidance
- C E N 9. Ed. 514a Educational Guidance in the Elem. School
- C E N 10. Ed. 514b Educational Guidance in the Sec. School
- C E N 11. Ed. 516b Evaluation in the Secondary School

NOTE: Please write in other courses you are now offering or plan to offer.

- C E N 12. \_\_\_\_\_
- C E N 13. \_\_\_\_\_

## COUNSELING-TRAINING PROGRAM (CONTINUED)

C	E	N	14.	_____	_____
C	E	N	15.	_____	_____
C	E	N	16.	_____	_____

## APPENDIX C

NAME AND LOCATION OF  
COLLEGES AND UNIVERSITIES USED IN THE STUDY

Institutions	Location
Alabama State College	Montgomery, Alabama
Alabama A. and M. College	Normal, Alabama
Arkansas A. M. and N. College	Pine Bluff, Arkansas
Delaware State College	Dover, Delaware
Florida A. and M. College	Tallahassee, Florida
Albany State College	Albany, Georgia
Fort Valley State College	Fort Valley, Georgia
Savannah State College	Savannah, Georgia
Kentucky State College	Frankfort, Kentucky
Grambling College	Grambling, Louisiana
Southern University	Baton Rouge, Louisiana
Bowie State Teachers College	Bowie, Maryland
Maryland State College	Princess Ann, Maryland
Morgan State College	Baltimore, Maryland
Alcorn A. and M. College	Alcorn, Mississippi
Jackson College	Jackson, Mississippi
Lincoln University	Jefferson City, Missouri
North Carolina A & T College	Greensboro, North Carolina
North Carolina College at Durham	Durham, North Carolina
Elizabeth City Teachers College	Elizabeth City, North Carolina
Fayetteville Teachers College	Fayetteville, North Carolina
Winston-Salem Teachers College	Winston-Salem, North Carolina
Langston University	Langston, Oklahoma
South Carolina A & M College	Orangeburg, South Carolina
Tennessee State A & I University	Nashville, Tennessee
Prarie View A & M College	Prarie View, Texas
Texas Southern University	Houston, Texas
Virginia State College	Petersburg, Virginia
Bluefield State College	Bluefield, West Virginia
West Virginia State College	Institute, West Virginia

## APPENDIX D

NUMBER AND PERCENTAGE OF ADMINISTRATORS  
RETURNING QUESTIONNAIRES BY STATE

<u>State</u>	<u>No. Mailed</u>	<u>No. Returned</u>	<u>Percent Returned</u>
Alabama	10	8	80
Arkansas	10	7	70
Florida	10	7	70
Georgia	10	6	60
Kentucky	10	7	70
Louisiana	10	8	80
Maryland	10	8	80
Mississippi	10	7	70
Missouri	10	9	90
North Carolina	10	8	80
Oklahoma	10	7	70
South Carolina	10	6	60
Tennessee	10	7	70
Texas	10	8	80
Virginia	10	9	90
West Virginia	<u>10</u>	<u>2</u>	<u>20</u>
TOTALS	160	121	75.625

## APPENDIX E

RESPONSE TO CHARACTERISTICS AND SKILLS QUESTIONNAIRE  
ITEMS BY NUMBER AND PERCENTAGE

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
117	96.6	4	3.6	0	0	0	0	60	55.5	Believes a knowledge of self is basic for intelligent choice and attainment of maximum efficiency.
112	92.6	9	7.4	0	0	0	0	28	25.5	Believes every individual has intrinsic worth as person
45	37.2	62	51.2	7	5.8	7	5.8	37	34.3	Believes the Guidance worker must always have knowledge superior to that of the counselee.
109	90.1	10	8.3	0	0	2	1.6	63	58.3	Believes the guidance worker has a responsibility to the client and society.
98	81.0	21	17.4	2	1.6	0	0	43	39.8	Believes society has the obligation to help each individual to live a life that is individually satisfying and socially effective
93	76.9	28	23.1	0	0	0	0	79	73.1	Has had broad training in psychology.
58	48.0	61	50.4	0	0	2	1.6	71	65.7	Has had broad training in sociology.
69	57.1	43	35.5	7	5.8	2	1.6	35	32.4	Has had at least a basic course in philosophy
89	73.6	32	26.4	0	0	0	0	63	58.3	Has had at least one course in Mental Hygiene

## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
39	32.2	76	62.9	4	3.3	2	1.6	42	38.9	Has had work experiences other than teaching
										Possesses knowledge of the basic theories of personality development:
100	82.6	21	17.4	0	0	0	0	38	81.5	a. psychological
87	71.9	34	28.1	0	0	0	0	65	60.2	b. sociological
89	66.2	39	32.2	0	0	0	2	1.6	63.2	c. biosocial
										Possesses knowledge of the basic theories of learning:
70	57.9	45	37.2	0	0	6	4.9	86	73.6	a. field theories
71	58.7	46	38.0	0	0	4	3.3	81	75.0	b. association theories
										Possesses knowledge relative to child growth and development:
112	32.6	9	7.4	0	0	0	0	7	6.5	a. physical
111	31.7	10	8.3	0	0	0	0	28	25.9	b. social
106	87.6	15	12.4	0	0	0	0	64	59.3	c. emotional
106	87.6	15	12.4	0	0	0	0	43	39.8	d. mental
108	89.2	13	10.8	0	0	0	0	49	45.4	Is well adjusted in personal life
112	32.6	9	7.4	0	0	0	0	64	59.3	Maintains a professional attitude toward confidential information
61	50.4	56	46.3	4	3.3	0	0	9	8.3	Maintains membership in at least one professional organization
63	52.1	58	47.9	0	0	0	0	21	19.4	Is acquainted with the major studies related to Guidance such as: "Youth Tell Their Story", "The Eight Year Study", etc.
93	76.9	26	21.5	0	0	2	1.6	29	26.8	Reads professional literature regularly
95	78.5	26	21.5	0	0	0	0	102	94.4	Has had broad training in counseling and guidance courses

## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
48	39.7	70	57.9	2	1.6	1	0.8	102	94.4	Has had supervised counseling experiences within a guidance training program
48	39.7	58	47.9	15	12.4	0	0	98	90.7	Has master's degree or equivalent in counseling and guidance
69	57.1	43	39.7	2	1.6	2	1.6	41	37.9	Is familiar with routine procedures of the state employment service
										Skilled in the use of the basic techniques available for the study of the individual:
108	89.2	13	10.8	0	0	0	0	42	38.9	a. observation
114	94.2	7	5.8	0	0	0	0	39	82.4	b. counseling interview
87	71.9	34	28.1	0	0	0	0	55	50.9	c. administration of group test
87	71.9	34	28.1	0	0	0	0	85	78.7	d. administration of individual tests
69	73.6	32	26.4	0	0	0	0	62	57.4	e. interpretation of group tests
91	75.2	30	24.8	0	0	0	0	88	81.5	f. interpretation of individual test
93	76.9	28	23.1	0	0	0	0	47	43.5	g. anecdotal records
101	83.5	20	16.5	0	0	0	0	50	46.3	h. cumulative records
65	53.7	56	46.4	0	0	0	0	67	62.0	i. reports from professional consultants; medical, etc.
61	50.4	60	49.6	0	0	0	0	24	22.2	j. questionnaires
54	44.6	54	44.6	4	3.4	9	7.4	100	92.6	k. projective techniques
89	73.6	32	26.4	0	0	0	0	57	52.8	l. case conferences
63	52.1	56	46.3	2	1.6	0	0	25	23.1	m. rating scales
54	44.6	65	53.8	0	0	2	1.6	23	21.3	n. autobiographies
65	53.8	48	39.6	8	6.6	0	0	15	13.9	o. daily schedules
45	37.2	61	50.4	10	8.3	5	4.1	35	32.4	p. diaries
59	48.8	48	39.7	0	0	14	11.5	96	88.9	q. sociometric techniques
76	62.9	43	35.5	0	0	2	1.6	75	69.4	r. personality inventories



## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
82	67.8	37	30.6	0	0	2	1.6	72	66.7	s. interest inven- tories
91	75.2	30	24.8	0	0	0	0	40	37.0	Skilled in the col- lection of occupa- tional information
95	78.5	26	21.5	0	0	0	0	38	35.2	Skilled in the col- lection of educational information
103	85.1	18	14.9	0	0	0	0	41	37.9	Skilled in the use of occupational informa- tion
103	85.1	18	14.9	0	0	0	0	37	34.3	Skilled in the use of educational information
95	78.5	26	21.5	0	0	0	0	64	59.3	Skilled in the eval- uation of occupational information
93	76.9	28	23.1	0	0	0	0	56	51.8	Skilled in the eval- uation of educational information
65	53.8	54	44.6	2	1.6	0	0	70	64.8	Skilled in the use of the dictionary of occupational titles
67	71.9	34	28.1	0	0	0	0	68	62.9	Skilled in getting the cooperation of community service organizations
93	76.9	28	23.1	0	0	0	0	81	75.0	Skilled in interpreting recorded data to other individuals
73	60.3	48	39.7	0	0	0	0	87	80.6	Able to conduct in- service programs in guidance for the school staff
95	78.5	26	21.5	0	0	0	0	81	75.0	Able to interpret the guidance program to interested community members
91	75.2	30	24.8	0	0	0	0	67	62.0	Able to devise record forms that are tailored to the program and in- stitutions in which they are used.

## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
93	76.9	28	23.1	0	0	0	0	64	59.3	Able to work with the librarian and other teacher to provide proper reading materials for the pupils and staff
112	92.6	9	7.4	0	0	0	0	97	89.8	Able to organize and administer guidance services.
104	85.9	17	14.1	0	0	0	0	84	77.8	Able to carry on follow-up studies of drop outs, transfers and graduates
106	87.6	15	12.4	0	0	0	0	65	60.2	Able to gain the confidence and cooperation of the staff
112	92.6	9	7.4	0	0	0	0	48	44.4	Able to assist student in a study of their own interests and abilities
37	71.9	34	28.1	0	0	0	0	72	66.7	Able to make proper use of referral services
										Able to provide some remedial services:
43	35.5	62	51.2	13	10.8	3	2.5	40	37.0	a. speech
50	41.3	61	50.4	9	7.5	1	0.8	24	22.2	b. reading
48	39.7	65	53.7	7	5.8	1	0.8	45	41.7	c. study
106	87.6	15	12.4	0	0	0	0	96	88.9	Able to initiate successful counseling relationship
104	85.9	17	14.1	0	0	0	0	96	88.9	Able to proceed with a successful counseling relationship
100	82.6	15	12.4	2	1.6	4	3.4	96	88.9	Able to terminate a successful counseling relationship
52	67.8	37	30.6	0	0	2	1.6	15	13.9	Able to participate in a curriculum study program
43	35.5	65	53.7	9	7.4	4	3.4	56	51.8	Able to initiate a curriculum study program
93	76.9	26	21.5	2	1.6	0	0	100	92.6	Able to evaluate a counseling session

## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics	
E		H		N		D					
No.	%	No.	%	No.	%	No.	%	No.	%		
106	87.6	15	12.4	0	0	0	0	100	92.6	Able to evaluate a guidance program	
71	58.7	45	37.2	3	2.5	2	1.6	49	45.4	Able to carry on community surveys	
										Skilled in the use of group guidance techniques:	
59	50.4	59	48.8	0	0	1	0.8	32	29.6	a. students follow-up of alumni	
61	50.4	59	48.8	1	0.8	0	0	15	14.8	b. occupational conferences	
61	50.4	60	49.6	0	0	0	0	0	0	c. school and college conferences	
62	51.2	56	46.3	3	2.5	0	0	10	9.3	d. visits to schools	
69	57.1	50	41.3	2	1.6	0	0	28	25.9	e. visits to places of employment	
59	48.8	62	51.2	0	0	0	0	55	50.9	f. group discussions of disguised cases	
67	55.4	52	43.0	2	1.6	0	0	14	13.0	g. career conference	
41	33.9	72	53.6	6	4.3	2	1.6	9	8.3	h. college day	
	61.2	45	37.2	2	1.6	0	0	38	35.2	i. practice in having job interviews	
67	55.4	54	44.6	0	0	0	0	40	37.0	j. Practice in filling out school and college application blanks	
71	58.7	50	41.3	0	0	0	0	45	41.7	k. practice in filling out job application blanks	
21	17.4	80	66.1	15	12.4	5	4.1	7	6.5	l. dramatizations and mock radio	
67	55.4	50	41.3	4	3.3	0	0	15	13.9	m. orientation classes and programs	
67	55.4	52	43.0	2	1.6	0	0	24	22.2	n. classes in educational and occupational information	
43	35.5	74	61.1	4	3.4	0	0	8	7.4	o. making and using occupational and educational hand-books	
37	30.6	75	62.0	9	7.4	0	0	0	0	p. auditorium speakers	
										Proficient in the use of the basic statistical procedures:	

## APPENDIX E (CONTINUED)

Column 1						Column 2				Characteristics
E		H		N		D				
No.	%	No.	%	No.	%	No.	%	No.	%	
58	47.9	52	43.0	7	5.8	4	3.3	23	21.3	a. continuous and discrete measures
	50.4	60	49.6	0	0	0	0	56	51.8	b. construction and interpretation of graphs
52	43.0	61	50.5	6	4.9	2	1.6	42	38.9	c. standards of accuracy in computation and rounding off numbers
63	52.1	58	47.9	0	0	0	0	58	53.7	d. percentiles and quartiles
69	57.0	52	43.0	0	0	0	0	40	37.0	e. construction and interpretation of tables
61	50.5	52	43.0	2	1.6	6	4.9	40	37.0	f. measures of central tendency and dispersion
45	37.2	56	46.3	7	5.8	13	10.7	65	60.2	g. sample theories
26	21.5	50	41.3	4	3.4	41	33.8	67	62.0	h. Z and T scores
10	8.3	52	43.0	9	7.4	50	41.3	81	75.0	i. chi square
46	38.0	60	49.6	5	4.1	10	8.3	84	77.8	j. testing hypothesis
76	62.9	40	33.0	3	2.5	2	1.6	69	58.3	k. the normal curve
56	46.3	54	44.6	4	3.3	7	5.8	41	37.9	l. regression and correlation
51	42.1	48	39.7	7	5.8	15	12.4	88	81.2	m. item analysis