

TRENDS IN JUNIOR COLLEGE COUNSELING

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION	1
Statement of the Problem	3
Procedure	4
Limitations	5
Definitions	6
II. THE JUNIOR COLLEGE IMAGE	8
III. SPECIAL AREAS REQUIRING SPECIAL COUNSELOR TRAINING	19
The Counseling of Women	19
Industry - Community College Relationship	22
Teaching as Counseling	25
IV. THE RESULTS OF THE QUESTIONNAIRE.....	27
V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS	40
Summary	40
Conclusions	41
Recommendations	45
BIBLIOGRAPHY	48
APPENDIX	51
Appendix A: Questionnaire sent to Junior Colleges	52

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Subjects Most Often Taught by Part-time Counselors.....	30
2. Counselor Preference Situations	31
3. Membership in Professional Organizations	32
4. Special Areas of Training for Women Counselors	33
5. Areas that Require Strength in Junior College Counseling	35

ABSTRACT

This study was conducted for the purpose of gaining insight into the requirements of guidance and counseling personnel in the public junior college. From the results of a questionnaire submitted to two-hundred such institutions, the data herein considered poses answers to the following questions:

1. Is there a demand for specifically trained guidance and counselor personnel trained to meet the needs of the public junior college?
2. What similarities and differences were found to exist in the guidance and counselor personnel in the institutions sampled in this study? In this connection, such things as optimal age requirements, amount of training, whether or not the counselor worked on a full time basis, and the salary range were also determined.
3. What areas of training require strengthening in providing guidance and counseling personnel suitable to the needs of the public junior college?

The study reveals that the junior college counselors operate contrary to the philosophy so often portrayed by the four year colleges and universities that train them. Counselors are frequently found who are part-time teachers and administrative assistants. Many junior colleges employ counselors who have never received training in the field and, moreover, with apparent success.

Specific training for counselors who counsel women is not required of the junior college and the counseling function in the junior college is not broken down into categories such as age, sex, or areas of interest.

It was recommended that the junior college should operate under its own separate board of control, since this choice was reflected by the responding institutions. Further, it is recommended that those who plan to consider counseling in the junior college as a career should plan to attain his master's degree. Most institutions require the master's as a minimal degree for the counseling position. For further information, the reader should consult the final chapters of this study for detailed recommendations and conclusions.

CHAPTER I

INTRODUCTION

The role of the junior college is becoming more clearly defined as that of sorting, identifying, and developing potential abilities, and of helping students to clarify their goals. They also assist the students in developing the comprehensive skills which will enable them to move successfully into a four year college or university or into the mainstream of community participation.

The role of the guidance worker in the junior college then, is somewhat different than that of their colleagues in the four year college or university. Those so engaged do not feel quite at home in the world of fraternity membership studies, head resident evaluations, and sophisticated experimental designs. It is not easy to step comfortably into their jobs from a four year setting or from the usual graduate training program, for they soon find that the familiar patterns of student personnel work as designed to meet the needs of the four year institution or the conventional secondary school do not fit. The need for specific counselor training immediately arises, which is oriented toward the requirements of the junior college.

Tickton indicates that policy changes are taking place in the junior institutions both because of expansion and because of their sensitivity to rapid changes in our society.¹

The implications of these changes for the student service worker merit

¹Tickton, S. G., "Whats Ahead for Public Junior Colleges," Junior College Journal, November, 1963, Vol. 34, No. 3, p. 9-10.

special consideration for it is he who bears the brunt of these changes. While he is adapting practices to current policy, the policy itself is shifting.

Many bulletins and workshops, on which great progress has recently been made, have been conducted through the vigorous efforts of the American Association of Junior Colleges Commission on Student Personnel. Nevertheless there is need for university training programs sensitively and preceptively designed to furnish guidance personnel tailored specifically to junior college demands. Such programs must involve considerably more than a master's degree in education with a seminar on the junior college and a few how-to-do-it courses on counseling and guidance. Beyond the kind of depth acquired through a sound counseling practicum, there must be opportunity to learn such skills as working effectively with both individuals and groups in a broad age band in casual as well as deeper contacts.

The junior college has not yet reached the zenith of its explosive growth. In 1958, Edmund J. Gleazer Jr., then executive director of the American Association of Junior Colleges, projected a junior college enrollment of over 900,000 by 1970.² According to the latest report compiled by the U.S. Office of Education in regard to junior college enrollment, 771,637 students had enrolled in the fall of 1963 in the American public and private junior colleges. In 1962, the enrollment for the junior colleges, public and private, was 592,328,

²Higgins, S. G. and Thurston, A. J., "Challenges in Student Personnel Work," Junior College Journal, November, 1963, Vol. 34, No. 3, p. 25.

or a gain of 179,309 students, or a six percent gain in one year.³ Based on these figures, in the seven years between 1963 and 1970, an additional 1,255,163 students will enroll, which when added to the 1963 enrollment, will bring the figure to 2,126,800 students by 1970. This figure, although well in excess of Gleazer's 1958 estimate, was found to be on the conservative side of most modern estimates concerning junior college enrollment.

In view of this potential growth it would seem that the colleges and universities could well afford to move favorably in the direction of supplying well qualified and workable personnel to staff the student service departments at the junior college level. The purpose of this paper is to supply a portion of the information needed in order to coordinate the instructional program in the field of guidance and counseling as it is taught in the four year college or university, with that demanded by the junior college.

Statement of the Problem

This study was conducted for the purpose of gaining insight into the requirements of guidance and counseling personnel in the public junior college. From the results of a questionnaire submitted to two hundred such institutions the data herein considered poses answers to the following questions:

1. Is there a demand for specifically trained guidance and counselor personnel trained to meet the needs of the public junior college?

³Huddleston, Edith M., "Opening (Fall) Enrollment in Higher Education," U.S. Department of Health, Education and Welfare, 1963, OE-54003-63, Circular No. 728, Washington, D.C., p. 5.

2. What similarities and differences were found to exist in the guidance and counselor personnel in the institutions sampled in this study? In this connection, such things as optimal age requirements, amount of training, whether or not the counselor worked on a full time basis, and the salary range were also determined.
3. What areas of training require strengthening in providing guidance and counseling personnel suitable to the needs of the public junior college?

Procedure

In order to establish a base from which to work in preparing this study, a questionnaire was submitted to two hundred public junior colleges. A study was made of the locations of the various institutions that go to make up this facet of the American educational system. This study reveals that a large proportion of the public junior colleges are found in the more heavily populated industrial areas of the United States.⁴

In order to gain insight into the needs of those public junior colleges that have found it practical to operate in the more scarcely populated agrarian sections, as well as those in the heavily populated industrial sections, a unique mode of selection was employed. The intersection of the fortieth parallel of latitude north with the one hundredth meridian of longitude west, divides the United States into four quadrants. Fifty public junior colleges were selected from each quadrant according to a recent list supplied by the U.S. Office of Education.⁵

⁴Ibid., p. 6.

⁵Ibid., p. 5.

Hawaii was not considered since the Office of Education does not indicate that the junior college movement has spread to this state.

The questionnaire used in this study was submitted to a panel of experts consisting of three full time professors on the Graduate Faculty, Montana State College, Bozeman, Montana. The questionnaire was then revised, according to the recommendations of this panel, resulting in an instrument considered to be of high validity.

The questionnaire was then mailed out to fifteen public junior colleges in order to attain a check on the reliability of the instrument. According to the results here attained, the questionnaire was again revised, checked once more by the panel of experts, and finally produced as the desired instrument to be submitted to the two hundred public junior colleges. The instrument was designed to give an insight into the similarities and differences of training and procedures that prevail among the guidance and counselor personnel in these institutions. After a period of six weeks from the time the questionnaire was mailed to the selected institutions, those that had not responded were again given the opportunity by submitting the instrument the second time.

Limitations

The two hundred junior colleges sampled were taken from a most recent list provided by the U.S. Office of Education.⁶ Since private junior colleges are so often established to further a specific group ideology, this paper was confined to information relative to the public junior

⁶Ibid., p. 5.

college only. Those institutions which were listed as six year high schools or technological schools were also not considered for selection since they too, perform a special type of educational function.

Definitions

Throughout this discussion the terms junior college and community college are used interchangeably. Further, these institutions are so designed that they perform a special educational service to the community in which they are located.

These terms are interpreted to mean a two year educational institution, not to include six year high schools, technical schools, or trade schools. The educational function performed by these institutions is considered as a separate segment of the American educational system, designed specifically to meet the needs of a given community.

The educational function of the American junior-community college resolves itself into five distinct categories.

1. Transfer function: college credit courses which will permit students to complete the first two years toward a baccalaureate degree
2. Terminal course offering: technician courses at the semi-professional level
3. Remedial course offering; upgrading and improving of skills and knowledge
4. Guidance service function: Such services to adults of the community as differentiated from other educational institutions.⁷

⁷ Voccaro, L. C., "The Manpower Development and Training Act and The Community College," Junior College Journal, November, 1963, Vol. 34, No. 3, p. 22.

The terms college and university retain their conventional meaning throughout this study and are identified either by their usage or by their specific name.

Guidance and counselor personnel in the junior college are classed as student service workers, a nomenclature peculiar to this type of institution.⁸

They are specially trained personnel in this field who, as graduates of various colleges and universities, are prepared to render special service to its population.

⁸ Russell, J. H. and Ayres, A. R., "Internal Structure, Organization and Administration of Institutions of Higher Education," Office of Education, Department of Health, Education and Welfare, Washington, D.C., U.S. Government Printing Office, 1962.

CHAPTER II

COUNSELING IN THE PUBLIC JUNIOR COLLEGE

A recent study was conducted by Russell and Ayers for the U.S. Office of Education concerning the organizational structures of the administrative areas in the private two year junior colleges. This study places the counseling function of that institution in the student services area. From this analysis the administrative areas are succinctly defined as follows:

1. Academic affairs - faculty, curriculum, instruction
2. Student services - admissions and records, guidance and counseling, student activities, financial aids, health, housing and boarding, and placement
3. Business management - financial reporting, budget, purchasing, auditing, business management of auxiliary enterprises, physical facilities, non-academic personnel
4. Institutional development - public relations, publicity, fund raising, and alumni relations.¹

The present study is based on this conception and without minimizing the importance of the other functions within the department of student services, it will deal directly with the student counselor's qualifications and duties as a functional member of this department.

A survey of current literature on the junior college counseling function seems to place it well within the total guidance picture in these institutions and is more often than not, spoken of in terms of

¹Russell, J. H. and Ayres, A. R., "Internal Structure, Organization and Administration of Institutions of Higher Education," Office of Education, Department of Health, Education and Welfare, Washington D.C., U.S. Government Printing Office, 1962.

guidance, a nomenclature that is indeed cumbersome. Counseling nevertheless, has been noted to separate itself as a separate entity within the guidance function in most instances in discussions involving the subject.

Throughout this work this trend of thought may be reflected since it is so much a part of the vernacular of the writers in the field.²

The educational function of the American junior college resolves itself into five distinct categories. Briefly, the commonly accepted functions of the public community-junior college are:

1. Transfer function: college credit courses which will permit students to complete the first two years toward a baccalaureate degree
2. Terminal course offering: vocational courses at the semi-professional level
3. Remedial course offering: upgrading and improving of skills and knowledge
4. Community services function: on demand of local public to fulfill the community needs
5. Guidance service function: such services to adults of the community as differentiated from other instructional institutions.³

Within these categories, the role of the junior college is becoming more clearly defined as that of sorting, identifying, and developing latent productive potential inherent in its enrollees, as well as helping students to clarify their goals. It becomes the purpose then, of this institution to assist its students in developing the comprehensive skills which will enable them to move successfully into the four year college or

²Ibid., p. 28.

³Voccaro, L. C., "The Manpower Development and Training Act and the Community College," Junior College Journal, November, 1963, Vol. 34, No. 3, p. 22.

university or into the mainstream of community participation.⁴

As Cottingham indicated, guidance and counseling services are concerned primarily with the need of the individual student to clarify his self-concept in relation to society -- the school, the community, and the world of work. To be effective any educational program should be accompanied by a fully adequate program of guidance and counseling services. Such guidance service should begin early and be continuously available to students from elementary school through high school. Such services should be available to out-of-school youth and to adults, as well as those enrolled in post-high-school educational programs, and should be closely coordinated with their community counterparts in community agencies and organizations providing training, placement, and counseling services to young workers and adults.⁵

In a recent study conducted by the Panel of Consultants on Vocational Education as directed by the late President Kennedy in his message to Congress February 20, 1961, several recommendations were made in order to upgrade the overall educational counseling service.

These recommendations follow in part.⁶

1. That counseling services be made more effective by:
 - a. Providing counseling services in school programs prior to age levels in which vocational training is offered.

⁴Ibid. p. 20.

⁵Cottingham, H. F., "Changing Perspectives," Vocational Guidance, Summer, 1963, Vol. 11, p. 283.

⁶U.S. Department of Health, Education and Welfare, Office of Education, "Education for a Changing World of Work," Bulletin O.E. 80021 U.S. Government Printing Office, Washington, D.D., p. 242.

- b. Providing professionally trained counselors who have had meaningful work experience in sufficient numbers to offer individual services to all students.
 - c. Recognizing that certain groups of students need special counseling services - potential dropouts, minority groups, and migrants.
 - d. Maintain adequate counseling facilities and sufficient occupational information.
 - e. Developing industrial arts programs or exploratory experiences in selected vocational shops for students before it is necessary for them to make a choice of a vocational course.
2. That counselor training programs provide:
 - a. Specific training for vocational counseling.
 - b. Requirements of work experience for counselors.
 3. That the importance of counseling services by public employment agencies and voluntary community agencies be recognized and correlated with counseling in the public schools.

If every citizen is to have the opportunity to attain occupational competencies compatible with his abilities and interests, then education in many forms must be available to all the people who have the need, desire and ability to benefit from the instruction. Obviously then, the counselor will of necessity have to be a broadly educated and well informed individual with maturity and experience as necessary assets. According to the standards set up by the Panel's study the guidance and counseling function is not being handled properly, largely because of lack of training of the personnel engaged in handling the program. The problem seems to be in recruiting and developing personnel who have both background of professional training and practical work experience, in and out of teaching, to bring balanced and professionally competent services to the educable public.

Further, these services are not being applied at an early enough age.⁷

Schoemann makes an interesting comment in regard to the guidance function:

Counseling and guidance services presently available to high school students and for that matter, to college youth and adults, is very inadequate - both in quantity and quality. Guidance personnel quite often lack sufficient knowledge about occupation, labor markets, and training problems. Actually counseling has become more or less a clerical and mere information function.

Better relationship should be established between counselors and state employment services. Counseling and guidance for vocational students must be of the same quality as is available in many schools to the college personnel.⁸

The views of Peter Schoemann, that the guidance and counseling functions have become a routine informational and clerical process, is reinforced by the observations of Barry and Wolf. They too, indicate some of the modern pitfalls:

Student service workers appointed to their work without adequate counselor training seem to find security in an information giving and receiving role closely resembling that which they filled as teachers. Some personnel workers believe that they should not meddle with personality and hence feel less meddlesome freely giving vocational advice, little realizing that this act is the greatest meddling of all, for what a person does and becomes is a dynamic part of his personality.⁹

The citations herein presented are typical of the many that were given to the Panel of Consultants. Graduates of the various institutions

⁷Ibid., p. 242.

⁸Schoemann, Peter T., "The Changing Needs of Vocational Education," A Report to the Panel of Consultants on Vocational Education: Washington: United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry, Aug. 10, 1962, p. 11.

⁹Barry, R., and Wolf, B., "An Epitaph of Vocational Guidance: Myths, Actualities, Implications," Bureau of Publications, Teachers College, Columbia University, 1962, p. 185.

are not, in general, well enough trained or broadly experienced enough to handle the job of guidance and counseling in the various institutions that require their service.

Since the community college has defined the areas to which it intends to render service, as being in the fields of terminal academic education, terminal technical and semi-professional programs, college preparatory and up-grading up-dating procedures, the role of its counselor will of necessity be highly complicated.

As was said earlier, the age range of junior college students is wide. One study of some 13,000 regular day students in ten junior colleges showed fifty three percent in the age range sixteen to twenty two years, thirty one percent in the twenty three - twenty nine year bracket, and sixteen percent thirty one years of age or over.¹⁰

Fields reports a study of day students in the Business and Technology Division of Long Beach City College. This study showed some eighteen percent under twenty years of age, and forty three percent over thirty years old.¹¹

These studies are typical examples showing the diversity of age groups in the junior college enrollment. Because of more liberal admission requirements the average age of these students is raised considerably since many of them have been away from school for several years.

¹⁰ Medsker, L. L., "The Junior College - Progress and Prospect," New York, McGraw-Hill Book Co., 1960, p. 169-173.

¹¹ Fields, R. R., "The Community College Movement," New York, McGraw-Hill Book Co., 1962, p. 183.

This again points to the flexibility that the counselor in the community college must possess if he is to be successful.

In contrast to the strong support given the junior college in the statement above, the Panel of Consultants on Vocational Education recognizes the favorable position this institution holds but mentions as its major weakness, lack of administrative leadership especially in the areas of curriculum design and guidance and counselor personnel.¹²

In some ways, the service rendered by technician training institutions through evening and other part-time classes is even more important than that provided for full time students. Many thousands of workers are partially prepared for their jobs, and many more thousands aspire to jobs that require further training. It is uneconomical and unwise for most of these persons to leave their jobs and undertake full-time study. They must get the training needed while they are still working. The programs offered by the training institution, which in many cases is the community college, must be given in the evening and at other times outside of working hours.¹³

Some of these persons need updating for their present jobs, to keep them in phase with changing technology. Some have gaps in their training background - basic mathematics, science, and the like - which

¹²U.S. Department of Health Education and Welfare, Office of Education, "Education for a Changing World of Work," Bulletin OE 80022, U.S. Govt. Printing Office, Washington, D.C., p. 77.

¹³Johnson, B. L., "Two Year Colleges," Journal of Higher Education, October 1963, Vol. 34, p. 408.

they would like to fill. Some are interested in preparing themselves for work quite different from their present employment and are willing to attend evening classes for several years if necessary, to get the needed training. Some attend the part-time classes to prepare themselves for technical specialty jobs that require only short training programs. The range of needs is great, and a wide variety of educational offerings is required to meet these needs. This presents a real challenge to the training institution, and requires educational vision on the part of the school administration far beyond that needed to operate only a full time training program. Since the student service department, with its guidance and counseling staff is considered as one of the five administrative bodies in the junior college, it seems reasonable to believe that they will share a large segment of the burden connected with this kind of educational program.¹⁴

Saimond states that the two year community college has been described as an institution which can harness, through appropriate teaching and guidance-personnel, resources of society which conventional programs of higher education have virtually ignored. The community college will fill a major educational void by reaching out to the average, the financially underprivileged, the young person who wants no academic degrees or robes, and the adult who must be reeducated for modern times.

While the junior or community college continues to have an obligation for preparing students for transfer to other institutions of still higher learning, it will be junior to nothing in educating for social and

¹⁴Ibid., p. 408-409.

economic mobility in the years ahead. The junior college can tap new manpower markets. It can motivate the unmotivated. It can give some hope to those who have dared to aspire. It can dignify those who have been underprivileged in financial and social position. It can conserve for the good of society as well as their own fulfillment, the inherent and valuable resources of a broad segment of our population not yet served appropriately.¹⁵

Fields is of the opinion that the average American is being short-changed even though he is in the majority. The student of modest academic ability, this ability measured by doubtful scales, finds it difficult to continue education beyond high school because the four year colleges and universities are being forced to give major consideration to superior students. But these average students have great potential for technical and semi-professional employment where great manpower gaps exist. The community college through a well trained, well coordinated student personnel program can provide these young people with opportunities they must have.

We are living in one of the most decisive eras of history and there has been critical times in the past, but never before have so many forces combined in a single period to provide greater opportunities. Breath-taking developments in science and technology with deep ramifications of our social structure have overshadowed all other changes. A man born sixty years ago in the horse-and-buggy age may live to see the dawn of interplanetary travel and machines capable of thinking.

¹⁵Saimond, P. A., "The Two Year College and Important Part of Higher Education," New York State Education, May, 1963, Vol. 51, p. 9-11.

As machines rapidly relieve man of much manual and mental effort, they also will cause increasing social upheaval and uncertainty as well as great shifts in the pattern of employment. There will be fewer and fewer opportunities in unskilled and skilled labor and greater demands for scientists, engineers, teachers, persons in health professions, and in other fields requiring post-high school education.¹⁶

It is interesting to note how rapidly the occupational picture has been changing. At the turn of the century for example, about one worker in two hundred fifty was an engineer; the ratio today is one in fifty. The number of scientists in all fields in 1958 was estimated at 300,000; in 1959, at 313,000. By 1970 the figure is expected to increase about seventy-five percent over 1959. In the past twenty years, the number employed in health services has increased five-fold.

These rapid advances in technological development, rising aspiration of people throughout the world, economic growth, bureaucratic development, and population growth have been important factors in the radical change our society has undergone since the turn of the century. Some other forces that have made our lives so different from our forebearers' include increased leisure time for workers, urbanization and international interdependence.¹⁷

These changes have solved certain problems but they have created

¹⁶Fields, R. R. "The Community College Movement," McGraw-Hill Book Co., New York, 1962.

¹⁷U.S. Department of Health, Education and Welfare, Office of Education, Bulletin OE - 82001, U.S. Government Printing Office, Washington, D.C., 1962, p. 65-68.

others, many of which, our schools are called upon to meet. The new problems in many instances, require new methods of solution. Certainly no single branch of the educational system will solve all the problems; each segment will have to be prepared to meet the problems that apply to it. The counselor then, in any segment, must meet new problems with new solutions if the educational program is not to become stagnated. The counselor in the community college, will of necessity, have to be more broadly trained. He not only treats with such a broad age group, but the curriculum in the institution is designed, in most instances, to meet the requirements of the college bound, the technical worker, and the upgrading of education to modern standards.¹⁸

¹⁸ Ibid., p. 72-73.

CHAPTER III

SPECIAL AREAS REQUIRING SPECIAL COUNSELOR TRAINING

The Counseling of Women

According to Hardee, the cultural expectation persists that the woman student comes to college mainly to find a husband. Since the process of education is largely secondary, they are usually slow in making up their minds as to what their career will be or in what area they would like to take their major. This indecision makes the junior college counselors job somewhat more complicated.

The advisor or counselor of women students should emphasize the importance of flexible occupational goals. As a married woman, she will of necessity, revolve in her plans around the location of her husband as he pursues his occupation.

Several possibilities present themselves when considering a woman as a college student. She will possibly:

1. Finish a year of college
2. Marry
3. Work while her husband finishes his college degree
4. Return to college after her husband is located
5. Remain in the home until the birth of her children
6. Return to college or work
7. Discontinue either work or college during times of illness or emergency
8. Resume work after the children are grown.¹

Generally speaking, higher education for women has not taken fullest account of these discontinuities. There is a need for a plan which provides an educational program to fit the individual needs of

¹Hardee, M. D., "Counseling Women Students," Junior College Journal, December, 1963, Vol. 34, No. 4, p. 2-22.

women on a lifetime schedule. The counselor must be able to help the woman see a lifetime plan of education rather than a semester segment as is the case in most colleges and universities today.²

Brown exemplifies the current trends as follows:

In a distinguished womens college that had introduced a collegiate program of nursing, students have told me that they never heard this curriculum mentioned by their advisers. Some students did not even know that it existed. These advisers took it for granted that the students in their college would not be interested in such an occupation.³

In support of this conception of the continuing education of women, Blackwell has this to say:

There is a clear need for educational counseling centers for women. There are few places where women of thirty or forty or even fifty years of age can go for diagnosis of their intellectual potential, evaluation of their prior education, and review steps in both education and career.⁴

In persuing the topic further Blackwell makes an interesting point:

Because the man has been the usual vocational breadwinner, educational guidance research and practice have been developed from a largely masculine point of view.⁵

Blackwell points out that although one may find guidance agencies for other special groups such as the aged, the handicapped, or racial

²Ibid., p. 20-22.

³Brown, E. L., "The Service Profession," NEA Journal, May, 1961, Vol. 50, No. 5, p. 9.

⁴Blackwell, G. W., "The College and the Continuing Education of Women," The Educational Record, January, 1963, Vol. 44, No. 1, p. 35.

⁵Ibid., p. 36.

groups, counseling or guidance agencies set up exclusively for women are rare. There are challenging guidance problems arising out of the particular roles of women in the culture, attitudinal barriers to their employment in certain fields, and the general question of the productive utilization of education by women.

Several areas of consideration have been suggested in which the junior college counselor should become concerned. First, there is the matter of policy relative to college admission of adult women students. Some college and university trustees and administrators seem to have a built-in adolescent bias and a corollary prejudice against mixing adults with regular students of so-called college age.

In some instances there are unfavorable faculty attitudes toward adult women as students. Where women who have not attended college for a number of years applies for admission, there are difficulties in determining the current adequacy of her previous work, whether for credit toward an undergraduate degree or for fulfilling the prerequisites for graduate study.⁶

All of these would require that the counselor be particularly aware of institutions whose attitudes are of the nature of those described. He should become influential in breaking down such attitudes, but in particular, he must be aware that they exist, so that he can circumvent the problems in some instances by arranging for entry into institutions not so inclined.

⁶Blackwell, G. W., "The College and the Continuing Education of Women," The Educational Record, January, 1963, Vol. 44, No. 1, p. 76-82.

Adequate counseling should help the young woman come to understand the nature of life patterns and roles which lie ahead for her, the social stereotypes relative to women which are a part of American culture and society, and the career opportunities which will be open to her. The junior college counselor should be particularly familiar with community needs. He should be able to name specific opportunities available close to home, as well as the specific training required to fulfill these opportunities.⁷

Industry - Community College Relationship

Representatives of industry, government, and junior college education, coming to grips with the much discussed technical education question, have hammered out a plan of action that calls for a grassroots approach to meeting manpower needs.

Conferring at a meeting called in July 1962, by the American Association of Junior Colleges, the experts recommend the strengthening of the relationship between the two year college and industry at the local level. They suggested local, state, and regional industry-education conferences at which manpower needs would be examined and the programs needed to meet them would be blocked out.⁸

A sizeable portion of the time in this conference dwelled on guidance and counseling in the high school and junior college. The industry

⁷Ibid., p. 84.

⁸Co-operation Between Industry and Junior Colleges, School and Society, October 6, 1962, Vol. 90, No. 2213, p. 336.

representatives expressed concern with the need for guidance programs that would give proper direction to young people in selection and training for technical jobs.

It was concluded, that technical and semi-professional fields must be clearly understood by college counselors before they can direct young people into these areas. Moreover, effort on the part of the counselors should be made in order to interest young people in technical careers. These technical jobs are respectable, important to the national interest, and rewarding. This information must be conveyed to the junior college student by the counselors within that institution. It was recommended that liaison between industry and the university be strengthened in order that more graduate-level programs be developed for those who will render guidance and counseling services to the technical education field.⁹

Speaking out in defense of a fourteen year free public education program, AFL - CIO President, George Meany supports the opinion that the junior college is doing a magnificent job of supplying qualified workers. He says:

There are a great many reasons why we in the organized labor movement feel that community colleges have a key part to play in this effort. Quite honestly, we like the community college because they meet the needs of our children.¹⁰

In further development of his topic:

When we of the AFL - CIO say that fourteen years of free public education should be the normal heritage of every young person, we do not simply mean that all young people should embark upon the traditional university course of study.

⁹Ibid., p. 8.

¹⁰Meany, George, "Labor and the Community College," Junior College Journal, February, 1964, Vol. 34, No. 5, p. 7.

Many will want to do that, of course, and for them the community college offers a good beginning. Other young people, however, will be more interested in the community college as a place in which to complete that part of their education which precedes their entrance into the work force. To them the community college can offer preparation for future work experience, technical education, and an opportunity for intensive study of the problems they will confront as citizens of a democratic society. There will even be those who will look to the community college primarily as a place to repair the inadequacies of their prior education.¹¹

Meany suggested in several instances throughout his discussion the need for closer coordination between education and industry. These various educational trends will require unique counselor training. When the additional requirements concerned with counseling people of all ages, those with different purposes, those with different abilities, the mentally retarded, the high school dropout, along with problems of different sexual requirements are added to his agenda, the counselor will indeed have to be broadly trained. He will be approaching the infinite goal of being all things to all people. It seems apparent that industry and education are not in harmony.¹¹

Since the junior college is emerging as one phase of the educational process relegated to the task of supplying the labor market with well trained personnel, the job of the counselor within the personnel departments of those institutions will be heavily burdened. The problems related to fulfilling the demands of industry will, by no means, be one of his lesser jobs.¹²

¹¹Ibid., p. 8.

¹²Ibid., p. 9

Teaching as Counseling

Garrison indicates that problems facing students are multiplying in almost every area: from course choices to career decisions, on the one hand, and in personal relationships, on the other.

Most problems, obviously, are not new ones but are simply perennial expressions of the difficulty of maturing. College students are at the age where major shifts in their sense of self are being made. These shifts often have strong accompanying anxieties which may express themselves in unproductive ways.

Many young people come to college with stereotyped notions of what college life will be like, and find the experience far different from what was expected. This difference may make them uncomfortable, but they must be made to realize that education is an uncomfortable business, at best. In this day and age the added pressures of politely savage competition in ever-larger student groups, the inexorable over-loading of faculty time, and the unfortunate trends even in smaller colleges, toward relatively impersonal treatment are creating special tensions for students.¹³

To meet this trend, many colleges have set up guidance offices with trained counselors, and even psychiatric staffs. Colleges are not intended, in any clinical sense, to be therapeutic institutions nor should they be. Neither are college teachers the custodians of their students' psyche. Nevertheless, good counseling is a part of good teaching.

¹³Garrison, R. H., "Teaching as Counseling," Junior College Journal, October, 1963, Vol. 34, p. 12-15.

Indeed, these are essentially one process, though many teachers would reject such an idea.¹⁴

Garrison, defines counseling as simply those person-to-person situations in which one human being is in a position to benefit from or be influenced by the experience or wisdom of another.

Certainly teachers find themselves in this one to one relationship with students on many occasions and from that point of view, the assumption that teaching includes counseling raises some fundamental questions about a teachers educational responsibilities.

The realities of college life implicate us in our students academic, social, and personal problems because their ineffective coping with those problems affects their work.¹⁵

¹⁴Ibid., p. 14.

¹⁵Ibid., p. 15.

CHAPTER IV

RESULTS OF THE QUESTIONNAIRE

A final count on the questionnaires revealed that one-hundred-twenty public junior colleges had responded. Based on the total number of two-hundred submitted to such institutions, this constitutes a sixty percent return. A statistical interpretation, using a standard null hypothesis that no significant difference exists between the yes and no responses greater than might be expected by chance alone, was used. The Chi-square test was used to test the differences between the yes and no responses. Where this test reveals a difference greater than might be expected by chance, the null hypothesis was rejected in favor of an alternate hypothesis stated as a conclusion. Whenever the Chi-square revealed that the difference was no greater than that expected by chance, the null hypothesis was accepted and a corresponding conclusion was drawn.

In processing the results of the questionnaires received from the one-hundred-twenty public junior colleges, it was found that the median enrollment was thirteen hundred students. These students were enrolled in the spring quarter or second semester, depending on the system used by the particular institution.

It was discovered that the junior college can function more efficiently when administrative control is separate from the secondary school. When eighty-one affirmative responses were compared with thirteen negative responses, the null hypothesis was rejected at the one-tenth or one percent level. The responses therefore were judged to be significantly different from

those expected by chance. In the opinion of those polled, public junior colleges will function more efficiently under the conditions mentioned, that is, when administration is separate from the secondary school.

Of the institutions responding, twenty were under a governing board which is a responsibility of the state, fifty-one were administered through a local secondary school district and nine were controlled by various other controlling bodies not specifically mentioned.

The institutions reporting indicated that one-hundred-nineteen men and fifty-seven women were employed as full time counselors. This stands in a ratio of slightly more than two men to each woman counselor. These institutions also reported one-hundred-twelve part-time men counselors as compared with fifty-two part-time women employed in the same capacity. Here again, the ratio of slightly more than two men counselors to every woman similarly employed holds.

The full time counselors are expected to counsel on the average of forty hours per week. The part-time counselor worked at the job of counseling students on an average of twenty-two hours per week.

Twenty-eight affirmative responses as compared to thirty-four negative responses to the inquiry made concerning evening counseling appointments, indicates that a trend was not established. The difference indicated was not significantly different from what might be expected by chance.

In the event, however, that evening counseling is required the responses indicate, by a sixteen affirmative to fifteen negative comparison, that daytime counselors are more often expected to work the evening appointments. The test of significance indicates that a trend was not established as the difference may very well be due to chance. Day time counselors

then, may or may not be responsible for evening appointments.

The information received from the junior colleges that were polled indicates, by a slight margin, that the daytime counselor more often than not worked the evening appointments without added stipend. The test of significance, however, did not confirm this position since the laws of chance were operating. The conclusion was that the daytime counselors may or may not receive an additional wage for counseling evening appointments.

When asked if the counselors in the junior college worked a longer day than the teaching personnel the responding institutions indicated by thirty-two affirmative to twenty negative responses that their counselors were expected to work a longer day. On the basis of a ten percent level of significance this conclusion was verified. Counselor in the junior college, then are more often required to work a longer day than the teaching personnel according to the responses of the sample polled.

The responding institutions indicated that their full time counselors worked an average of eleven months, while the average for part-time counselors was nine months.

Part-time counselors who do classroom teaching were shown to be thus employed in a ratio of ninety affirmative responses to sixty-one negative responses. Those not engaged in part-time teaching were more often than not found to be employed partially for the purpose of some phase of administration, such as director of student personnel service, registrar, or dean of students. The level of significance here was at the ten percent level. On that basis it was concluded that part-time counselors are more likely to be actively employed as teachers, administrative assistants, or

deans of students, in connection with the counseling duties.

The subjects most often taught by those part-time counselors who are teachers were psychology, social science, counseling, business, mathematics and a small number were noted who taught home economics, music and human relations. Table 1. shows the frequency distribution of the subjects most often taught by the teacher-counselor combination.

TABLE 1. SUBJECTS MOST OFTEN TAUGHT BY PART-TIME COUNSELORS

<u>Subject</u>	<u>Frequency of Response</u>
Psychology -----	53
Social Science -----	31
Counseling -----	24
Business -----	17
Mathematics -----	16
Other Areas -----	14

Because those counselors teaching in home economics, music, human relations, and the like appeared in such small numbers, they were grouped together under the title other areas.

An affirmative response of ninety-four as compared to a negative response of fifty-two indicates that counselors in the junior college were required to counsel students in all problem areas. This conclusion is sustained at the one-tenth of one percent level of confidence according to the information given by the institutions polled.

There was no apparent necessity for breaking the counseling function into sex groups in the public junior college. Forty-nine affirmative responses as compared to ninety-seven negative responses substantiate this observation at the one-tenth of one percent level of confidence.

Further, it was discovered, that the counseling function in the public junior college was not of necessity broken down into age groups. Neither do these institutions show a general tendency toward breaking the counseling function down into areas of student interest. These conclusions are verified by a recorded affirmative response, in the case of the former, of twenty-seven as compared to a negative response of fifty-seven. The latter case is verified by an affirmative response of forty-seven compared to a negative response of eighty-two. The level of significance in each of the above cases was established at the one percent level and the conclusion was drawn that the counseling function in the junior college is not required to be broken down into the areas indicated above.

Junior college counselors showed a preference in counseling. Some preferred to counsel those students that were bound for the four year college, some indicated a preference toward vocational counseling, and many indicated no real preference. Table 2. indicates the preference situation as reported by the responding institutions.

TABLE 2. COUNSELOR PREFERENCE SITUATIONS

<u>Situation</u>	<u>Frequency of Appearance</u>
No Real Preference -----	76
The Four-Year College Bound -----	40
Vocational Counseling -----	32

Counselors in the reporting institutions were found to hold membership in state, national, regional or sectional, professional guidance and counseling organizations. The American Psychological Association was mentioned as a professional organization in which several were shown to hold membership. Professional education organizations were often

mentioned as indicated in Table 3. below.

TABLE 3. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

<u>Organization</u>	<u>Frequency of Membership</u>
State Personnel and Guidance Associations -----	47
National Personnel and Guidance Associations -----	26
Divisional Personnel and Guidance Associations -----	14
American Psychological Association -----	8
State and National Education Associations -----	22

The institutions in this sampling do not seem to hold a general opinion that the counselor of women be specifically trained to the needs of women students over and beyond the training ordinarily received in the counseling courses and practicum provided by the four-year college or university. This opinion is reflected in the forty-five affirmative responses as compared to seventy-seven negative responses.

The level of significance at which this conclusion was drawn appeared at the one percent level.

Those institutions that did require specific training for their women counselors mentioned the areas of special training oriented toward the needs of women, special testing programs for women, and training in the areas of placement, personnel, administrative and social problems as they relate to women. Table 4. gives the frequency response of those institutions responding to the question.

TABLE 4. SPECIAL AREAS OF TRAINING FOR WOMEN COUNSELORS

<u>Area</u>	<u>Frequency</u>
Counselor training oriented toward needs of women ---	55
Special testing program for women -----	14
Placement, Personnel, Administrative & Soc. Problems -	4

The results of the questionnaire reveal that a majority of the responding junior colleges favor prior teaching experience as being a desirable asset to the counselor. Seventy-five affirmative responses in this regard in comparison to forty-three negative responses indicates a level of significance at the one percent level and teaching experience then is indeed a desirable asset to the junior college counselor.

From an affirmative response of fifty-eight as compared to a negative response of sixty-four the responding institutions failed to establish a trend as to whether college teaching experience was more desirable than high school teaching since the laws of chance appear to have been operating. No preference was shown as to which category would be most desirable.

Experience in the world of work did not seem to be a great importance to the counselors in the opinion of those institutions polled. The response here, was fifty-four affirmative as compared to sixty-four negative, and from a statistical standpoint, a trend was not established. Experience in the world of work has not been established as necessary to the success of the junior college counselor.

Eighty-three responses favoring teaching experience as compared to twenty-nine responses by those indicating experience in the world of work as most desirable would further point to the fact that teaching experience

is a more desirable asset to the counselor.

Ninety-six institutions reporting indicated that the minimum level of preparation would require a master's degree for their counselors while twenty-two indicated a bachelor's degree as the minimum level. California and Michigan also require that the counselor possess their respective State Student Personnel Certificate as well as the master's degree as a minimal requirement.

As a matter of preference, the reporting institutions indicated the type of preparation best suited to their needs was that prescribed for orientation toward college counseling. Those whose training has been oriented toward the secondary school were their second choice and vocational counseling attained the third place selection.

This study indicated that eighty-one of the reporting junior colleges employed counselors who were specifically trained through college course work, to meet the needs of those institutions. Seventy-nine indicated that none of their counselors were so trained. Here, a test of significance reveals that no real trend has been established and specific training for junior college counselors designed to specifically meet the needs of those institutions is not necessarily essential. The reporting institutions indicated that a total of one-hundred-sixty counselors had been specifically trained to meet the needs of the junior college, however.

Eighty-three of the sample reported that their counselors were considered well-trained in meeting the needs of their respective institutions. Seventy-one reporting institutions indicated that their counselors were not sufficiently well trained. The level of significance was such that the laws of chance were operating and no real trend was established. The status of

training of the junior college counselor has not been determined.

The study areas where weaknesses appear were indicated as being in psychology, junior college administrative courses and junior college philosophy. Graduate students preparing for careers as junior college counselors were advised by the reporting institutions to attain strength in the areas presented in Table 5. The areas most often mentioned were techniques of counseling, psychology, vocational education, junior college courses in administration and personnel, junior college philosophy, tests and measurements and statistics.

TABLE 5. AREAS REQUIRING STRENGTH IN JUNIOR COLLEGE COUNSELING

<u>Area</u>	<u>Frequency</u>
Techniques of Counseling -----	31
Psychology -----	28
Vocational Education-----	18
Junior College Administrative Courses & Philosophy-----	18
Tests and Measurement -----	15
Statistics -----	5

Thirty-eight of the reporting institutions provide in-service training for their counselors while seventy-two did not. The level of significance here was at the one percent level which indicates that in-service training is not a generally requirement of the junior college function and that in-service training of counselors was not of major importance.

In this sample, one-hundred-twenty-seven counselors had from one to five years experience while ninety-seven of the counselors had from five to ten years experience. In this instance those counselors working in their fifth year were considered as having five years of experience.

Guidance and counseling in the public junior college is often done by those who are not trained in the field. The response indicated that sixty-eight counselors took guidance and counseling courses as their major field of preparation for their degrees. Sixty-two were reported as not having had the benefit of such courses in their field of preparation. The conclusion here, since a significant trend was not established, would indicate that the junior college counselor can function as well without prior guidance and counselor training as he can if he has been so trained. Several factors could account for this situation, such as, lack of funds, inability to acquire counselors properly oriented to the junior college situation, and the use of the guidance and counseling function to fill out an otherwise half-time position within the institution. No indications were given, however, as to why this situation exists.

From the results attained it would indicate that the counselors, in most instances, were adequately trained in providing occupational and vocational information. Eighty-nine reporting institutions indicated by an affirmative answer that such was the case while thirty-three indicated that such training was lacking. The level of significance here was at the one-tenth of one percent level and it can be safely assumed that the junior college counselor is adequately trained in providing occupational and vocational information to his clients.

The institutions reporting indicate by forty-four affirmative responses as compared to a negative response of fourteen that their counselors were adequately trained to serve the racial and religious inter-group relations of the day. When asked to respond as to whether their counselors had been specifically trained to meet this need, eight insti-

tutions indicated that their counselors had been so trained while fifty institutions reported that their counselors had not received specific training in the area.

Of the reporting institutions, ten are known to employ counselors of races other than white while four indicate that only white counselors are employed. The level of significance in the instances immediately above was found to be at the one-tenth of one percent level. This leads to the conclusion that the counselors in the junior colleges are adequately trained to meet the racial and religious problems that confront them if based on the opinion of those reporting. Counselors other than white are not being employed, but as many indicated, persons of races other than white have not applied for the position, but if properly qualified their applications would be properly considered.

As a further result of this study, it was discovered that the salary for a counselor with a bachelor's degree ranged from a low of forty-eight-hundred dollars to a high of eighty-nine-hundred-thirty dollars. The mean salary for the bachelor's degree was determined to be fifty-eight-hundred-ten dollars.

The salary for a counselor with a master's degree was found to range from a low of forty-nine-hundred dollars to a high of fourteen-thousand-two-hundred-ninety dollars. The mean salary for the master's degree was six-thousand-five-hundred-thirty-eight dollars.

In testing the significance between these two means it was assumed, prior to computation, that the null hypothesis would be rejected at the five percent level of significance where a one tailed test of significance was used. The null hypothesis assumed in this case, was that the difference

between the mean salaries at the bachelor's and master's level of training was not significantly different than could be expected by chance alone.

In computing the significance of the difference between the means, a Z-score of 1.76 was attained. The null hypothesis was rejected in accordance with the prior assumption since the level of significance on the one tailed test was slightly below the four percent level.

On this basis, and according to the results of this study, the counselor's effort and time consumed in acquiring the master's degree is justifiable from a monetary standpoint. In other words, a counselor with a bachelor's degree stands to gain monetarily by acquiring the master's degree and working at a substantially greater rate of pay.

As a further result of this study, the salary at the doctoral level ranged from a low of five-thousand-five-hundred dollars to a high of fourteen-thousand-two-hundred-ninety-six dollars annually. The mean salary at this level was found to be seven-thousand-eight-hundred-fifty-eight dollars. Assuming a null hypothesis that the difference between the mean salary at the master's level is not significantly different than the mean at the doctoral level, a test of the significance between these means was computed. Further, it was assumed prior to computation, that the null hypothesis would be rejected at the five percent level of significance where the one tailed test of significance was applied.

From the computation, wherein the significance of the difference between the mean salary of the counselor with a master's degree was checked against the mean salary of a doctoral candidate for the same position, a Z-score of 1.13 was attained. The null hypothesis cannot be rejected in this case, if the preassumed five percent level of significance is not to

be violated. Here a counselor with a master's degree, in fifty percent of the cases, cannot afford the time and effort to acquire a doctoral degree from the standpoint of monetary gains alone. A counselor with a master's degree stands to gain as much financially in fifty percent of the cases examined, as does a counselor with the doctorate, based on the results of this study.

The sample of public junior colleges was asked to respond to the question of what areas in their respective institutions would be strengthened if more money were available to their counseling departments. The first three areas in the order of their importance most often mentioned were, more personnel, more space, and more equipment.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The junior college is beginning to emerge as an educational institution separate from the secondary school as well as the four year college or university. Much evidence indicates that the special areas that it intends to serve are much neglected ones and beyond the scope of the high school and beneath the realm of the four year college or university.

In order to facilitate the change in image, the name of the institution is more commonly referred to as the community college. The new designation not only breaks with the old traditional thought, of this institution being junior to college, but it reflects more clearly its purpose, that of catering to community need.

A need for the services rendered by this segment of the educational function appears at every turn, and rapid expansion is taking place in this field in order to better meet these needs. Most writers mention the need for specifically trained guidance and counseling personnel as one facet for improvement in the function of this institution. Many authors indicate that student service workers in the junior college should have more training in their relationships with adults. A great number indicate the need for work experience other than teaching, as well as college training. Guidance and counseling personnel are not closely enough associated with industrial needs as was reflected by President Kennedy's Commission on Vocational Education.

Several areas of weakness were sighted where special training will be required if the counselor in the junior-community college is to be successful. Those most often mentioned are, the counseling of women as a special area, a closer relation between the counselor and the industrial needs within a community and special training for teachers as counselors.

Conclusions

In view of the results attained from this study, the questions posed in Chapter I can now be considered here. The responses reflect the general feeling of the junior college segment of the American educational system only if the opinions of the responding institutions are in accord with the feelings of all public junior college opinions. To avoid discontinuity to the reader, the original questions that this paper proposed to answer are here repeated:

1. Is there a demand for specifically trained guidance and counselor personnel trained to meet the needs of the public junior college?
2. What similarities and differences were found to exist in the guidance and counselor personnel in the institutions sampled in this study? In this connection, such things as optimal age requirements, amount of training, whether or not the counselor worked on a full time basis, and the salary range were also determined.
3. What areas of training require strengthening in providing guidance and counseling personnel suitable to the needs of the public junior college?

In response to Question 1 above, it can now be concluded that the junior college demand may be highly contrary to the existing philosophy as it is portrayed by the four year training institutions. In the first place, it was determined that within this sampling, one-hundred-sixty part-time counselors were employed whose function within the institution

involved not only the counseling of students but teaching and administrative duties as well. This figure might well be compared with one-hundred-seventy-six full-time counselors whose only concern is the counseling function.

In this same vein, we must consider that in slightly less than fifty percent of the cases, the counseling function is being carried on in these institutions by persons whose college major did not include guidance and counseling courses, yet the institutions responding in a yes-no situation at a level of confidence where the laws of chance were operating, indicated that the needs of the junior college were being met.

From this information it can be justly stated that much of the counseling in the junior college is being carried on by persons not trained in guidance and counseling who are by profession teachers in most instances, yet they are considered to be sufficiently well trained to meet the needs of the junior college by fifty percent of the responding institutions.

A philosophy of guidance and counseling does exist in at least some of the four year colleges and universities, that teachers are not effective as counselors. In many of the same institutions, a philosophy exists which indicates that success as a counselor depends on highly trained personnel. This study does not confirm this philosophy.

Another interesting highlight of the counseling function in the junior college is reflected in this study. In a yes-no response situation wherein eighty-one affirmative responses as compared to seventy-nine negative responses were attained, the reporting institutions indicated that their counselors were, or were not, specifically trained to the junior

college needs. Yet in an eighty-three affirmative to seventy-one negative ratio, the responding institutions claim their counselors to be properly trained to meet the junior college needs. One conclusion here could be drawn. Specific training to the needs of the junior college is not necessarily a prerequisite to success as a counselor in those institutions.

There was no indication coming from this study that special training was required for the counseling of women students. Further, there was nothing to indicate that the counseling function in the junior college be separated into categories such as age, sex, or areas of interest. Counselors showed no preference to the type of individuals counseled, whether they are college bound or vocationally or industrially oriented.

It is quite conceivable that persons without prior counselor training are counseling in all types of situations whether they be of the deep emotional type or the more shallow information-giving variety, and with apparent success as confirmed by the evidence of this study.

In response to Question 2 above, the similarities among the responding institutions were reflected in such areas as qualifications for their counselors so far as academic degrees were concerned, the need for in-service training, opinion on need for vocational-industrial training, and their opinions on the most ideal type of administrative control.

Most of the reporting institutions agree that a minimal level of training at the master's level is most desirable. Many responding institutions stipulated that counselors with a bachelor's degree would not be considered. Most institutions are in agreement that teaching experience is desirable and that teaching at the college level should be the most

beneficial.

The need for in-service training is apparently not present in the public junior college. If the need exists it is certainly being denied. The response in a yes-no situation in this connection, indicates that thirty-eight institutions responded in the affirmative while seventy-two responded negatively to the question. This could be interpreted as neglect on the part of these institutions or as a lack of need for such training.

In response to the question as to whether the counselors in the reporting institutions were adequately trained in the dissemination of vocational-industrial information, eighty-nine affirmative responses compared with thirty-three negative responses would indicate that counselors were adequately trained in this phase of the counseling function by the greater majority of the responding institutions.

As was stated earlier, the mean salary for a counselor with a bachelor's degree was fifty-eight-hundred and ten dollars. For the same position with a master's degree, the mean salary was sixty-five-hundred and thirty-eight dollars. The mean salary for a counselor with a doctoral degree was found to be seventy-eight-hundred-fifty-eight dollars.

Although this study reveals that a minimal level of a master's degree is most desirable, the counselor seeking a position in the junior college can justify his time and effort required for attainment of that degree from expected monetary gains. He stands to gain substantially by working at an appreciably higher rate of pay. Not many junior colleges have indicated that they will hire counselors with bachelor's degrees, however.

The most ideal type of administrative control of the public junior college according to the responses given in this study is a separate junior college district having its own jurisdiction over an area independent of any existing secondary school or schools.

In considering Question 3 above, this study reveals that the subject areas that need strengthening in most cases were the area of psychology, junior college administration, junior college personnel procedures and junior college philosophy.

Those subject areas most often mentioned in recommendation to the graduate student seeking a career as counselor in the public junior college are: techniques of counseling, psychology, junior college administrative courses, vocational-industrial relations, tests and measurement, and statistics.

Recommendations

From the information gained through this study it would seem that the junior colleges should strive for separate districts under local control as the ideal system of administration.

Strong national, state, district and local professional guidance and counseling organizations should take immediate steps in requiring substantial requirements for the protection of the profession. Evidence here indicates that many counseling positions are filled with individuals whose prior educational endeavors did not include training in the field. If the field is worthy of professional status it would surely seem worthy of protection from unfair employment practices.

People at an age of thirty-five or older should be encouraged to look to the junior college as a likely source of employment in the field

of guidance and counseling. According to this study, persons from thirty-five to fifty years of age favored in this position. In addition, they should be prepared to teach in some major field, they should expect to work longer hours than the teaching personnel, but should not expect to reap greater financial benefits as counselor pay is usually based on the same salary schedule as for teaching personnel.

Those who choose counseling as a career in the junior college should be especially well trained in counseling techniques, have a strong background in psychology, and seek out junior college administrative courses as partial fulfillment of their college course work. He should be well informed in vocational-industrial relations; be familiar with modern test and measuring techniques and know the fundamentals of educational statistics.

Four year colleges and universities attempting to train counselors for the public junior college should alter their curriculums to include junior college administrative training, should include junior college philosophy as required course work, and should provide counseling techniques at the college level as well as at the secondary school level.

A broad modern vocational-industrial relations course should be a part of their curriculum. Special emphasis should be given to testing and measuring at all levels with a practicum course required as partial fulfillment of the course requirements. Advanced courses in educational statistics with a great deal of time spent in problem solution of all kinds would be of great value.

Finally, it would seem most practical that counselors in the junior college, should belong to and support, those professional organizations that

are delegated to improving his lot. He should support any endeavor made by his state to require stringent qualifications for the counselors operating within its bounds. Only through professional organization can the counselor hope to maintain his professional status.

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APPENDIX

APPENDIX

QUESTIONNAIRE

A. THE COLLEGE PROPER

1. What is the total enrollment of your college this quarter or semester?

Median - 1300 students

2. In your opinion, can the junior college function more efficiently when administrative control is separate from that of the secondary school?

Yes 81 No 13

3. At present, what type of control do you have.

Legal governing board a responsibility of the state 20.
 Local separate junior college district 51.
 Control through a local secondary school district 40.
 Other 9 (Kinds not specified).

B. COUNSELING PERSONNEL

1. How many full time counselors who have specific periods for counseling do you normally employ?

Men 119 Women 57

Hours spent in actual counseling (estimated) 40 hrs. per week.

2. How many part time counselors who have specific periods for counseling do you normally employ?

Men 112 Women 52

Estimated hours so spent 22 hours per week.

3. What is the optimum age for a counselor in the public junior college?

20 - 30 21, 30 - 40 41, 40 - 50, 35,

Comment 41 - Age not a factor.

4. Do the counselors in your college do classroom teaching?

Yes 90 No 61

If so, in what areas?

53 - Psychology, 17 - Business 16 - Mathematics
31 - Social Science, 24 - Counseling 14 - Other

5. Do all of your counselors counsel students in all problem areas?

Yes 94 No 52

6. Is the counseling function broken down by:

Sex: Yes 49 No 97
 Age groups: Yes 27 No 57
 Areas of interest: Yes 47 No 81
 Other divisional categories (please indicate): None Listed.

7. Do your counselors prefer to counsel those students:

Bound for college in a four year institution 40
 Who are seeking vocational training 32
 No real preference 76.

8. To what professional guidance and counseling organizations do your counselors belong:

State Personnel and Guidance Association - 47
American Personnel and Guidance Association - 26
Divisional Personnel and Guidance Association - 14
American Psychology Association - 8
Other Educational Associations - 22.

COUNSELOR TRAINING

1. Is special training required of counselors who counsel women students?

Yes 45 No 77

If yes, what areas did they receive this special training in, specifically?

Counseling Special - 18
Testing - 14
Placement, Administration, Personnel, Sociology - 4.

2. Is prior teaching experience essential to counselor success in the junior-community college?

Yes 75 No 43

If yes, what type of teaching is most beneficial?

High School 58, College 64, Other 1.

3. Is experience in the world of work essential to counselor success in the junior-community college?

Yes 54 No 56

If yes, what areas of experience seem most beneficial?

Human Relations
Vocational-Industrial Relations.

4. Which of questions 2 and 3 do you consider most important to success as a counselor in the community-junior college?

Teaching experience 82
 Work experience other than teaching 29

5. What is the minimal level of preparation required of your counselors?
 Bachelor's degree 22 Master's degree 96 Doctorate
 Special rating in vocational preparation State Student Personnel Cert.
 Other, please specify None
6. What type of preparation is best for the community college counseling position?
 Secondary school counselor 36
 College counselor 56
 Vocational counselor 12
7. Were any of your counselors specifically trained? 160
8. In your experience, are the student personnel workers, including counselors, sufficiently well trained by their respective training institutions to meet the needs of the junior college?
 Yes 83 No 71
 What areas might you suggest that need strengthening?
Psychology, Junior College Administration, Personnel, Philosophy
9. What special educational specifications would you recommend to a graduate student considering a career as counselor in a junior college?

<u>Techniques of Counseling - 31</u>	<u>Tests and Measurements - 15</u>
<u>Psychology - 28</u>	<u>Junior College Courses - 18</u>
<u>Vocational Education - 18</u>	<u>Statistics - 5</u>
10. Does your institution provide for in-service training for its counselors?
 Yes 38 No 72
 If yes, list the areas where such training is provided:
Testing - 14, Vocational Information 24, Applied Psychology - 11
Finance - 13, student Personnel - 12, Others - 11
-
11. How many counselors in your institution fall into the following ranges of experience as counselors:
 1 - 3 years 62
 3 - 5 years 65
 5 - 10 years 97
12. Was guidance and counseling the major field of preparations for the degree held by your counselors?
 Yes 68 No 72
13. Are the counselors in your college adequately trained in the area of providing occupational and vocational information?
 Yes 89 No 33

14. Are your counselors prepared to serve the racial and religious inter-group understanding of the day?

Yes 44 No 14

Have they been specifically trained to serve this need?

Yes 8 No 50

Do you employ counselors of races other than white?

Yes 10 No 44

COUNSELING DUTIES

1. Do you employ counselors for evening appointments? Yes 28 No 34

If the answer to the question immediately above was yes, are the daytime counselors held responsible for the evening appointments?

Yes 16 No 15

If daytime counselors counsel in the evening do they receive additional pay?

Yes 13 No 20

2. How many months out of the year do your counselors work?

Full time counselors 11 months.

Part time counselors 9 months.

3. Do the counselors work a longer day than the teaching personnel?

Yes 32 No 20

GENERAL INFORMATION

1. What salary could a prospective candidate for your counseling staff expect with the following qualifications:

Bachelor's degree - 9 month contract. _____

Bachelor's degree - 10 month contract _____

Bachelor's degree - 11 month contract _____

Master's degree only - 9 month contract _____

Master's degree only - 10 month contract _____

Master's degree only - 11 month contract _____

Doctorate - 9 month contract _____

Doctorate - 10 month contract _____

Doctorate - 11 month contract _____

Do you have a salary schedule? Yes _____ No _____

2. Assuming that more funds were available to your guidance and counseling department, please indicate three areas in the order of their importance, where such money would be spent.

First Preference More Personnel - 25

Second Preference More Space - 15

Third Preference More Equipment - 7

3. What title is given to the following positions in the guidance and counseling section of your institution?

Head of Department Director of Counseling - 20 ; Dean of Students - 18

Counselor of Students Counselor - 33

What is the title of the department where the guidance and counseling services are rendered?

Student Personnel Service - 14, Counseling and Guidance - 15

Counseling Center - 9, Office of Dean of Students - 7