

EVALUATION OF GUIDANCE AND COUNSELOR EDUCATION

AT MONTANA STATE UNIVERSITY

by

Adele W. Rate

A professional paper submitted to the School of
Education in partial fulfillment of the
requirements for the degree

of

MASTER OF EDUCATION

in

Guidance and Counseling

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1967

TABLE OF CONTENTS

Chapter	Page
I. NATURE OF THE PROBLEM	1
II. BACKGROUND OF THE PROBLEM INVESTIGATED	2
History and Trends in Development	2
Present Research Pertaining to the Program	5
Present Offerings in Graduate Programs	15
III. METHODS	17
Questionnaire Sample	17
Construction of the Questionnaire	19
Administration of the Questionnaire	20
Analysis of the Data	21
IV. RESULTS	23
Relationship of Course Areas to Present Position	23
Counselor Rankings of Broad Areas and Courses in Counselor Education	27
Counselor Rankings of Phases in Counseling	29
Counselor Suggestions for Program Improvement	30
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	34
Summary	34
Conclusions	35
Recommendations	39
APPENDICES	44
Appendix A: Programs Offered at Seven NDEA Institutes	45
Appendix B: Guidance and Counselor Education in Leading Universities	48
Appendix C: Alphabetized List of Counselors in the Sample	52
Appendix D: Questionnaire	53
Appendix E: Letter Explaining the Nature of the Study	59
LITERATURE CITED	60

LIST OF TABLES

Table	Page
1. Rank Order of Courses in Counselor Education . . .	7
2. Composite Program of Studies	13
3. Composite Program of Studies	15
4. Rank Order of Broad Areas in Counseling Preparation	27
5. Mean Ranks of Courses in Counselor Education . . .	28
6. Rank Order of Phases of Counseling	29

ABSTRACT

The purpose of this study was to survey the opinions of forty-four master's degree graduates of Montana State University in guidance and counselor education from the year 1955 to the present about weaknesses and strengths of the formal education they received.

A questionnaire was mailed to the graduates with items sampling their opinions as to what their present job is like, how well their education is serving them, what courses they took as students that are now proving to be practical to them as counselors, and what other courses are needed to help the counselor in his work. The questions were determined through consultation with professors at Montana State University concerned with counselor education. A letter explaining the nature of the study and a stamped, self-addressed return envelope was sent in addition to the questionnaire. One hundred percent of the sample returned their questionnaires.

The majority of the questions were examined individually and percentages were found for each item answered within each question. Three of the questions required the counselors to rank certain broad areas of counseling, various phases of counseling, and courses now recommended in the guidance and counselor program at Montana State University. Means were calculated for each area, phase, or course and these means were then ranked in descending order with the largest mean indicating the most important.

Conclusions arrived at as a result of this study were: (1) The counselors seemed to be basically satisfied with the graduate program they completed in guidance and counseling. (2) The areas of statistics, individual mental measurement, group guidance, and school curriculum were considered very important by the counselors. (3) Practical experience in all areas was stressed by the counselors. It perhaps should be injected into more areas than just counseling practicum.

Recommendations made were: (1) More practical experience should be injected into the graduate program. (2) The graduate program should be made more flexible so as to meet the needs of individual students. (3) A fifty credit program, involving four quarters of graduate study, in which the student would take basic education courses, sociology and psychology courses, and electives was constructed to provide this flexibility.

CHAPTER I

NATURE OF THE PROBLEM

The world will not stand still. Society is constantly changing, as are its needs. The job of guidance counselors will be to meet these needs. But without adequate preparation in the field, at best counselors can hope to be minimally able to meet and cope with requirements of society.

Because of the rapid growth of the field of guidance and counseling, the development of course work for counselors has been roughly and perhaps haphazardly thrown together to meet the demands of the time. Also there has been a tendency to add courses to the ones that have been in the program for years rather than investigating and perhaps deleting those courses no longer needed to meet today's needs.

In recent years more has been done in the way of research to determine what actually are the needs of today's counselors and how these needs can be met. There has been much controversy over the requirements to be demanded of counselors, but new and better programs are being developed to help counselors meet the needs of society.

The problem investigated in this study was to determine what opinions graduates of Montana State University from the year 1955 to the present in guidance and counselor education had in reference to weaknesses or strengths of course work they experienced in guidance and counselor education.

CHAPTER II

BACKGROUND OF THE PROBLEM INVESTIGATED

History and Trends in Development

Barry and Wolf (1963) compiled histories, similar to those compiled by Brewer (1942) and Mathewson (1962), on the development of guidance and counselor education. Barry and Wolf's ideas have been abstracted as representative of those commonly held about the development of counselor education.

The authors felt that the education of guidance-personnel workers helps to formulate philosophy, to determine the methods by which that philosophy is implemented and to create attitudes toward the field of guidance-personnel work. Many of the modern training programs for guidance-personnel workers have certain common characteristics: They retain the seeds of early controversies, they resemble closely the early programs, despite a near half century of progress, they reflect the nature of growth of the field, and have mirrored the same pervasive influences.

The formal training of guidance-personnel workers began with essentially two types of programs: vocational guidance, which dealt with the technical aspects of the field, and programs designed for deans from various colleges who felt they needed help in their diversified fields. The latter program was considered a liberal or broad fields education.

In 1918, the Commission of the Reorganization of

Secondary Education brought forth two qualities that a counselor should have: (1) he should be specially trained in the skills and procedures of his profession and (2) he must also be an educator trained along general lines. These statements bring forth the ever present controversy of whether a program for guidance counselors should emphasize technical or liberal aspects of education.

Guidance programs spread rapidly after World War I in that more programs were instigated and a demand arose for secondary school guidance workers. With these demands came the problem of how to certify these people. Many states set down guidelines to be fulfilled along lines of vocational training as opposed to liberal training given the deans of colleges. According to Barry and Wolf (1963), states are just beginning to break away from the bonds of their old certification requirements. Throughout this development three groups have emerged and have taken a stand: liberal education-oriented programs, technical training advocates, and those suggesting no specialized training, simply advanced academic work.

Many programs have never been truly evaluated. The influence of the teacher, of the student, and what each brings to classes often determine the worth of a program. As one can easily see this influence would constantly be changing.

Guidance-personnel work has no tradition, no commonly accepted discipline, and no thorough evaluative studies. This is due mainly, perhaps, to the rapid growth of the field. The content of the program has been influenced chiefly by practice in the field and developments in adjacent fields. Courses in "Principles" or "Problems" have become central to the program and are beginning to be supplemented with practical courses. One of the main problems is the fact that students are required to take courses outside the field of guidance, but then they are often not aided in the adaptation of this information to their guidance work. Apprenticeship or field experience is becoming, as stated earlier, quite popular. One of the assets to such a program is that one often remembers experiences quite a bit longer than what was gathered from books. There are dangers though. In formal courses he is taught the latest methods, trends, and practices, but when he is doing his training he is not helped to substitute these for commonly found antiquated practices. Also in many situations the trainee ends up doing tasks such as, record keeping, roll taking, and filling out reports, rather than individual counseling. Fundamental questions raised in relation to apprenticeship training are: At what point does it help the student and at what point does it exploit him? How influential is it in shaping the student's view of his field?

What type or types of field work are the most valuable?

Can field experience train him for the future?

Another problem that so often arises within the guidance-counselor education program is whether or not all should take the same courses. Should an elementary counselor take all courses that a high school or college counselor would take?

Good human relations seem to be, in the opinion of many, necessary for the success of a counselor. The problem remains, should a program be so structured as to develop good human relations within the individual, or should only those with the proper characteristics be admitted to the program initially? This seems to be a key problem facing curriculum instigators, because human relations are so much a part of a counselor's work.

Present Research Pertaining to the Program

Mathewson (1962) stated that job surveys alone will not disclose the functions which counselors should be trained to perform. The concept of these functions should be derived from an analysis of needs for guidance and from associated purposes of guidance and counseling.

He also suggested that prospective counselors should be spotted in schools and during undergraduate training, then referred to counselor educators. Observation should continue during the period of counselor preparation and in early adjustment on the job.

The problem Olson (1966) investigated was to determine whether the professional preparation or personal qualities of a counselor contributed more to the counselor's effectiveness in the opinions of high school administrators in the Bozeman, Montana, area. The study, encompassing thirteen high school administrators within a one hundred mile radius of Bozeman, Montana, was conducted by interviewing the administrators. During this interview they were asked to rate possible counselor duties on a continuum scale as to professional preparation or personal qualities and secondly to rate these duties as to importance in the school.

The results of Olson's study indicated that the administrators felt that professional preparation was more important than personal qualities. The weaknesses of the study pointed out by Olson were: (1) The interview schedule of possible counselor duties prejudiced the responses toward one of the two characteristics; (2) Many duties were rated as equally important in reference to professional preparation and personal qualities, therefore the fact that professional preparation is needed much more than personal qualities for counselor education can not be concluded.

The greatest contribution of this paper was, in the opinion of the present investigator, the indication of a need for effective counselor education on the graduate level. These

courses should be not only in the techniques of counseling, such as the interview and tests, but also in the study of the many social groups and personalities the counselor may encounter.

Kaback (1963) sent questionnaires to 84 counselors in New York State schools asking them to rank 13 of the commonly required courses in the guidance curriculum in order of importance. (Note Table 1.) Conclusions she drew from the

Table 1.
Rank Order of Courses in Counselor Education

Course	Rank Order of Medians	Median Ranks
Supervised Practicum	1	1.75
Techniques of Counseling	2	2.32
Understanding the Individual	3	2.80
Principles and Practices of Guidance	4	3.75
Methods and Materials of Group Guidance	5	5.12
Personality Development	6	5.63
Measurement	7	6.25
Tests and Measurement	8	6.50
Group Dynamics		
Organization and Administration of Guidance Services	9	7.25
Individual Intelligence		
Testing	10	8.00
Educational and Occupational Information	11	8.25
Use of Community Resources	12	8.50
Statistics	13	10.33

returns were that: (1) The personalities, attitudes, and personal philosophies of particular instructors played a

greater role in counselor preparation than did course titles or course content. (2) Courses in educational and occupational information, community resources, statistics, and organization and administration, as now taught, were of limited value in relation to the general school guidance program. (3) Counselors felt there was a need for more intensive preparation in psychological understanding and more supervised experience under the direction of competent instructors.

The American Personnel and Guidance Association (APGA) commissioned Wrenn (1962) to conduct a study as to the needs of counselors in the changing world of today. His report was a look into the future based on his past experiences.

According to Wrenn, counselors recommended more preparation in psychology and more supervised experience on the practicum level. A minimum of two years work on the graduate level, increased psychological understanding, broadening of education in social and cultural conditions, supervised experience in counseling, and competency in research were recommended by counselor-educators.

Wrenn felt that future focus will be upon psychological understanding, study of immediate culture of the community, larger culture of the nation, and various cultures of the world. Up-to-date understanding of school purpose, organization, curriculum, and instructional procedures for

adult psychology and parental education were needed. Minimal understanding of research procedures and cautions were felt to be essential. One third to one half of a two year graduate program should be devoted to psychology, societal forces and culture changes involving graduate areas of sociology, anthropology, economics, and international relations. Understanding was needed of basic educational philosophies and school curriculum patterns. Not more than one fourth of the program should provide for essential applied or technical courses in counseling, measurement, educational and occupational information. Supervised experience in both individual counseling and planned group situations should be included to the extent of not less than one fourth of the total graduate program. Introduction to the problems of ethical relationships and legal responsibility in counseling should be included.

The APGA (1961) set up the following standards to be met by graduate programs in guidance and counselor education:

1. Two years minimum program
2. Behavioral and social sciences, biological sciences and humanities are necessary.
3. A knowledge of the processes of education are needed.
4. Professional studies in counseling should be conducted.
5. Supervised practice in counseling, laboratory experience, internship, and counseling practicum should be included.

Although these areas were recommended, they should be flexible, in the opinion of the investigator, to suit the individual to insure his personal growth in self-understanding and professional attitudes.

Shertzer, Dye, and Walsh (1965) conducted a questionnaire survey of 150 counselors, 150 counselor-educators, and 150 school administrators as to their reactions to the above Wrenn, APGA, and also Conant guidance recommendations. The results of their study showed that Wrenn's suggestions were preferred over APGA suggestions which in turn were preferred to Conant's. The recommendations of both Wrenn and APGA that two years of graduate study was a minimal counselor training program received relatively little support from the three groups. On the other hand, the recommendation that teachers should not be considered as the only source of supply for school counselors was accepted.

The above study brought forth the conclusion that there was a core of agreement among counselors, counselor-educators and administrators with regard to counselor training.

Tooker (1957) gave the following recommendations for counselor preparation:

1. Teaching experience
2. The counselor should be at least as well-prepared in the areas of vocational and educational guidance as he is in personal guidance.
3. Counselors should receive a substantial foundation in the methods and materials of group guidance.

4. Counselors should receive a thorough exposure to the great variety of tests in common use in schools and be given intensive training in the proper utilization of test results.
5. Counselors should spend some time in a practical problems course which will run the gamut of typical communities and school systems.
6. Counselors should receive leadership training which carefully examines the power structure of typical communities and school systems.
7. Understanding of simple statistical techniques which are repeated often enough to insure their incorporation in the actual practice by the counselor is needed.
8. Training should be provided in the area of public relations.
9. Counselors should receive sufficient training in the techniques of related disciplines to develop an appreciation of their potentials and limitations and an understanding of the benefits and difficulties generally encountered in using the "team approach".
10. Specific knowledge concerning various types of treatment facilities, methods of proper referral, techniques for dealing with parent resistances to treatment, and a sense of obligation to work in the community to meet the needs of such facilities should be developed in the counselor.
11. Counselors should participate in well-defined and rigorous practicum under careful supervision.
12. Concerning the director of guidance--His training should be similar to that of the counselor. Most variation should be in degree rather than kind. Some supervisory and administrative training and a practicum aimed toward the director's functions should complete the variation.

Present research involving motivation and the teacher-learning process itself seems to confirm the sophistication of the counseling function and to indicate the need for more extensive preparation for practitioners (Hill, 1963). The qualified counselor who does excellent work doesn't "advise" as such, but rather provides opportunities for children to

learn. The unqualified person in counseling might on occasion be dangerous to his counselees. He is not equipped to do the things he is supposed to do. He can easily offer "advice" without worrying about facts, understandings, relationships, or probable effects. The possibility of an unqualified person entering the schools as a counselor is disturbing. Attempts should be made to develop programs to prepare the counselor for all situations he might meet.

Sampler (1963), in a commentary on Hill's (1963) article, cited the following facts. In analysis of individual counselors, 54 percent had less than four hours of graduate course work, 58 percent had less than four hours of psychological foundations, 90 percent had little or no sociological foundations, 70 percent had no counseling practicum while about 17 percent had less than four hours, and only 57 percent had a course in educational and occupational information.

There were no comments on how the above study was conducted. If it were conducted in an unbiased manner, in the opinion of the present investigator, these statistics would certainly indicate a need for a serious review of course requirements in counselor preparation.

In addition to the APGA group, Wrenn, and Conant, the American School Counselor Association (ASCA) (1966) suggested standards for preparation of secondary school counselors. ASCA recommended, as did Wrenn and APGA, that the program

entail two years of academic study and involve supervised experience. Opportunities should be provided for the development of understanding and competencies in the following:

- a. The foundations and dynamics of human behavior and of the individual in his culture.
- b. The educational enterprise and processes of education.
- c. Professional studies in school counseling and related guidance activities:
 - (1) Philosophy and principles underlying guidance and other pupil personnel services;
 - (2) Individual appraisal, the nature and range of human characteristics and methods of measuring them;
 - (3) Vocational and educational development theory; informational materials and services;
 - (4) Counseling theory and practice;
 - (5) Group procedures in counseling and guidance;
 - (6) Statistics and research methodology, independent research, and data processing and programming techniques;
 - (7) Professional relationships and ethics in keeping with the APGA Ethical Standards;
 - (8) Administration and coordination of guidance and pupil personnel services;
 - (9) Supervised experience

Present programs are constantly being evaluated and improvements are being made. The National Defense Education Act (NDEA) institutes tried to meet needs of counselors by providing programs similar to the one presented in the following table:

Table 2.*
Composite Program of Studies

-
- | |
|--|
| 1. Statistics and Mental Measurements |
| 2. Research Methodology and Independent Research |
-

*For more detailed information see Appendix A

Table 2. (Con't)

-
3. Psychological Foundations
 4. Child, Adolescent, and Post Adolescent Development
 5. Professional Seminar in Guidance
 6. Counseling Theory and Practice
 7. Vocational Development Theory and Informational materials and Services
 8. Group Processes and Procedures
 9. Counseling Practicum
 10. Field Experience
-

The above table is a composite NDEA Institute program of studies that was offered at Purdue, Atlanta, Georgia, Illinois, Iowa, and San Diego. Unique to Atlanta was a course offered in professional relations, ethical and legal responsibilities of school counselors. Human relations, in the opinion of the present investigator, are so important to the success of the counselor that more schools should offer courses that might develop the desirable traits in a counselor.

The previous discussion has brought out the definite need for comprehensive counselor preparation. In order to meet this need, the present programs should be continually evaluated and, if need be, changed not only by adding courses to those already required, but by removing courses if investigation shows that they are only frills attached to the program.

Present Offerings in Graduate Programs

Northwestern University, University of Iowa, University of Wisconsin, Michigan State University, University of Minnesota, Purdue University, University of Illinois, and University of Indiana were contacted about their present graduate programs in guidance and counselor education. Many of the schools offered similar courses to those offered in other schools. Because of this, a table was compiled of courses common to all schools contacted.

Table 3.*
Composite Program of Studies

-
-
1. Introduction to Research
 2. Historical and Cultural Foundations of Education
 3. Psychological Foundations of Education
 4. Basic Course in Guidance
 5. Psychology of Personality
 6. Vocational Guidance and Occupational Trends
 7. Tests and Measurements in Education
 8. Theories of Counseling
 9. Introduction to Statistical Methods
 10. Supervised Experience in Counseling
 11. Counseling Practicum
 12. Group Procedures in Guidance
 13. Seminar in Guidance and Counseling
-

*For more detailed information see Appendix B

The differences among the programs of the various universities were not found to be so much in course types, as in depth of topics. Michigan State University presently requires two years of graduate study to become a counselor.

The present graduate program leading to a master's degree in guidance and counselor education at Montana State University is very comparable to those being offered in other universities. The question still remains: Does the program meet the needs of counselors working in schools? This study brought forth information for answering that question.

CHAPTER III

METHODS

The purpose of this study was to survey the opinions of master's degree graduates of Montana State University in guidance and counselor education from the year 1955 to the present about weaknesses and strengths of the formal education they received.

Counselors were surveyed by means of a mailed questionnaire to sample their opinions as to what their present job is like, how well their education is serving them, what courses they took as students that are now proving to be practical to them as counselors, and what other courses are needed to help the counselor in his work.

Questionnaire Sample

Forty-four graduates of Montana State University from 1955 to the present in guidance and counseling were contacted by means of a mailed questionnaire. These forty-four students were identified by checking the education department files on graduate students. Addresses were obtained from the alumni office. All of the questionnaires were returned, but of the forty four two counselors reported that although they had received their master's degree in guidance and counseling they had not gone into the field of counseling. Therefore the working sample was reduced to forty two. A list of the

counselors contacted in the study and the year they received their degree is shown in Appendix C.

Seventy-nine percent of the forty-two counselors were males and 21 percent were females. Over half (52 percent) devoted at least three quarters of their school time to counseling, 24 percent were employed half time, and 24 percent devoted 25 percent or less of their time to counseling. Of those who were not employed full time, the majority (29 percent) were also employed as teachers while ten percent were employed as administrators. Many others were employed in a variety of positions, such as college professors, Director of Special Services, Director of Physically Handicapped School, Corpsmen Supervisor, and Director of the Northern Cheyenne Neighborhood Youth Corps.

The majority of the counselors (46 percent) had had three to five years experience as teachers and counselors, ten percent had had one year experience counseling, and seventeen percent had had two years. Fifteen percent had had from six to ten years of experience, with the remainder of the counselors having had over eleven years of experience counseling. Essentially the same percentages were found concerning teaching experience.

Construction of the Questionnaire

Because some of the graduates in the sample had moved to other states in the United States, the possibility of gathering information by means of a personal interview was rejected. A questionnaire was constructed through consultation with professors at Montana State University concerned with counselor education. A copy of the questionnaire is shown in Appendix D.

The questionnaire took the form of a checklist for the majority of the questions. It was felt by those involved in the construction of the questionnaire that a checklist would increase the probability of responses. An example of one of the questions is:

1. What is(are) the major area(s) in which you use these statistics?
 - ☐ Interpretation of tests
 - ☐ Development of norms
 - ☐ Prediction
 - ☐ Follow-up work
 - ☐ Others
 - ☐ None

Several of the questions required the counselors to rank certain broad areas of counseling such as, counseling techniques, occupational guidance, group guidance techniques, child development, and others, as to their importance to the counselor's work.

The counselors were also asked to rank a list of courses that are presently recommended at Montana State University

for a degree in guidance and counseling as to their importance to their present work as counselors.

The counselors were also asked to make any additional suggestions they might have as to ways in which the master's degree program in guidance and counseling might be improved.

The items within the questionnaire sampled the counselors' opinions as to what their present job is like, how well their education is serving them, what courses they took as students that are now proving to be practical to them as counselors, and what other courses are needed to help the counselor in his work.

A trial questionnaire was administered to a group of graduate students, counselor-trainees, students in administration, and others with advanced academic work. This administration of the questionnaire was conducted in an effort to eliminate any ambiguity that might exist in the wording of the questions.

Administration of the Questionnaire

The forty-four graduates in guidance and counseling were identified by checking the education department files on graduate students from 1955 to the present. Their addresses were obtained from the alumni office. A letter explaining the nature of the study (see Appendix E) and a stamped self-addressed return envelope were mailed in addition to the questionnaire.

A follow-up was conducted three weeks after the initial mailing of the questionnaire for those counselors who had not yet replied. This procedure resulted in a 100 percent return.

Analysis of the Data

The central problem of this study was to determine what the opinions of graduates of Montana State University in guidance and counseling were concerning their formal education.

Each question asked of the former graduates was examined separately and percentages were computed on the basis of their responses. In all cases the percentages were rounded to the nearest whole number when the results were reported in the chapter which follows.

Questions 16, 17, and 27 were treated in a different manner, because they involved a ranking of broad areas in counseling, time spent in various phases of counseling, and courses presently recommended at Montana State University for the graduate program in guidance and counseling. The respondents were asked to rank each item within the questions from zero to five (the higher the rank the greater the importance they attached to the item). Total rankings for each item, during analysis of the data, were computed and means were then found and ranked. The ranking of means for each item indicated the importance attached to the various areas, phases, and courses.

The final question, an open-ended one, asked the counselors to make any suggestions on how the present counselor education program might be improved. The suggestions were numerous and were grouped into four general categories: practical experience, sociology and psychology, changes in present courses offered, and structure of the program.

The results of the study are presented in the following chapter.

CHAPTER IV

RESULTS

Questionnaire responses were obtained from all previous graduates of Montana State University, from 1955 to the present, who are now or were for a short time employed in guidance and counseling. Counselors evaluated course areas in relation to their present positions, ranked broad areas and courses in counselor education, ranked various phases in counseling, and made suggestions for the improvement of the graduate program in guidance and counseling. Percentages and mean rankings, reported below, were computed for the various items of the questionnaire.

Relationship of Course Areas to Present Position

Only two percent of the counselors participating in the study used no statistics at all in their work, while eighty-one percent used statistics "some" or "extensively". The majority (83 percent) of those using statistics used them in the area of test interpretation. Prediction, an area involved in test interpretation, followed in importance in that 48 percent of the counselors used statistics for this purpose. Forty percent of the counselors, who reported having follow-ups in their school, used statistics in this area. The majority (77 percent) of the follow-ups were conducted once a year. Another area which involved counselors (29 percent) in the use of statistics was in the development of school

norms. Fifty-three percent of these counselors had developed norms for their particular school.

The areas in which counselors used the majority of their statistics involved testing and measurement. Perhaps this would indicate that the amount of statistics needed by counselors could be met in a class on testing and measurement. The statistics involved might have to be more extensive than those now presented, but possibly an entire quarter spent specifically on statistics is unwarranted.

Eighty-eight percent of the counselors had found a need to give the Stanford-Binet, Wechsler, and/or other individual tests to children. Of this group, 87 percent felt "adequate" to "highly adequate" in their ability to administer such individual tests. The majority of the counselors (52 percent) had administered at least fifty of these tests, 24 percent had given from 21 to 30, and 24 percent had administered 20 tests or less. Because of the wording of the item designed to elicit information on question nine, it wasn't possible to determine if the percentages reported above were the number of tests given each year or a total that had been given since the counselor's entry into the field of guidance and counseling. If it were a total, an approximate per year average could be found. The majority of the counselors had had three to five years experience, which would give one an approximate number of twelve tests administered each year.

Because so many counselors had given (or were being required to give) these individual tests, student counselors should perhaps be trained in their administration. The question that still remains in the mind of the investigator is: Does the test give a counselor that much information about a child? Perhaps other tests would do a better job. The social pressure applied to the schools to administer intelligence tests seems to be great and will probably remain so until the public is reeducated to a new concept of intelligence. It is suggested that the general problem of testing and use of test results be given further study.

Ninety-one percent of the counselors had occasion to employ group guidance techniques, but evidently didn't feel that they were doing the best job possible. This interpretation arises from the fact that approximately one fourth of the counselors suggested the incorporation of a course involving group techniques in the graduate program. The counselors used these techniques in a variety of situations, such as special group meetings (76 percent), student orientation (71 percent), homeroom (37 percent), and others (37 percent). The "other" ways that group guidance techniques were used were: problem oriented groups, psychotherapy, parents of special education children, adolescent boys, and potential dropouts.

All of the counselors felt that they should be involved in the development of school curricula, but only 69 percent

felt that they were being involved to the extent that they might. Only five percent reported no involvement, while 59 percent were being involved "very much" to "extensively". Twenty-six percent of the counselors reported that they were somewhat involved. The type of involvement (development of curricula for special education students, gifted students, or improvement of course content, etc.) wanted by the counselors was not made clear in questions that were asked of them. Perhaps a curriculum course developed specifically for counselors would be an asset to the graduate program.

The importance of practical experience was highly stressed by the counselors in this study. Eighty-seven percent suggested that the practicum experience should be extended in depth. More than half of the counselors (52 percent) recommended that at least twenty interviews should be completed during this experience. The remainder were evenly split between five and twenty interviews as a desirable number.

Besides the practicum experience, an overwhelming majority (95 percent) were in favor of an internship supervised by qualified college personnel. Of those counselors in favor of the internship, 45 percent felt that one quarter was of sufficient length, 21 percent were in favor of two quarters, and 21 percent were in favor of three quarters. Only 11 percent recommended an experience of longer than three quarters. Sixty-nine percent felt that this experience should

be paid, a majority of this group (44 percent) suggesting a wage equivalent to one half the amount paid a graduate who is entering the field for the first year of experience. Twenty-eight percent favored three quarters pay, and only 12 percent wanted full pay.

In summary, the course areas of statistics, individual mental measurement, group guidance techniques, school curriculum, counseling practicum, and internship seem to have contributed extensively to the background of counselors in their present positions. All these course areas, with the exception of group guidance techniques and internship, are required courses for presently enrolled student counselors. Consideration should probably be given to these two additional areas.

Counselor Rankings of Broad Areas and Courses in Counselor Education

Counselors were asked to rank certain broad areas in counseling that, to them, were important courses in counselor training.

Table 4.
Rank Order of Broad Areas in Counseling Preparation

Area	Mean Ranks
Counseling Techniques	4.34
Individual Assessment	4.07
Knowledge of Tests	3.88
Counseling Theory	3.73
Occupational Guidance Techniques	3.66
Group Guidance Techniques	3.49

Table 4. (Con't)

Child Development	3.46
Learning Theory	3.17
Administration of Guidance Services	3.07
Research	3.00

The areas of counseling techniques and individual assessment were more important for counselor training than the other areas. The remaining areas, with the exception of research, are rather closely grouped. Perhaps this one discrepancy was due to the limited amount of time that counselors have to spend on researching problem areas.

The counselors were asked to rank courses, presently recommended for the graduate program in guidance and counselor education at Montana State University, from one to five. The following table is a summary of the findings. The course

Table 5.
Mean Ranks of Courses in Counselor Education

Course	Mean Ranks
Individual Mental Measurement	4.34
Counseling Practicum	4.18
Counseling	4.13
Personality Theory	4.00
Tests and Measurements	3.75
Educational Statistics	3.70
Introduction of Guidance	3.68
Social Psychology	3.61
Occupational Information	3.57
School Curriculum	3.33
Investigations in Education	3.31
Learning Theory	3.27

Individual Mental Measurement and the broad area of individual

assessment were ranked high in Tables four and five. This seems to suggest that this area is one of importance to counselors in their work and should be given careful consideration in an evaluation of the graduate program in guidance and counseling. Counseling Practicum, Counseling and the area of counseling techniques were also ranked high. The counselors apparently felt that knowledge of all the "tools" of one's trade (interviews, case studies, tests, etc.) is an invaluable aid. Again, as in the previous question involving rankings, research, this time in the form of the class title Investigations in Education, was ranked low. The present investigator again reiterates the feeling that this is perhaps due, not to the dislike of research by counselors, but to the small amount of time that they have in their busy schedules for research.

Counselor Rankings of Phases in Counseling

The counselors were asked to rank various phases of counseling as to the amount of time they actually spent working on problems in each area. The following table is a report of

Table 6.
Rank Order of the Phases of Counseling

Phase	Mean Ranks
Personal Counseling	4.10
Individual Assessment	3.43
Occupational Guidance	3.33

Table 6. (Con't)

Individual Curriculum Planning	3.10
Counseling of Emotional Problems	3.05
Administration of Guidance Services	2.98
Group Guidance	2.60
Research	2.20

the results. The majority of the time spent by the counselors was in the area of personal counseling with the areas of individual assessment and occupational guidance next in importance. The first two areas have been reported as being important by the counselors throughout the study. The area of personal counseling may have many definitions depending upon the viewpoint of the counselor, thus contributing to its high position. Possibly the role of the counselor is shifting toward that of a school psychologist. This interpretation arose out of the many suggestions made by counselors to increase the amount of sociology and psychology in the graduate program. Individual assessment again is high, but possibly, as stated earlier by the investigator, this area is in so much use because of social pressures exerted by the community upon the school system. Again, the area of research was ranked lowest.

Counselor Suggestions for Program Improvement

Counselors gave four general recommendations for improvement of the counselor education program at Montana

State University. The majority of the counselors suggested that more practical experience be built into the program. Some of the individual suggestions were provision of internship and inservice training with extensive supervision, more "real" situations of counselor-client contact, more observation of various guidance programs within the state, more observation of experienced counselors in a counseling situation, and availability of a fully equipped counseling practicum laboratory.

Many of the counselors felt that more foundation study should be done in sociology and psychology. Various courses related to social work, juvenile delinquency, retarded and gifted children, and sexual problems were suggested.

A great many of the suggestions for improvement of the total program pertained to changes in present courses offered. For example, it was suggested that surrounding schools be utilized in teaching of the course "Individual Mental Measurement". Related to that suggestion, the counselors wanted training, not only in administration of the various tests, but also in reporting and use of the results for diagnostic purposes. Many other counselors recommended that more study of group counseling techniques be offered. Others wanted a better working knowledge of source information on colleges and of trends in vocational fields. More information on programs available through the government and on community resources and agencies was also requested. Other courses suggested,

that might aid the counselor in his work, were sociodrama, discussion methods, and courses in leadership.

The structure of the program, many counselors felt, should be expanded to sixty credit hours. They wanted the inclusion of more visiting instructors to the faculty in order that varied views be expressed. The addition of elementary guidance, at least an introduction to the area, was suggested. A four-quarter program, structured in terms of two quarters of academic study, one quarter of internship, and one quarter of academic study, was also suggested.

In summary, the counselors reported that more practical experience was needed in all areas, not just in the course labeled "Counseling Practicum". Besides just the practice of various phases of counseling, they implied the need for more observation of various guidance programs in the state and observation of experienced counselors in counseling situations. A majority of counselors said that they would like to see a course in group guidance techniques. This course would, again, not be just a theoretical course, but one involving practical experience. Still, in line with the practical experience theme, was the general approval of an internship for counselor trainees. The majority felt that a one quarter experience would be adequate and that some means of paying the graduates while in this course should be considered. More study of psychology was recommended. Specifically, suggestions were

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to survey the opinions of forty-four master's degree graduates of Montana State University in guidance and counselor education from the year 1955 to the present about weaknesses and strengths of the formal education they received.

A questionnaire was mailed to the graduates with items sampling their opinions as to what their present job is like, how well their education is serving them, what courses they took as students that are now proving to be practical to them as counselors, and what other courses are needed to help the counselor in his work. The questions were determined through consultation with professors at Montana State University concerned with counselor education. A letter explaining the nature of the study and a stamped, self-addressed return envelope was sent in addition to the questionnaires.

The majority of the questions were examined individually and percentages were found for each item answered within each question. Three of the questions required the counselors to rank certain broad areas of counseling, various phases of counseling, and courses now recommended in the guidance and counselor program at Montana State University. Means were calculated for each area, phase, or course and these means

were then ranked in descending order with the largest mean indicating the most important.

The questionnaire method was used to survey the opinions of the counselors because personal interviews were virtually impossible to conduct. The selection of questions and the way they were presented may have influenced the replies of many of the counselors. Instructors do seem to influence students as to their opinions of various courses and this factor may have entered into the types of responses. Allegiance to their "alma mater" may also have influenced their replies.

Conclusions

Several conclusions seemed warranted from results of this study.

1. The counselors as a group seemed to be basically satisfied with the graduate program they completed in guidance and counseling, and related to this, most of them felt adequate in their jobs as counselors. One question that did arise at this point was whether they felt adequate upon graduation or, rather, after years of experience they now feel adequate. Their responses were not useful in estimating an answer to the question. Another factor that may have entered into the types of responses was, in the opinion of the investigator, the influence that various instructors exert over students

in their classes. The allegiance or non-allegiance that the graduates might feel toward Montana State University might have also influenced their replies.

2. It was concluded that the study of statistics was an important part of previous graduates' course programs. This conclusion was reached on the basis of their reports that only two percent used no statistics at all in their work, and that 81 percent used this preparation some to extensively. They indicated that this knowledge was useful primarily in test interpretation and prediction. The importance of statistics was also supported by their reports that they used this knowledge in conduct of follow-ups and in development of norms for their particular school.

3. The course area of Individual Mental Measurement seemed to be an important area of concentration in that, when compared to other areas, it was ranked high. Many of the counselors had given a large number of individual tests and reportedly felt adequate in their ability to do so. Several made the suggestion, however, that they be given the opportunity to work with "real" students while enrolled in the course during their degree program.

4. Group guidance seems to be an area of growing importance and should be given serious consideration in the graduate program. Ninety-one percent of the counselors indicated that they had used group guidance in the areas of homeroom situations

and special group meetings. Although this many of the counselors used group guidance, approximately one fourth said that they would like to see such a course incorporated into the graduate program.

5. Involvement in school curriculum development was considered highly important by 100 percent of the school counselors, but only 69 percent felt that they were being involved to the extent that they should. Although such an overwhelming majority wanted to be involved, the course, School Curriculum, was ranked low when considered as helpful to them in their work. Perhaps this indicates a need to set up a course specifically oriented to meet the needs of school counselors.

6. The area of personal counseling was ranked high in consideration of time spent as were the course areas of counseling techniques and counseling practicum. Many of the counselors suggested that the practicum experience be extended in depth. The emphasis seemed to be placed by the counselors on counseling and its various aspects. Possibly more consideration should be given to the task of providing student counselors with opportunities to learn and practice these techniques.

7. Closely supervised internship seemed to be considered an extremely important area in counselor training. Ninety-five percent were in favor of such an experience. The majority suggested one quarter in length and that payment of some kind should be made.

8. The topic of research was consistently ranked low in relation to other duties and courses. The counselors did conduct follow-up studies and developed norms for their schools, but for some reason they evidently didn't consider this as research. It was suggested by the investigator previously in the paper that this ranking of research may not have been due to a dislike of the area by counselors, but to a limited amount of time they have in their busy schedules to spend on it.

9. Practical experience was considered to be very important by the counselors. The counselors as a group were highly in favor of extending the practicum experience in depth, of introducing an internship to the program, and of including practical experience in all courses. More observation of experienced counselors in a counseling situation, more observation of various guidance programs within the state, and availability of a fully equipped counseling practicum laboratory were recommended.

10. The areas of sociology and psychology should be given more emphasis in the graduate program. Several counselors specifically suggested social work, juvenile delinquency, retarded and gifted children and sexual problems as possible additions to the course program.

11. The counselors seemed to feel that changes should be made in many of the courses presently offered in the graduate

program. Specifically, they mentioned that the student might be given more practical experience in the two courses Individual Mental Measurement and Occupational Information.

12. Careful evaluation, according to many of the counselors, should be made of the general structure of the counseling program. Suggestions were made to extend the program to sixty hours, to include more visiting instructors, and to introduce the area of elementary guidance.

Recommendations

The following recommendations were generated out of the suggestions made by the counselors who participated in this study.

It is recommended that more practical experience be injected into the graduate program. This practical experience would perhaps be more beneficial if the students were allowed to work with "real" children in a counseling setting. This would require not only the obtaining of secondary and elementary students with whom to work, but the construction of a well equipped laboratory in which to do the counseling. This laboratory might be equipped with video-tape machines, one-way mirrors, tape recorders, inter-com systems, and observation rooms.

Flexible curricula might be considered for meeting the needs of individual students. The following structure of

the graduate program is recommended to introduce this flexibility. A minimum of fifty credit hours might be taken over a four-quarter period. The first two quarters would involve academic study on campus; the third quarter would be spent in an internship program at a high school, junior high, or elementary school (depending upon the level of interest); and the final quarter would again be spent on campus in academic study.

The following basic core of education courses—a total of five courses—is recommended. These courses would involve seventeen of the fifty hours. The following four courses would be taken the first two quarters of residency. An expanded course in Individual and Group Assessment should be created to replace the present courses labeled Test and Measurements, Individual Mental Measurement, and Statistics. Counselors' need to "construct" tests is at a minimum, but they need to be highly able in administration, interpretation, and use of them for diagnostic purposes. Counselors use knowledge of statistics, as indicated in this study, mainly in the interpretation of tests. The popularity of the intelligence quotient is declining perhaps because knowledge of its vulnerability to cultural factors and knowledge of its lack of usefulness as a diagnostic aid are becoming more widespread. Therefore, perhaps an entire quarter of individual mental measurement is no longer necessary. By no means is it recommended that the courses, Tests and Measurements, Educational

Statistics, and Individual Mental Measurement, be removed completely. They should remain, not as part of the basic core, but as electives for those who feel they need to go more deeply into the subjects. This new course, "Individual and Group Assessment," would be coupled with a laboratory situation in which counselor-trainees could practice what was learned in the formal class setting.

The second course in the basic core would be an Introduction to Guidance with an accompanying laboratory in which students might apply in practice situations the various concepts as they are learned.

The third course recommended would be Counseling Theory and Techniques which would have a heavy emphasis on group guidance techniques. Again, a laboratory would be provided as a compliment to work done in class.

The final course is one in Occupational Information. This course would incorporate the present course, Investigations in Education. The present study showed that original research was at a minimum for many of the counselors. It is felt that research methods useful for conducting surveys could easily and most profitably be included in the course. Also, a laboratory would accompany the course.

A fifth course suggested for the basic core of education courses is a Seminar, offered in the summer, for those students returning from their internship. The content would be

determined by the students themselves as they discussed their experience of the internship.

The third quarter of the four quarter sequence would consist of a "paid" internship in a high school, junior high, elementary, or institution with facilities similar to those where the counselor-trainee was planning to work the following year. This internship would be "on-the-job training as a counselor" for twelve quarter hours of credit. Case studies, interviews, and follow-ups would all be stressed as part of the course.

Besides the basic core of education courses and the internship, a minor field of at least twelve hours in psychology and sociology is recommended. Personality theory, social psychology, and learning theory as they apply to education are a must. An elective, to be chosen in conjunction with the committee, would provide the final three credits of course work.

The remaining nine credits would be chosen by the student in cooperation with his committee. They may involve more education courses, more psychology and sociology courses, or others, as determined by student need. This section of the graduate program was incorporated to allow more flexibility in meeting the needs of individual students. For example, a student who returns to graduate school on leave-of-absence from an Indian school, who knows that the following year

he will be returning as a counselor to that school, may want to take his electives in areas that involve bringing him to a better understanding of the cultural group with whom he will be working. These electives could very easily be taken in, not only the sociology department, but in the history department as well. Another example might be the counselor who knows he will be working with retarded children and, at the same time, will be required to teach them music and/or physical education. With electives, he may obtain courses, either in the music department or the physical education department, which would greatly aid him in his future work as a counselor and teacher.

It is recommended that further research be conducted on the possibility of a paid internship program. Practical experience would perhaps be rich in its rewards to the student.

A similar evaluative study should be conducted at a later date so that curriculum revision might be a continuous process.

APPENDICES

APPENDIX A

Programs Offered at Seven NDEA Institutes

University	Courses
Purdue	1. Staff and student process group 2. Statistics and mental measurement 3. Integrative seminar 4. Child, adolescent, and post adolescent development 5. Psychological foundations 6. Counseling theory and practice 7. Career information 8. Group processes and procedures 9. Counseling practicum 10. Guidance in the elementary school 11. Progressive development and management 12. Student personnel 13. Individual research 14. Field practice
Atlanta	1. Philosophy, principles, and practices which underlie guidance, counseling and other pupil personnel services 2. Individual appraisal, including the nature (stability and change) and range of human characteristics and methods of measuring, evaluating and assessing the psychological characteristics of human organisms 3. Vocational development theory and informational materials and services 4. Counseling theory and practice (apart from supervised practicum) 5. Statistics, research methodology, and independent research 6. Group procedures in counseling and guidance 7. Professional relations, ethical and legal responsibilities of school 8. Program development and management responsibilities of school counselors

Atlanta (cont')	9. Related areas or disciplines 10. Supervised practice 11. Counseling practicum 12. Field experience
-----------------	---

Georgia	1. Identification and study of students 2. Sociological factors in human behavior 3. Psychological basis of behavior 4. Seminar 5. Counseling theory and practice 6. Research skills 7. Vocational development theory 8. Counseling practicum and field experience
---------	--

Illinois (Elementary)	1. Psychology of learning for teachers 2. Mental hygiene and the school 3. Elements of educational statistics 4. Introduction to principles of measurement 5. Advanced child development for students of education 6. Psychological-educational problems of exceptional children 7. Basic principles of counselors 8. Supervised practice in counseling 9. Principles of guidance 10. Diagnostic and remedial programs in school 11. Principles and techniques of group guidance 12. Individual study 13. Seminar for advanced studies of education 14. Practicum experiences
--------------------------	---

Iowa	1. Didactic instruction 2. Counseling the elementary school child 3. Group evaluation techniques 4. Child psychology and growth and development 5. Elementary school curriculum
------	---

Iowa (cont')

6. Diagnosis of learning difficulties
 7. Vocational development
 8. Psychology of personality, dynamics of self
 9. Social welfare services
 10. Group procedures in guidance and counseling
 11. Practicum experience
 12. Supervised field experience
 13. Counseling practicum
-

San Diego

1. Dynamics of human behavior
 2. Theory and process of pupil appraisal
 3. Theory and process of vocational choice
 4. Theory and process of school counseling
 5. Theory and process of group work in guidance
 6. Professional seminar in guidance
 7. Beginning counseling practicum
 8. Advanced counseling practicum
 9. Electives
-

APPENDIX B

Guidance and Counselor Education Programs in Leading Universities

University	Course
Northwestern	1. Introduction to research 2. Historical and cultural foundations of education 3. Psychological foundations of education 4. Basic course in guidance 5. Vocational guidance and occupational trends 6. Tests and measurements in education 7. Theories of counseling 8. Supervised experience in counseling 9. Counseling practicum 10. Abnormal psychology 11. Psychology of personality
Iowa	1. Principles of guidance 2. Student appraisal procedures 3. Supervised practice in school guidance procedures 4. Introduction to statistical methods 5. Secondary school curriculum 6. Occupational analysis and information 7. Counseling in secondary schools 8. Group procedures in guidance 9. Supervised practice in school guidance procedures 10. Educational psychology 11. Personality and adjustment or abnormal psychology
Wisconsin	1. Introduction to guidance and counseling 2. Techniques for guidance and counseling 3. Statistical method applied to education 4. Foundations of educational measurement 5. Foundations in career development 6. Counseling: Theory and issues

Wisconsin (cont')	7.	Supervised practicum in counseling and guidance
	8.	Seminar in guidance and counseling

Michigan State 2 year program	1.	Principles of guidance and personnel services
	2.	Occupational, educational, and social information
	3.	Procedures in individual analysis
	4.	Group procedures in guidance
	5.	Procedures in counseling
	6.	Appraisal of individual intelligence
	7.	Administration of pupil personnel programs
	8.	Consultation with teachers and parents in the college of education under supervision
	9.	Field placement
	10.	Introduction to measurement and evaluation
	11.	Seminar: Philosophy of education
	12.	Seminar: Education and community development
	13.	Psychological problems of the classroom
	14.	Principles of curriculum improvement
	15.	Psychological measurement and test interpretation
	16.	Techniques of educational research
	17.	Educational sociology seminar
	18.	Learning theories in the classroom
	19.	Disabling conditions: Special education and rehabilitation
	20.	Crucial issues in education
	21.	Abnormal psychology
	22.	Survey of clinical psychology
	23.	Personality: Dynamic theories
	24.	Advanced child psychology
	25.	Small group interaction
	26.	Culture and personality
	27.	Methods of social research
	28.	Social attitudes
	29.	Human growth and development-Normal development

Minnesota

1. Introduction to statistical methods
 2. Basic principles of measurement
 3. Instruments, techniques of measurement
 4. Personality development
 5. Psychology of human learning
 6. Seminar in guidance
 7. Research papers
 8. Introduction to guidance
 9. Foundations of career development
 10. Occupational information lab
 11. Counseling procedures
 12. Supervised counseling practicum
-

Purdue

1. Principles and problems of vocational and educational guidance
 2. Guidance in the elementary school
 3. Selection and use of occupational information
 4. Foundations for counseling and guidance I
 5. Foundations for counseling and guidance II
 6. Counseling in industry
 7. Techniques of counseling
 8. Group procedures in guidance
 9. Practicum in counseling and guidance
 10. Supervised field practice in guidance
 11. Introduction to college personnel services
 12. Statistical methods applied to psychology, education, and sociology
 13. Mental measurement
-

Indiana

1. Introduction to counseling and guidance
2. Counseling techniques and lab
3. Occupational information
4. Practicum in counseling and guidance
5. Educational measurement
6. Statistical method applied to education
7. Behavior and development of the elementary school child or adolescent behavior and development
8. Education and social issues

Indiana (cont')

9. Group Guidance
 10. Organization and administration of guidance services
 11. Individual appraisal for counseling and guidance
 12. Research in counseling and guidance
 13. Theories of counseling
 14. Curriculum
 15. Child development
 16. Psychology of personality
 17. Advanced educational psychology
-

Illinois

1. Social foundations of education
 2. History of educational ideas
 3. Psychology of learning for teachers
 4. Educational psychology
 5. Mental hygiene and the school
 6. Elements of educational statistics
 7. Introduction to the principles of measurement
 8. The use of tests in guidance
 9. Principles of guidance
 10. Basic principles of counseling
 11. The analysis and use of occupational information in guidance
 12. Thesis
 13. Principles and techniques of group guidance
 14. Supervised practice in counseling
 15. Psychology of adolescence for teachers or advanced child development for students of education
 16. Abnormal Psychology
 17. Personality and behavior dynamics
 18. Field instruction in counseling if the student has not had teaching experience
-

APPENDIX C

Alphabetized List of Counselors in the Sample

Name	Year Graduated
1. Aarestad, Everett A.	1964
2. Albers, August Allen	1962
3. Anderson, Dale Gordon	1958
4. Anderson, Vesta F.	1962
5. Asbjornson, Helen Elizabeth	1961
6. Beaver, Ronald D.	1965
7. Blunck, Paul H.	1965
8. Briggs, Merold S.	1964
9. Christensen, Neal Joseph	1964
10. Coghlan, Jane W.	1963
11. Craven, Marjorie Edith	1966
12. Curtis, Neal Wray	1965
13. Dasinger, James Frank	1965
14. Eaton, Favre Eugene	1962
15. Edens, Lester W.	1960
16. Ellingson, Edwin Raymond	1964
17. El-Negoumy, Mary Hull	1966
18. Frieders, Darrell Eugene	1965
19. Galusha, Richard Lou	1963
20. Goosey, June Dalrymple	1955
21. Hammer, William P.	1962
22. Harris, John F.	1964
23. Holland, Allyn A.	1965
24. Huller, Jay F.	1964
25. Johnson, Dale L.	1960
26. Johnson, Loren E.	1965
27. Johnson, William J. Jr.	1964
28. Kyle, Donald K.	1962
29. MacLennan, Donald John	?
30. Martinec, Larry Steve	1966
31. Miller, Gerald L.	1963
32. Monson, Stanley D.	1963
33. Olson, Lyle Arthur	1966
34. Peters, Donald Leslie	1955
35. Peterson, Clair Allen	1960
36. Prahl, Shirley	1965
37. Robel, Donald Philip	1961
38. Rutherford, Carole Jeanne	1965
39. Sherick, Stephan R.	?
40. Shively, John D.	1961
41. Stone, L. Warren	1962
42. Townsend, Elsie Daig	1960
43. Van Horn, A. C.	1961
44. Whitney, Audrey Haye	1964

APPENDIX D

Questionnaire

Name: _____ Age: _____
 last first middle

Please check the following items that best describe you.

1. Sex: ___ Male ___ Female
2. How much time do you spend counseling?
 ___ Full time
 ___ 75%
 ___ 50%
 ___ 25%
 ___ Less than 25%
3. What position do you hold when you are not counseling?
 ___ Teacher
 ___ Principal
 ___ Superintendent
 ___ Other
 ___ None
4. How many years experience have you had as a guidance counselor?
 ___ 1 year
 ___ 2 years
 ___ 3-5 years
 ___ 6-10 years
 ___ Over 11 years
5. How many years experience have you had as a teacher?
 ___ 1 year
 ___ 2 years
 ___ 3-5 years
 ___ 6-10 years
 ___ Over 11 years

Please check the following items that apply to your work.

6. How much do you use statistics in your work?
 ___ None
 ___ Very little
 ___ Some
 ___ Extensively

7. What is(are) the major area(s) in which you use these statistics?
☐ Interpretation of tests
☐ Development of norms
☐ Prediction
☐ Follow-up work
☐ Others
☐ None
8. Have you found in your work a need to give the Stanford-Binet, Wechsler, and/or other individual tests for children?
☐ yes
☐ no
9. If the answer to number 8 is yes, estimate the number of tests that you have administered.
☐ 10 or less
☐ 11-20
☐ 21-30
☐ 50 and above
10. What do you feel is your level of competence in giving such individual tests?
☐ Inadequate
☐ Adequate
☐ Highly adequate
11. Have you established any norms (test, academic, college achievement, etc.) for your particular school?
☐ yes
☐ no
12. Do you have a follow-up program on students in your school?
☐ yes
☐ no
13. How often do you do a follow-up?
☐ Once a year
☐ Twice a year
☐ 3-5 times a year
☐ More than 6 times a year
14. Do you have any occasion to employ group guidance techniques?
☐ yes
☐ no

15. If the answer to number 14 is yes, please check the following areas where you use group guidance.
- ☐ Homeroom situations
 - ☐ Special group meetings
 - ☐ Student orientation
 - ☐ Other
16. The following question is concerned with certain broad areas in counseling that are considered important for counselor training. Rank each area from 0 to 5 as to the importance of the area, as you feel it, to your work. 0=does not apply, 1=insignificant, 2=not important, 3=important, 4=very important, 5=highly important.
- ☐ Counseling techniques
 - ☐ Counseling theory
 - ☐ Occupational guidance
 - ☐ Group guidance techniques
 - ☐ Administration of guidance services
 - ☐ Research
 - ☐ Child development
 - ☐ Individual assessment
 - ☐ Knowledge of tests
 - ☐ Learning theory
17. The following question is concerned with the amount of time you spend in various phases of counseling. Rank each phase from 0 to 5 as to the amount of time you spend in each area. 0=does not apply, 1=none, 2=very little, 3=some, 4=much, 5=extensive.
- ☐ Personal counseling
 - ☐ Occupational guidance
 - ☐ Group guidance
 - ☐ Research
 - ☐ Individual assessment
 - ☐ Individual curriculum planning
 - ☐ Counseling of emotional problems
 - ☐ Administration of guidance services
18. Do you feel that being involved in the development of school curriculum is important as a counselor?
- ☐ yes
 - ☐ no
19. Do you feel that you are being involved to the extent that you should?
- ☐ yes
 - ☐ no

20. To what extent are you being involved?
☐ None
☐ Very little
☐ Some
☐ Very much
☐ Extensively
21. Do you feel that the practicum experience (on-campus practice in counseling techniques) should be extended in depth?
☐ yes
☐ no
22. How many counseling interviews do you feel should be completed during the practicum experience?
☐ 5
☐ 10
☐ 15
☐ 20
☐ More than 20
23. Would you be in favor of an internship supervised by qualified college staff members? (This internship would be on-the-job training.)
☐ yes
☐ no
24. If the answer to 23 is yes, for how long should this internship extend?
☐ 3 weeks
☐ 1 quarter
☐ 2 quarters
☐ 3 quarters
☐ Longer than 3 quarters
25. Referring to question 23, should this internship be paid?
☐ yes
☐ no
26. If the answer to 25 is yes, what amount should be paid in relation to a graduate who is entering the field the first year?
☐ Full
☐ 3/4
☐ 1/2
☐ 1/4

27. The following are courses recommended for the graduate program in guidance and counselor education at Montana State University. Rank each course from 1 to 5 as to how it has helped you in the work you do as a counselor. 1=not at all, 2=very little, 3=some, 4=adequate, 5=a great deal. If you did not take the course mark it as 0.

- ___ Introduction to Guidance--An introduction to guidance theories and application of theories to guidance services.
- ___ Educational Statistics--The application of statistical principles and tools to educational problems and practices.
- ___ Investigations in Education--An over-view of the methods employed in educational research and then applied to research papers.
- ___ Occupational Information--A study of career theory and then applying this in vocational guidance of students.
- ___ Counseling--An examination of counseling techniques and a study of their practical applications in educational guidance and personnel work.
- ___ Individual Mental Measurement--The history of the development of individual mental measurements. Training in the administration of the Stanford-Binet scale, and the examination of other tests of mental measurement.
- ___ Counseling Practicum--Supervised experience in interviewing, application of commonly used tests, making of case studies, and other experiences involved in the counseling process.
- ___ Tests and Measurements--A study of standardized tests, the construction of teacher-made tests, and the simple statistical methods necessary for their interpretation.
- ___ School Curriculum--A basic course in curriculum principles and practices.
- ___ Social Psychology--The problems of conformity and deviation from group norms of attitude, opinion, and propaganda. Studies of prejudice and group differences.
- ___ Learning Theory--The theoretical and experimental literature on learning.
- ___ Personality Theory--Contemporary theories of personalities and related experimental evidence.

28. List suggestions that you might have to improve the graduate program in guidance and counselor education at Montana State University not only pertaining to courses in the major field, but also courses in cognate minors.

APPENDIX E

Letter Explaining the Nature of the Study

Dear Sir:

I am conducting a survey of graduates of Montana State University in guidance and counselor education to determine in your opinions the worth of your preparation in relation to the work you are required to do. It is hoped that this survey will shed light on the problems of the present program and enable further research to develop a vital counselor education program which is geared to current needs of students who will be working in the schools as guidance counselors.

Enclosed you will find a questionnaire and self-addressed return envelope. It would be much appreciated if you could fill out the questionnaire and return it as soon as possible.

The report is not meant to reflect upon your abilities as a guidance counselor and will not be used by anyone to do so. It is meant only to give me a realistic view of the preparation needs of counselors who are working in the field, in the hope that the graduate program may be improved to meet these needs.

Thank you for your cooperation.

Respectfully,

Adele W. Rate

Literature Cited

- American Personnel and Guidance Association. "Standards for the Preparation of School Counselors". Personnel and Guidance Journal 40: 402-407; December 1961.
- American School Counselor Association. Standards for Counselor Education in the Preparation of Secondary School Counselors. American School Counselor Association, 1966.
- Barry, Ruth and Wolf, Beverly. Modern Issues in Guidance-Personnel Work. Columbia University: Teachers College, 1963. 80-96 pp.
- Brewer, John M. History of Vocational Guidance. New York: Harper and Brothers Publishers, 1942. 183-198 pp.
- Hill, Warren G. "The State of the Field". Vocational Guidance Quarterly 11: 151-157; Spring 1963.
- Kaback, Goldie Ruth. "Counselors Examine Guidance Courses". Vocational Guidance Quarterly 11: 108-109; Winter 1963.
- Mathewson, Robert Hendry. Guidance Policy and Practice. New York: Harper and Row, 1962. 333-334 pp.
- Michigan State University. Counseling and Personnel Services. East Lansing, Michigan: College of Education, Michigan State University, 1966.
- Northwestern University. The Graduate Program in Counselor Education. Evanston, Illinois: The School of Education, Northwestern University, 1966.
- Olson, Lyle. Administrators' Views on Counselor Professional Preparation and Personal Qualities. Unpublished Professional Paper. Bozeman, Montana: Montana State University, 1966.

- Purdue University. Masters Degree Programs at Purdue University in Counseling, Guidance, and Student Personnel Work. Lafayette, Indiana: Department of Education, Purdue University, 1966.
- Sampler, Joseph. "Commentary". Vocational Guidance Quarterly 11: 157-161; Spring 1963.
- Shertzer, Bruce; Dye, Allan; and Walsh, Robert. "Reactions to the Wrenn, Conant, and APGA Guidance Recommendations". Vocational Guidance Quarterly 14: 92-96; Winter 1965-66.
- Tooker, Ellis D. "Counselor Role: Counselor Training". Personnel and Guidance Journal 36: 263-67; December 1957.
- University of Illinois. Graduate Programs in Counseling and Guidance. Urbana, Illinois: College of Education, University of Illinois, 1966.
- University of Indiana. The Master of Science in Education with Specialization in Counseling and Guidance. Bloomington, Indiana: School of Education, University of Indiana, 1966.
- University of Indiana. The Specialist in Education Degree in Counseling and Guidance. Bloomington, Indiana: School of Education, University of Indiana, 1966.
- University of Iowa. The Master of Arts Degree in Secondary School Counseling and Guidance. Iowa City, Iowa: College of Education, University of Iowa, 1966.
- University of Minnesota. Programs in Educational Psychology. Minneapolis, Minnesota: College of Education, University of Minnesota, 1966.
- University of Wisconsin. Revision of the Graduate Program of Study in Guidance Counseling. Madison, Wisconsin: School of Education, University of Wisconsin, 1966.
- Wrenn, C. Gilbert. The Counselor in a Changing World. Washington D. C.: American Personnel and Guidance Association, 1962.