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A STUDY DESCRIBING THE DIFFERENCE BETWEEN THE ADMINISTRATOR'S
AWARENESS OF A COUNSELOR'S ROLE AND FUNCTION AND A
COUNSELOR'S ROLE AND FUNCTION AS AMPLIFIED BY THE
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

by

MARGARET PIZZINI MAFFIT

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

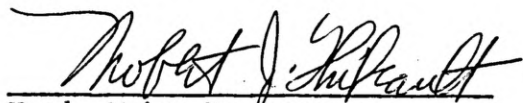
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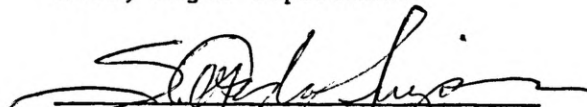
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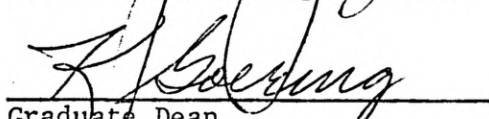
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TABLE OF CONTENTS

	Page
LIST OF TABLES.	vi
ABSTRACT.	vii
Chapter	
1. Introduction.	1
Statement of the Problem.	2
Purpose of the Study.	2
General Questions to be Answered.	4
General Procedure	5
Limitations	5
Definition of Terms	6
Summary	6
2. Review of Related Literature.	8
Role Definition of the School Counselor	8
The Two Major Conflicting Roles of the Counselor.	13
Counselor	13
Counselor-Consultant.	14
Summary	15
3. Procedures.	17
Population and Sampling	17
Method of Collecting the Data	17
Method of Organizing Data	18
Statistical Hypothesis.	19
Analysis of Data.	19
Summary	20
4. Analysis of Data.	22
Findings.	22
Summary	32

Chapter	Page
5. Summary, Conclusion, and Recommendations.	35
Summary	35
Conclusions	36
Recommendations	38
Summary	39
APPENDICES.	40
Appendix A: Questionnaire to Administrators.	41
Appendix B: Comments from Administrators	47
LITERATURE CITED.	54

LIST OF TABLES

Table	Page
1. Administrators' Responses as to Importance of Personal Preparatory, and Ethical Characteristics for a Counselor. .	24

ABSTRACT

The problem of this study was to investigate the difference between the administrator's awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA.

An opinionnaire was constructed by the investigator to determine the answers to the following questions: (1) What role or function did the administrator expect the counselor to take within the school system? (2) What were the attitudes towards school counseling expressed by administrators contacted in this study? (3) Are the universities which were involved with preparing counselors during the time period of this study, specifically Montana State University, training counselors for the role and function of the counselor as described by the Montana administrators, or for the role and function of the counselor as amplified by the APGA?

The data was organized utilizing tabular techniques and analyzed descriptively. Findings of the study were summarized according to the categories employed in the opinionnaire which were: Personal Characteristics; Preparatory Characteristics; Ethical Characteristics and Personal Comments. Findings in the three polled areas indicated the random sample of Montana administrators were in general agreement with the exemplified standards set forth for professional counselors by the APGA.

Conclusions as a result of this investigation were in general agreement with the literature reviewed during the course of this study. The investigator concluded that the administrator's were not aware of many of the counselor characteristics which appeared in the opinionnaire.

Recommendations made by the investigator were in the general areas of implementation of various methods of improving the communications on professional counseling matters between administrators, counselor educators, school staffs, and practicing counselors and further statistical research in the area of counselor role and function as perceived by the administrator.

Chapter 1

Introduction

Since the inception of the idea of the school counselor some two or three decades ago, the one problem that has plagued counselors, as well as administrators and educators, was that of counselor role and function clarification. The literature related to the area of guidance and counseling seemed to expound on the wide disagreement as to the role the school counselor should assume.

Many studies believed the counselor should assume the role of consultant, working mainly with parents, teachers, and administrators, as well as community leaders. The individuals who ascribed to this particular view saw little merit in therapeutic counseling. These individuals believed instead that a counselor, because of his inability to help the individual student, should be consulting with those individuals (parents, teachers, administrators, etc.) who have a direct bearing on the environment of the student in order to effectively reshape or alter that environment.

On the other hand, there were those individuals who felt a counselor could be employed most effectively as a therapeutic counselor. The advocates of this particular role and function felt that the counselor should spend the majority of his time working with students to help them overcome their emotional problems.

There seemed to be general agreement that the overall purpose of a guidance program was to enable each student to increase his

understanding of himself and his relationship to the world around him. However, problems seemed to arise when a discussion and perusal of how this purpose can best be implemented was investigated.

The investigator believed that there was a definite need to research this area and determine the underlying reason for the seeming discrepancy and disagreement. Furthermore, the investigator felt the discrepancy needed to be brought to the attention of counselors, educators, and administrators in order that it might be resolved.

Statement of the Problem

The problem of this study was to investigate the difference between the administrators' awareness of a counselor's role and function and the counselor's role and function as amplified by the American Personnel and Guidance Association (APGA).

In the field of guidance and counseling, there seemed to be differing and oftentimes opposing views regarding the role and function of the counselor as perceived by school administrators and the role and function of the counselor as described by the APGA. The investigator felt it important to investigate this field and attempt to determine the extent of this seeming discrepancy.

Purpose of the Study

Arbuckle (3) has indicated that the crucial issues facing the school counselor have not changed with the passing of time. More than

ten years ago the determination of the role and function of the counselor was as much of a problem as it is today. McGowan and Schmidt (11) and others (Arbuckle, 2; Patterson, 14), spoke out clearly concerning the direction in which school counseling should go and the attitudes generally assumed by the personnel involved with counselors and/or counselor preparation (teachers, administrators, educators, etc.), but little information is presented which proves this to be the case. The investigator felt a similar situation was in existence in Montana and was interested in determining the extent to which administrators and the APGA are in disagreement.

As Boy and Pine (4:738) stated, "The school counselor's primary responsibility is counseling" Universities were preparing counselors to go out into the field and do just that--counsel. These counselors in turn expected to become employed in situations in which they would be able to put to use their expertise and skill. The investigator believed that two very pertinent factors which would be of concern to those educators preparing counselors would be the determination and consideration of the administrators' opinions and expectations regarding the counselor he employs.

This study is believed especially important to Montana State University and its forthcoming National Council for Accreditation of Teacher Education (NCATE) accreditation. This study was conducted in order to support the NCATE standard which states, "The institution

conducts a well-defined plan for evaluating the teachers and other professional school personnel it prepares at the graduate level (18)."

General Questions to be Answered

The following are three general questions that were described by this study.

1. What role or function did the administrator expect the counselor to take within the school system? Specifically, was there any difference between the role and function of the counselor as perceived by the administrator and the role and function of the counselor as amplified by the APGA?
2. What were the attitudes towards school counseling expressed by administrators contacted in this study? More specifically, did these administrators feel counseling to be an important and emphasized or unimportant and unemphasized aspect of the educational process?
3. Are the universities which were involved with preparing counselors (during the time period of this study), specifically Montana State University, training counselors for the role and function of the counselor as described by the Montana administrators contacted in this study, or for the role and function of the counselor as amplified by the APGA?

General Procedure

The procedure of this study was to devise an opinionnaire which was sent to a random sample of public school administrators in Montana to investigate the difference between the administrators' awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA. This study proposed to descriptively explain the discrepancy between the two entities in the hope that the groundwork will be laid for more extensive statistical evaluation and analysis of the problem. The investigator did not feel this discrepancy had been determined and described in such a way that a significant impression has been made on those educators preparing counselors or on those administrators who do the hiring.

Limitations

This study was limited to the 1972 calendar and academic school year at Montana State University.

An additional limitation was the general geographic location of the administrators polled in the State of Montana.

The library resources available in 1972 at Montana State University may have been another limiting factor.

The investigator's tendency towards human error may have been a limitation also.

Definition of Terms

The following terms required definition in order to be clearly understood in the study.

Guidance. A process of helping individuals to help themselves through their own efforts, to discover and to develop their potential resources for personal fulfillment and social usefulness. Guidance, in a school sense, is also a program of services, coordinated in such a way as to provide the most effective help for students in this direction (11:2).

Counseling. The major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustments and decisions in light of this insight, to accept personal responsibility for his choices, and to follow courses of action in harmony with his choices (11:1).

Summary

There seemed to be some basic disagreements concerning the role and function of the school counselor. The literature revealed a definite gap between those who felt the counselor should function as a consultant most of the time and those who felt the counselor should counsel students most of the time. In response to these disagreements on the part of administrators and educators, the counselor has often-times expressed a great deal of frustration in discerning what his

role should be.

The study presented in this paper was undertaken in the hope that this situation can be described and clarified. The investigator hoped to determine the discrepancy involved in the role and function clarification of the counselor and present the resulting information in such a manner as to indicate the necessity of further statistical evaluation and analysis of the problem in order to deal with this discrepancy.

Chapter 2

Review of Related Literature

This chapter will be concerned with a review of the literature obtained from the numerous journals, articles, and hard bound publications available in the Montana State University Library from 1958 to the present. Chapter Two was divided into two major sections. The first section will be concerned with the problem of role identification and function of the school counselor as seen by professional counselor organizations, counselor educators, administrators, and practicing counselors. This problem has come to be viewed by many experts in the area of pupil personnel services as the major difficulty affecting the successfulness of the counselors' position. In the first section there will be a description of the standards established by professional organizations, including the APGA. Section two will deal with the two major conflicting roles of the counselor, that of therapeutic counselor or consultant and the groups which support each role as described in the literature.

Role Definition of the School Counselor

One of the main concerns of the APGA during the past ten to fifteen years has been to conduct numerous studies in order to determine and define the role and function of the counselor.

Gilbert Wrenn (18:137) conducted a study in 1962 under the auspices of the APGA in an attempt to gain some insight into the

future role of the counselor. Wrenn felt that the professional job description of the school counselor should include four major functions which are: (a) counseling with students; (b) consulting with teachers, administrators, and parents as they in turn deal with students; (c) studying the changing facts about student population and interpret what is found to school committees and administrators; and (d) coordinate counseling resources in school and between school and community. Wrenn further contended that from two-thirds to three-fourths of the counselor's time in either the elementary or secondary school should be committed to the first two of these functions. Additional non-counseling related activities, Wrenn stated, that do not fall into any of the four categories mentioned above neither should be expected nor encouraged as part of the counselor's regular working schedule.

The American School Counselor Association (ASCA), a subdivision of APGA, outlined the professional responsibilities of a school counselor in a policy statement in 1964. The ASCA categorized into three major areas the responsibilities they determined of utmost importance. These areas were: development and continuation of a guidance program, pupil responsibilities, and public relations work.

The ASCA felt the counselor should be mainly concerned with the individual student working in the areas of personal-emotional problems, educational-vocational planning, placement, and referral to other

related pupil personnel services.

A major responsibility in the area of public relations was working with parents of individual students to help them understand their children in relation to the counseling situation. The relationship of the counselor with the rest of the school staff was defined as that of a consultant. The work of the counselor with the staff was directed towards meeting the needs of the individual student.

Bruce Shertzer and Shelley C. Stone (15) maintained that many of the difficulties surrounding the role of the counselor have resulted from the contradiction and conflict of expectancies which the counselor's publics have demanded of him. The counselor's publics were the "pupils, teachers, administrators, parents, and other segments of the public-at-large. In briefer terms, they are the groups the school counselor serves (15:687)." Shertzer and Stone believed that until counselors take some positive steps in the way of making known their identity they "will continue to be the target of criticism and will in fact deserve the contradictory blur of perceptions held of them (15:691)."

In a study conducted by William McCreary and Gerald Miller (9) of California elementary school counselors, principals, and teachers, it was reported by the counselors that 50 per cent of their time was spent working with students. In support of this figure, 65 per cent and 49 per cent of the responding teachers, respectively, indicated

individual testing of pupils and individual counseling with pupils as services received from the counselors. In addition, 48 per cent of the teachers responding felt the counseling services were excellent or very effective, while only six per cent thought they were inadequate.

McCreary and Miller (9:498) expressed concern over the fact that "both teachers and counselors reported functions rendered by counselors that are inconsistent with concepts of their proper role." In McCreary's and Miller's study, it was felt the role of the counselor in such capacities as disciplinarian, substitute teacher, or administrator in areas other than guidance contributed to the confusion and difficulty surrounding the problem of role definition of the school counselor. However, as McCreary and Miller indicated,

The counselor as a member of a school staff rather than of a district or county office staff probably contacts more pupils and spends more time in a counseling relationship with them than do the other pupil personnel workers (9:498).

Randolph J. Nelson and Ronald H. Fredrickson (13), in their study concerning problems school counselors would like to see answered by research, found role clarification was the type most frequently submitted by the 600 randomly sampled full time school counselors in Colorado and Massachusetts. Nelson's and Fredrickson's study indicated that, "Perhaps counselor educators should at least assist in role clarification by re-examining their school counselor preparatory curricula (13:386)"

Gordon Cawelti (5) claimed that one of the reasons guidance programs, still an organizational innovation, were involved in organizational conflicts in many schools was because, "Counselors and guidance teachers want to define their own roles within the school organization rather than have them defined by the administrators (5:63)." Cawelti's study investigated the role of the counselor as it was perceived by the principal, a teacher, and a counselor in each of 30 large high schools. Copies of the Counselor Role Identification Scale were sent to the principals to complete. The principal then selected "a 'typical' counselor and a 'typical' teacher to do likewise (5:65)." One important finding that resulted from the returned Counselor Role Identification Scales was that all three participating reference groups felt that more time should be spent in actual counseling than they felt was being spent.

Darrell H. Hart and Donald J. Prince believed a conflict in the counselor's role usually came about when a counselor wanted to function in some way which was incongruent with his administrators' expectations. Hart's and Prince's study employed a Counselor Role Questionnaire which reflected duties or responsibilities commonly assigned to school counselors. The Questionnaire, which had a 93 per cent return rate, was sent to "all secondary school principals employed by the State of Utah in 1968 who had three or more years of secondary school administrative experience (8:375)."

The study by Hart and Prince verified the idea that "principals hold some role perceptions for their counselors which differ from the ideal role as defined by research and taught by counselor educators (8:378)."

The Two Major Conflicting Roles of the Counselor

In the field of school counseling, there seemed to be two somewhat related and yet conflicting roles the counselor might adopt. One role was that of a therapeutic or emotional-personal counselor who devoted the majority of his time to the individual student. The other role was that of counselor-consultant. The latter role involved consulting with teachers, administrators, and parents. As Faust said, "The counselor as consultant accepts the responsibility of at times 'telling' or giving information, or assuming the responsible image of an 'expert' (7:32)."

Counselor

Arbuckle provided three major reasons for the attention paid to the function and the education of the school counselor in the past few years: (1) the publication of Wrenn's book in 1962, The Counselor in a Changing World; (2) the passage of the National Defense Education Act of 1948, and its latest expansion and extension; and (3) reports on the policy statements on functions and education of the counselor, accepted at the annual convention in March, 1964, by the APGA, the

ASCA, and the Association for Counselor Education and Supervision (3:246).

Wrenn supported the idea that counseling was the school counselor's major job. He believed, too, that in order for the counselor to perform such counseling duties as are required of him, he "must be professionally educated and not merely 'trained' (18:163)."

Patterson (14) believed the major role of the counselor was just that, a counselor. However, he did not dismiss the idea that consultants within the school system were a necessity, also.

Counselor-Consultant

Faust, too, believed that the counselor was first and most importantly a "'counselor' (7:31)." He stated that "although counseling has been described and researched for many years, this is not true of consultation (7:32)." Consultation has been practiced just as long as counseling, but the literature was strangely sparse in its treatment of this role.

Boy and Pine believed the counselor's primary responsibility was counseling, although the counselor participated as a consultant with parents, teachers, and administrators in an attempt to improve the sociological environment of the school. However, Boy and Pine called for an additional member to be added to the pupil personnel services staff: a school sociologist (7:37).

Faust (7:34) believed there must be some hierarchical order by which the counselor distributes his consultation roles, and he has proposed the following Hierarchy of Consultation Roles:

(First Level)

1. Consultation with groups of teachers.
2. Consultation with the individual teacher.
3. Consultation with groups of children.
4. Consultation with the individual child.

(Second Level)

5. Consultation in curriculum development.
6. Consultation with administrators.
7. Consultation with parents.
8. Consultation with school personnel specialists (psychologists, social workers, psychometrists, curriculum supervisors, nurse, psychiatrist).
9. Consultation with community agencies (Family Service, Child Guidance Clinic, family physician, high school counselors, private psychotherapists, etc.).

The above hierarchy of consultation roles merely set forth some guidelines for the up-and-coming counselor-consultant, according to Faust. The divisions were not mutually exclusive nor were they rigid and inseparable. They were to present a set of flexible guidelines in order for the consultant to facilitate his work.

Summary

This review of literature has attempted to describe some of the confusion surrounding the question of counselor role and function. Varied opinions concerning the role and function of the counselor and what his administrator perceived his role and function to be seem to

be evidenced from the above review of related research.

A great deal of effort has been exerted by professional organizations and experts in the field of counseling to supply a counselor a feasible guideline for his role and function. However, from the review of literature presented in this chapter the investigator felt the professional definition had not yet been ascribed to by most school counselors.

Studies have indicated many counselors fall far below the recommended time allotted for personal-emotional counseling and parent and teacher consultation. The literature seemed to show there was far too much time spent in non-related counseling activities such as administrative duties.

Chapter 3

Procedures

The problem of this study was to investigate the difference between the administrators' awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA. The purpose of this chapter will be to explain the procedures that were followed in order to determine: (1) how those administrators who were selected to participate in the study were chosen; (2) the method that was used to collect the data; (3) how the data was organized; and (4) the procedures which were followed in order to analyze the data.

Population and Sampling

The population of this study was made up of all Public High School administrators in the State of Montana who reported to have one or more school counselors on their staff. The population was divided into subpopulations of Class AA, A, B, and C according to the rating of the schools by population as determined by the Montana High School Association. A proportional stratified random sample was chosen from the four subpopulations by means of a table of randomly assorted digits.

Method of Collecting the Data

The data in this study was collected by means of an opinionnaire which was divided into four different parts. The initial portion

pertained to Personal Characteristics of a counselor, such as trustworthiness, empathy, skill, etc. The second portion of the opinionnaire was used to determine the respondents' opinion concerning the Preparatory Characteristics of a counselor, such as supervised counseling laboratory experience, personal counseling, counseling theory, etc. The third section of the opinionnaire was concerned with Ethical Characteristics considered of utmost importance according to APGA, such as professional awareness, confidentiality, responsibility to take emergency measures, etc. The last section of the opinionnaire was used for any personal comments by the respondents. These personal comments may be found in Appendix B.

The first three sections of the opinionnaire employed an ordinal scale with five categories of response. The categories were: strongly agree, agree, undecided, disagree, and strongly disagree. A copy of the opinionnaire may be found in Appendix A.

No special training was needed to administer or score the opinionnaire. All opinionnaires were hand-scored by the investigator in order to arrive at the percentage totals.

Method of Organizing Data

Responses to the first three sections of the opinionnaire are presented in tabular form. The responses for each category were put into percentages so that the data gathered by the opinionnaire might be presented in a clear concise manner to facilitate comprehension.

Statistical Hypothesis

This paper was essentially concerned with a descriptive analysis of percentage data pertaining to administrator opinion on counselor role and function. A formal statistical hypothesis will not be employed.

Analysis of Data

The data in this study do not lend themselves to statistical analysis. Therefore, the data were analyzed descriptively utilizing tabular techniques. The analysis of data was basically concerned with answering the questions presented in the first chapter. Question one concerned itself with the role or function of a counselor in the school system according to the administrator. Specifically, was there any difference between the role and function of a counselor as perceived by the administrator and the role and function of the counselor as amplified by the APGA? The second question was concerned with the attitudes towards school counseling expressed by the administrators in this study. More specifically, did these administrators feel counseling to be an important and emphasized or unimportant and unemphasized aspect of the educational process? Whether or not the universities involved with counselor preparation (during the time period of this study) specifically Montana State University, were training counselors for the role and function of the counselor as described by the APGA or for the role and function of the counselor

as described by the Montana administrators contacted in this study was the third question considered in this paper.

In determining the answer for these questions, each administrator who participated in this study was asked to check that response which was in agreement with his feelings concerning the Personal, Preparatory, and Ethical Characteristics of a counselor. The data from each opinionnaire was then totaled and presented in percentage form in order to determine if there was agreement between the administrators who participated in this study and the standards recommended by the APGA.

Summary

The problem of this study was to determine the difference between the administrator's awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA. The population of this study was all High School administrators in the State of Montana who reported to have one or more school counselors on their staff. The sampling was a proportional stratified random sample. The data was collected utilizing an opinionnaire constructed by the investigator and mailed to each administrator chosen for this study. The data was organized in tabular form and were analyzed descriptively.

The results of this study gave a general overview of the Montana administrators' attitudes toward counseling as an aspect of the

educational process and the feelings the administrators held toward counselor preparation and the ethics pertaining to the area of counseling. Perhaps additional research areas may have been suggested by this paper in order to give counselor educators a new perspective on their counselor education programs.

Chapter 4

Analysis of Data

The purpose of this study was to investigate the difference between the administrators' awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA. Chapter four will examine in descriptive detail the findings of this study. A descriptive analysis, based on the opinionnaire described in Chapter three, which was mailed to a random sample of Montana administrators, will be the basis of this chapter.

Findings

As described in Chapter three, a stratified random sample of Montana administrators was polled for this study. Due to the large degree of variation in school population, the high schools in this study were divided into four categories based on Montana High School Association recommendations. A representative sample was taken from each category and a total of 100 opinionnaires were mailed to those administrators selected. Seventy-eight of the opinionnaires were returned. The investigator felt that a return of 78 per cent was adequate to insure a representative sample.

As a brief introduction to the item analysis table which follows, the general overview of administrators' perceptions related to the three general areas of Personal Characteristics, Preparatory Characteristics, and Ethical Characteristics will be considered forthwith.

In the area of Personal Characteristics, the Montana administrators contacted in this study basically agreed to the majority of items contained therein by approximately 75 to 99 per cent. With the exception of the specific qualities of spontaneity and group leadership, which has 17 and 11 per cent undecided, respectively, the responses seemed to be in agreement (with the standards established by the APGA) in the general area of Personal Characteristics.

An overview of the area of Preparatory Characteristics indicated that, with the exception of statistics, group dynamics laboratory, philosophy of education, multiple counseling, history of groups and administrative duties, which all netted from 20 to 40 per cent undecided responses, the Montana administrators felt the items considered in this study were important to the needs of a counselor. These findings were in general agreement with those attitudes expressed by the APGA.

A perusal of the area of Ethical Characteristics indicated that all of the items considered in this study (professional awareness, right to consult with other professionals, responsibility to take emergency measures, etc.) received from 78 to 95 per cent agreeable responses from the administrators who took part in this study. It can be assumed from the percentages of favorable responses that the Montana administrators contacted in this study were in general agreement with the concerned attitudes expressed by the APGA.

TABLE 1

Administrators' Responses as to Importance of Personal,
Preparatory, and Ethical Characteristics for a Counselor*

Personal Characteristics	Strongly agree	Agree	Unde- cided	Disa- gree	Strongly disagree
1. trustworthiness	86%	13%	1%		
2. empathy	53%	35%	6%	1%	
3. skill	49%	45%	1%	1%	
4. personal congruence	33%	40%	10%	2%	2%
5. spontaneity	23%	53%	17%	5%	1%
6. well-adjustive personality	73%	25%	1%		
7. perceptive in understanding human behavior	83%	15%		2%	
8. sensitivity to administrators' needs	44%	44%	8%	3%	
9. dedication to his profession	68%	32%	1%		
10. loyalty to clients	68%	25%	5%		
11. sensitivity to students' needs	77%	22%	1%		
12. dedication to educational process	46%	44%	9%		
13. dependability	68%	27%	1%		1%
14. sensitivity to teachers' needs	37%	55%	5%		2%
15. enthusiasm	65%	34%	1%		

* These percentages may not total 100 per cent due to the number of respondents who abstained from responding to certain items.

Table 1 (continued)

Personal Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
16. self-sufficiency	55%	41%	2%	2%	
17. qualities of group leadership	28%	54%	11%	5%	1%
18. sincerity	73%	25%	2%		
19. intelligence	35%	55%	8%		
20. confidentiality	77%	20%	2%		1%
Preparatory Characteristics					
1. interpersonal communications	54%	38%	5%	2%	
2. research	19%	63%	15%	1%	1%
3. statistics	19%	55%	23%	2%	
4. supervised counseling lab experience	35%	53%	10%	1%	
5. knowledgeable of the world of work	64%	34%			1%
6. parental liaison	49%	48%		1%	1%
7. job placement	24%	58%	15%	2%	1%
8. personal counseling	50%	42%	6%		1%
9. group dynamics lab	17%	47%	32%	1%	2%
10. counseling theory	27%	58%	13%		1%
11. staff communications	34%	60%	5%		
12. evaluation of curriculum effectiveness	22%	53%	19%	4%	1%

Table 1 (continued)

Preparatory Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
13. orientation of new students	29%	59%	6%	5%	1%
14. philosophy of education	28%	44%	25%		1%
15. supervised practicum	31%	43%	19%	2%	
16. multiple counseling	21%	51%	27%		1%
17. history of groups	6%	42%	40%	8%	2%
18. course placement	13%	51%	18%	6%	1%
19. psychological testing	31%	47%	19%	3%	
20. administrative duties	6%	35%	23%	26%	8%

Ethical Characteristics

1. professional awareness	55%	40%	4%		
2. confidentiality	78%	19%	2%	1%	
3. right to consult with other professionals	58%	36%	4%	1%	1%
4. right to refer a client	56%	28%	12%	2%	1%
5. responsibility to report dangerous situations	67%	23%	8%		2%
6. responsibility to take emergency measures	49%	29%	19%	1%	2%

A general consideration of administrators' perceptions related to Personal Counselor Characteristics may be described in the following manner:

1. Trustworthiness: was judged to be an important factor by nearly 100 per cent of the respondents.

2. Empathy: with a percentage response of 88, seemed to be a pertinent item.

3. Skill: was felt to be significant by most of the administrators.

4. Personal congruence: netted 13 per cent non-response. However, the majority of respondents felt personal congruence to be necessary.

5. Spontaneity: yielded a majority of agreeable responses; however, one-fourth of the Montana administrators who took part in this study were either undecided or disagreed in some respect as to its importance.

6. Well-adjustive personality: obtained nearly 100 per cent responses that were in agreement.

7. Perceptive in understanding human behavior: acquired nearly a 100 per cent concordable response.

8. Sensitivity to administrators' needs: indicated that a majority of Montana administrators contacted in this study were in agreement as to the necessity of this factor.

9. Dedication to his profession: denoted that most Montana administrators were in agreement as to the importance of this characteristic.

10. Loyalty to clients: yielded a majority of administrators agreeing as to the importance of this component.

11. Sensitivity to students' needs: obtained nearly a 100 per cent agreeable response.

12. Dedication to the educational process: was felt to be an important factor by most administrators.

13. Dependability: was believed to be a major element in counselor characteristics by a majority of the administrators who took part in this study.

14. Sensitivity to teachers' needs: scored almost a 100 per cent agreeable response from the administrators polled in this study.

15. Enthusiasm: was felt to be a significant constituent by nearly all of the administrators.

16. Self-sufficiency: netted a near 100 per cent agreeable response in this study.

17. Qualities of group leadership: indicated a little over 10 per cent of the administrators who took part in this study were undecided as to the importance of this item; however, a majority agreed that qualities of group leadership were important to some extent.

18. Sincerity: proved to be an important factor to administrators polled in this study with nearly all of them agreeing as to its importance in some respect.

19. Intelligence: netted eight per cent of the respondents being undecided as to its necessity with a majority agreeing that it was an important factor.

20. Confidentiality: indicated one per cent of the administrators who took part in this study disagreed strongly as to its importance; however, over 95 per cent agreed that it was a significant factor.

In the area of Preparatory Characteristics, the following description will peruse the information gathered in this study.

1. Interpersonal communications: was found to be a significant factor by a majority of administrators who took part in this study.

2. Research: revealed 15 per cent of the administrators were undecided as to its importance, however, with a majority agreeing to some degree.

3. Statistics: indicated a majority of administrators felt it to be important, however, over one-fourth were undecided with this characteristic.

4. Supervised counseling laboratory experiences: yielded 10 per cent of the respondents being undecided as to the necessity of this qualification for counselors, but a strong majority agreed to some extent.

5. Knowledgeable of the world of work: indicated nearly all of those administrators responding to this study indicated they felt this characteristic to be an important element in counselor preparation.

6. Parent liaison: seemed to be considered an important factor by nearly all of the administrators who participated in this study.

7. Job placement: revealed 15 per cent were undecided as to the necessity of this characteristic, however, a strong majority agreed to some degree.

8. Personal counseling: polled over 90 per cent conformable responses concerning its importance.

9. Group dynamics laboratory: indicated 32 per cent of the respondents were undecided as to the importance of this item.

10. Counseling theory: was thought to be an important factor by a significant majority of the administrators in this study.

11. Staff communications: was felt to be an important aspect of counselor characteristics as indicated by the administrators in this study.

12. Evaluation of curriculum effectiveness: proved to be a significant factor in counselor preparation, however, nearly one-fifth of the respondents indicated they were undecided as to its importance.

13. Orientation of new students: was felt to be a necessity by 88 per cent of the administrators who were polled in this study.

14. Philosophy of education: indicated over one-fourth of the respondents of this item undecided as to its importance.

15. Supervised practicum: showed over 50 per cent of the respondents felt this item to be an important aspect of counselor preparation.

16. Multiple counseling: was considered an important part of counselor education by over 70 per cent of the respondents in this study.

17. History of groups: netted 40 per cent of the administrators responding being undecided as to its importance, with slightly less than one-half agreeing.

18. Course placement: was thought to be an important factor in this study by slightly over 60 per cent of the respondents.

19. Psychological testing: proved to be an undecided factor by nearly one-fifth of the respondents in this study.

20. Administrative duties: indicated that less than one-half of the administrators who responded to this item agreed as to the importance of this qualification in counselor preparation.

The following description of the information gathered in this study concerning Ethical Characteristics will provide the reader with an overview of the responses obtained.

1. Professional awareness: received 95 per cent agreeable responses.

2. Confidentiality: netted nearly 100 per cent concordable responses.

3. Right to consult with other professionals: was felt to be an important consideration by a strong majority of the administrators in this study.

4. Right to refer a client: indicated over 75 per cent of the respondents in this study felt this was an important aspect of counselor characteristics.

5. Responsibility to report dangerous situations: yielded 90 per cent agreeable responses.

6. Responsibility to take emergency measures: indicated nearly 20 per cent of the respondents in this study were undecided as to the counselor's responsibility to take emergency measures. However, a strong majority agreed to the importance of this factor.

Summary

The reader will recall the general questions mentioned in the first chapter. These were:

1. What role or function did the administrator expect the counselor to take within the school system? Specifically, was there any difference between the role and function of the counselor as perceived by the administrator and the role and function of the counselor as amplified by the APGA?

2. What were the attitudes toward school counseling expressed by the administrators contacted in this study? More specifically, did these administrators feel counseling to be an important and emphasized or unimportant and unemphasized aspect of the educational process?

3. Are the universities which were involved with preparing counselors (during the time period of this study), specifically Montana State University, training counselors for the role and function of the counselor as described by the Montana administrators contacted in this study, or for the role and function of the counselor as amplified by the APGA?

The summary will be organized according to the three general categories found in this opinionnaire: Personal Characteristics, Preparatory Characteristics, and Ethical Characteristics. The general overall attitude toward school counseling expressed by administrators in this study seemed to indicate that in terms of Personal Characteristics, agreement was generally congruent with APGA standards. For example, trustworthiness, empathy, personal congruence, etc., were considered crucial factors. The majority of the characteristics considered in this section appeared to receive favorable ratings by the respondents.

The section entitled Preparatory Characteristics revealed that the Montana administrators who took part in this study generally agreed as to the importance of these factors in counselor preparation. Items

such as interpersonal communications, research, counseling theory parent liaison, etc., indicated that the respondents were in general agreement with the standards established by the APGA.

Concerning the area of Ethical Characteristics, the respondents showed opinions which in effect exemplified the expressed philosophy of the APGA. In the specific areas of professional awareness, confidentiality, right to consult with other professionals, etc., the administrators polled in this study seemed to be in general agreement with the APGA.

Chapter 5

Summary, Conclusion, and Recommendations

Summary

The purpose of this study was to investigate the difference between administrators' awareness of a counselor's role and function and the counselor's role and function as amplified by the APGA. A random sample of Montana administrators was selected for this study. An opinionnaire was constructed by the investigator and mailed to this sample. The opinionnaire was composed in four parts. The initial part pertained to Personal Characteristics of a counselor, such as trustworthiness, empathy, skill, etc. The second portion of the opinionnaire was used to determine the respondents opinions concerning the Preparatory Characteristics of a counselor, such as supervised counseling laboratory experience, counseling theory, personal counseling, etc. The third section of the opinionnaire was concerned with the Ethical Characteristics considered of utmost importance according to the APGA, such as professional awareness, confidentiality, responsibility to take emergency measures, etc. The last section of the opinionnaire was used for personal comments by the respondents.

The initial section of the opinionnaire entitled Personal Characteristics seemed to indicate that the administrators polled in this study were in general agreement with the standards as established by the APGA. The majority of characteristics mentioned in this section

appeared to receive favorable ratings by the respondents who took part in the study.

The second section entitled Preparatory Characteristics revealed that the Montana administrators who responded to this study seemed to indicate agreement generally congruent with APGA standards.

The third section, Ethical Characteristics, showed the respondents to generally possess opinions compatible with the standards established by the APGA.

Conclusions

The findings in this study were generally consistent with the findings of the literature reviewed during the course of this study. Judging from the results, it would appear that the Montana administrator closely agreed with the recommendations for the role and function of a counselor as proposed by the APGA. From the information presented in this paper, it appeared that the counselor education programs were seemingly doing an adequate job in terms of preparing the up coming counselor for his future position in his field. However, one question which this study did not answer was: Are the counselors actually performing on the job according to the specific guidelines as established by the APGA? Furthermore, even though the administrators felt these recommendations were necessary for the counselor, was the counselor actually able to live up to the expectations of the APGA and his administrator?

The review of literature indicated the counselor was not actually assuming the role and function he was prepared to perform. The investigator concluded that even though professional organizations felt the counselor should assume a certain role and function, and the Montana administrators agreed to the recommendations of the professional organizations, there remained some obstacle or obstacles which hindered the counselor from assuming the specified role and function.

The descriptive picture of the Montana administrator brought to light some interesting findings. There were from one to ten per cent of the respondents who refrained from responding to certain items such as personal congruence, spontaneity, loyalty to clients, supervised practicum, etc. The investigator concluded from these abstentions that many administrators were unfamiliar with these terms, especially in the sense that the terms were professionally important to a trained and practicing counselor. The investigator further concluded that many Montana administrators were not aware of many of the Personal Characteristics, Preparatory Characteristics, or Ethical Characteristics for which their counselors were trained. In the section entitled Recommendations, comments pertaining to remedial measures which may facilitate improved communication on professional counseling matters as mentioned above will be itemized.

Recommendations

The following items are put forth by the investigator in the hope that further research will be undertaken in order to facilitate greater communication concerning professional counseling on the part of both counselors and administrators:

1. That administrators be encouraged to take part in professional counseling training as part of gaining an advanced degree.
2. That professional school personnel be made cognizant of workshops, charettes, and seminars available to them concerning the topic of counseling.
3. That further research on a statistical level be undertaken to verify or reject the descriptive results put forth in this paper.
4. That counselors, when beginning a counseling position in a school, receive clear and concise information from the administrator as to the administrator's position on the role and function of a counselor.
5. That the counselor become aware and cognizant of his own role and function and is able to clearly describe verbally and in written form exactly what is the processing of counseling.
6. That a counselor clarify and communicate his role and function in relationship to the other specialists, faculty, and resource personnel in the school system as it exists prior to the counselor's assuming his position.

7. That in-service training programs be instituted in the Montana Public Schools to facilitate communication concerning the role and function of the school counselor in terms of APGA standards.

8. That a newsletter be written by counselors practicing in the Montana Public Schools to better communicate knowledge about counseling to laymen in the field, professionals, and administrators, especially the specific terms germane to counseling.

9. That counselors communicate clearly and effectively to the students, precisely what the role and function of a counselor is, especially as concerns confidentiality, availability, responsibility, and expectations.

Summary

A review of the procedural aspects of this study was presented in the beginning of this chapter. The findings of the study conducted by the investigator were perused and some conclusions based on these findings were reached. Recommendations for further research and more effective communications in the area of counseling were presented.

APPENDICES

APPENDIX A
QUESTIONNAIRE TO ADMINISTRATORS

— *Montana State University* —

Bozeman, Montana 59715

Tel. 406-587-3121

Department of Educational Services

April 11, 1972

Dear

In order to more satisfactorily prepare counselors for the ever changing role expectations they will find in actual practice, this descriptive survey will seek to clarify the perceptions of administrators who function as direct or indirect counselor supervisors in the field. An attempt will be forthwith to remedy any discovered differentiations made apparent by this research.

This study is being conducted for the National Council for Accreditation of Teacher Education evaluation and we would appreciate you taking fifteen minutes of your time to help us realize whether or not the direction we are going in at Montana State University toward counselor education is appropriate to the administrators in the State.

If you would like to have a copy of the results of this survey, please check the appropriate box on the final page of the opinionnaire.

Your cooperation will indeed be appreciated.

Thank you for your assistance.

Yours truly,

Margaret Maffit



Please indicate the extent to which you agree that the following personal, preparatory and ethical characteristics are very important for a counselor to possess by checking the appropriate response box.

Personal Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. trustworthiness					
2. empathy					
3. skill					
4. personal congruence					
5. spontaneity					
6. well-adjustive personality					
7. perceptive in understanding human behavior					
8. sensitivity to administrators' needs					
9. dedication to his profession					
10. loyalty to clients					
11. sensitivity to students' needs					
12. dedication to educational process					
13. dependability					
14. sensitivity to teachers' needs					
15. enthusiasm					
16. self-sufficiency					

Personal Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
17. qualities of group leadership					
18. sincerity					
19. intelligence					
20. confidentiality					

Preparatory Characteristics

1. interpersonal communications					
2. research					
3. statistics					
4. supervised counseling lab experience					
5. knowledgeable of the world of work					
6. parental liaison					
7. job placement					
8. personal counseling					
9. group dynamics lab					
10. counseling theory					
11. staff communications					
12. evaluation of curriculum effectiveness					
13. orientation of new students					

Preparatory Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
14. philosophy of education					
15. supervised practicum					
16. multiple counseling					
17. history of groups					
18. course placement					
19. psychological testing					
20. administrative duties					

Ethical Characteristics

1. professional awareness					
2. confidentiality					
3. right to consult with other professionals					
4. right to refer a client					
5. responsibility to report dangerous situations					
6. responsibility to take emergency measures					

Please feel free to make any additional comments concerning your perceptions of how a counselor should be trained and what the goal of the preparing institution might encompass in terms of a professional counselor in the field.

() I would like very much to receive a copy of the results of this survey.

APPENDIX B
COMMENTS FROM ADMINISTRATORS

PERSONAL COMMENTS FROM THE ADMINISTRATORS*

"A counselor should be trained to work closely with his Principal or Administrator, yet without revealing matters of confidence of his clients. A counselor needs to be aware of the total educational program of the system in which he is working and to cooperate well with his fellow staff members and not consider his field of work as a program apart from the total school program."

"One should have more personal contact with the student. He should understand the student and their problems and try to do something about it. He should also be able to communicate with the student on the student's level."

"Original screening and selection of personnel of paramount importance. No amount of training will make-up for lack of desirable basic characteristics that you list on page one of this survey.

I also feel very strongly that this program should receive primary emphasis in the Elementary School rather than in H.S. -- prevent rather than try to cure."

"Sincerity, enthusiasm, confidentiality are more important than many of the required courses. In other words--the counselor should have the personality for it & not go into the field because of the money or vacancies that may exist."

"Suggest that no counselor be allowed into the program until he has completed a minimum of three year of teaching."

"I think counselors should be trained in a manner that would insure their effectiveness both from the viewpoint of the student and teacher.

Too often I have found the counselor at odds with teachers. I think counselors should be impressed with the fact that they are

*All comments from administrators are typed exactly as written--no changes in spelling or punctuation have been made.

employed to help in the educational process rather than be a champion of the students at the expense of the teachers--Also that the "World of T.V. Wonder Works and work in a school are not the same. I feel a good counselor is extremely valuable in a school--a weak one a poor one can mess the entire system up.

They must have a down to earth image of themselves."

"One gets the impression that the counseling profession is reaching a serious confrontation as to their role in the school. I, for one, would side with the behaviorists and seek to give the job more detachment from the education establishment. I realize, however, that this view is not acceptable to most administrators, teachers, and parents and tends to create tensions. In some cases, even the students misunderstand.

And I have not made up my mind in regards to the issue of confidentiality."

"Personal hygiene of counselor, cannot be stressed too much."

"To see the whole picture--not just the obvious! Use common sense--theory is fine, but not always practicable or useable in many situations. See all side of the coin--not just what one wants to see.

Down to earth type individual. Feet on the ground!"

"I think that a counselor must have that thing we call "common sense". He must be able to adjust to the situation as it arises and have the flexibility to provide the needed & necessary help for each individual student. Counselors must be prepared to work with the parents and students jointly--They must have the personality to get involved with each student and parent to prepare the student for decisions down the pike--

Counselors must be able to work with all students whether they are achievers or under-achievers-- All students need help & guidance-- Too often I've seen those who could only work with those who they get along with well--"

"I definitely believe a professional counselor should have teaching experience before entering the field as a counselor."

"Emphasis on the ability to listen and allow the student to draw own conclusions.

Emphasis on the fact that a counselor is a part of the whole educational process and not the whole process. He must be willing to help the overall program rather than cut it to bits."

"Interpersonal Communications skills
group processes"

"I feel that a counselor must have had some classroom experience so that he would and could know what the teachers are up against with the slower students and the students that are always causing trouble, ie, skipping school, tardy, excessive absence, etc.

I also feel strongly that the counselor should be a disciplinarian when the need arises."

"Counselors must have empathy. Must be sincere in their work, must be understanding and above all else must be willing to extend effort on behalf of the student.

Counseling, if fear, has, in some cases, become a haven for the misfit. --This cannot be!!! This person must be the best adjusted, most sincere & hardworking of all staff members. --

Deep seated problems should be handled by psychologists, not by guidance personnel. Training of this type should therefore be minimal. --"

"Having functioned as a guidance counselor and presently in an administrative position I feel qualified to speak from both sides.

I feel that all the course work in a program is necessary to prepare counselors but not at expense of reality. Theory courses are necessary but a counselor has to function in reality.

Also, I feel that a candidate for the area of guidance and counseling should be carefully screened."

"I don't know where a person could be trained it but general common sense is what is needed in most cases. I believe they should know problems teacher & administrators face also. The ability to have

a good relationship between students faculty & adm is most important I feel. In other words the individuals personality is a large factor."

"There is an obvious need for additional training in the area of vocational counseling.
I further see a need for an occupational specialist to work with school counselors."

"I have been describing a counselor not a guidance person."

"It is important that a counselor have good rapport with the students. He must exhibit knowledge and technique necessary to reflect a desire for student to seek the counselors help. Students must come to him for him to be truly effective."

"More training in behavior modification."

"I feel that one of the most important areas is that of confidentiality. Not only for the student but also for the staff and administration. I feel that some guidance people protect the students more than adequately while at the same time disclosing information which is detrimental to the school system.

I also feel that some guidance people want to make too many decisions that should be made by administration and not by counselors."

"If you can train a counselor to perform at the top of the scale you have devised for the questionnaire, furnish him with a level so he may keep his halo straight.

Sincerely though, I believe the prospective counselor should be given more opportunities for practical work and training, practicum, if you will. It is fine to have the theoretical background upon which to develop a technique, but give the novice some supervised practice to polish rough spots before he gets into a bind."

"Candidates for counselors should be screened very carefully. Only those who truly love young people should be encouraged to become counselors.

They must develop methods & techniques, but more important is the desire to help young people (feeling--empathy--love)."

"One of the major problems re: counselors is the fact that they have an entire responsibility for the total high school student body. This is a problem when they have 200-350 students in a small high school. With such a wide diversification of student interests, requests further schooling etc. it perhaps becomes a monumental--inhuman task to know 'it all'

Perhaps what we are looking for in schools of this size is an individual who knows something about the counseling processes plus the vocational awareness of student requests. (I'm not sure you include the latter as part of counseling----we do!)

There is a definite need and priority to develop counselors who are either adequately trained or given an idea of counseling in elementary schools. How you can achieve all of the above remains to be seen.

In an age of so-called specialization I still see the counseling position as an individual who is given as much contact in all areas as possible so that he or she can relate something to each individual student.

The most practical teacher is undoubtedly experience."

"To work with the institution for what is best for student. Most high school jobs involve guidance more than counseling & counselors don't want the guidance part any more & are losing respect of school boards. They are not psychiatrists but are attempting to do so. Train them for what they will be used for."

"The counselor today revolves within an ever-increasingly complex sphere of responsibility. He must be a decent, understanding, sincere and dedicated person with empathy for the student and yet have the guts to point out to a kid when he (the student) is wrong. Problem of kids today seem more involved and complex than problems of kids 10-15 years ago. So---the counselor must be more efficient and perceptive if he is to help the student understand and meet these problems."

"I believe that colleges and universities should make a study of what counselors do before they attempt to direct the preparation for potential counselors. The role of a counselor is changing rapidly over many areas and I am sure that colleges and universities recognize this, however I am not sure that they recognize the traditional things that are still a part of the counselor program. Of course, counselors have a variety of roles and the roles vary according to the size of the school in which the counselor operates. Here in our school

(approximately 1600 enrollment) a follow up study shows that approximately 65% of our graduates attempt college. This means of course that counselors need to know where the colleges are, what they offer, admittance requirements and financial aid available. It is not my contention that a graduate should know all of these things but they should know how and where to find out and they should have had some practice in interpreting information once they receive it. The financial aid question is a big one. In the past year a greater number of students than ever before are moving toward junior college, community colleges, vo-technical schools, apprentice programs and other types of preparation other than that leading to a college degree. Again, counselors need to know how to find information and how to interpret it. Counselors need to be aware of the growing trend in career education and still feel confident in dealing with this trend.

Today, high school students want to talk to counselors about personal problems, social problems, financial problems, education problems and occupational problems. Counselors need preparation in the art of listening, in the art of referral and in the art of offering alternatives. Counselors need preparation in the art of dealing in human relations. I recognize that this last statement seems very obvious, however many people are aware of the need for the art of human understanding but not too many have made a positive attempt to sharpen their skills in this field.

Counselors need preparation in group work. The demands for a counselors time are so great that some group work of necessity must be incorporated into the program if all students who need services are going to get any help at all. Counselors need to be able to recognize limitations. These limitations apply to a counselor as an individual, as a school and as an institution. No one can be all things to all people. Counselors also need to recognize the limitations in relation to the needs of students. In our troubled world there is a tendency to create problems or to deal with symptoms which are nothing more than the process of growing up. Counselors need to recognize the need for the involvement of other people in the counselor area. This means that they must be aware of community resources, school resources and national resources. Counselors must also recognize they occupy a rather unique position in the school system. They are neither teacher nor administrator. Yet they are both. Counselors need to recognize that their role in a public school will be pretty much what they make it.

These are just some thoughts in relation to counseling and I would be willing to discuss the matter further either by correspondence or in person. There is one thing I do know, we must have good counselors if we are to have a good educational system. Counselors are vital."

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