

ATTITUDES EXPRESSED TOWARD COUNSELING IN OUR SCHOOLS:
A COLLECTION OF ABSTRACTS
1960-1969

by

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

of

MASTER OF EDUCATION

in

GUIDANCE AND COUNSELING

MONTANA STATE UNIVERSITY
Bozeman, Montana
August, 1969

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ABSTRACT

This study was conducted to determine the attitudes of people connected with counseling and guidance services toward those services.

To conduct this research, a review of current related literature was made, and articles relating to attitudes toward counseling were abstracted.

Conclusions made as a result of the study are: (1) Expressed attitudes toward counseling are helpful when they come from people knowledgeable of counseling. (2) Most people agree to the necessity of a counseling program. (3) Attitudes toward counseling are good or poor depending on communication, and on the counselor's concept of his own role. (4) The effectiveness of a counseling program may be related to client attitude. (5) If the counselor is viewed as a quasiadministrator, the program will be weakened.

Recommendations made as a result of this study are: (1) All persons concerned with counseling must develop a common understanding of the counselor and his program. (2) A common understanding is to be developed if counseling is to be successful. (3) Educators must reassess concepts of the counseling program. (4) Lines of communication between all those connected with counseling must be opened.

CHAPTER I

INTRODUCTION

A thorough evaluation of counseling services requires the determination of the extent of support or lack of support for those services in our schools. This study was directed toward exploring the extent of expressed feelings, opinions, and attitudes toward the guidance counselor and his program.

Vontress and Cheeseborough (50) have strong convictions about attitudes affecting the counseling program; they state "...misconceptions of counseling would tend to inhibit the entire guidance effort."

Russell and Willis (37) point out that, "A really comprehensive evaluation of guidance services necessitates determining to what extent teachers support the guidance function. However, a cursory survey of a recent literature on guidance evaluations indicates that teacher opinion concerning the effectiveness of guidance services is being neglected."

Evraiff (14) says, "A lack of clarity about his functions is one of the major difficulties confronting the school counselor."

STATEMENT OF THE PROBLEM

This study will reveal some of the attitudes of administrators, teachers, counselors, students, and others concerning the counseling and guidance function in our schools. The results of the study may help to bring to light misconceptions about counseling and guidance

and enable the people concerned with it to better serve the counseling needs of students.

This study was done for the purpose of examining the attitudes of people connected with counseling and guidance services toward those services.

PROCEDURE

A review of related literature available at Montana State University Library and the College of Great Falls Library was used as a basis for obtaining the articles abstracted in this paper. The survey literature was limited to periodicals from January, 1960 to the present.

CHAPTER II

ATTITUDES EXPRESSED BY ADMINISTRATORS TOWARD COUNSELING

SABOTEURS OF GUIDANCE

Clemmont E. Vontress, Welton C. Cheeseborough (50)

Because of their view of the guidance counselor and his role, the principal and his administrative staff can inadvertently harm the school's guidance program, making it virtually worthless. This can be traced, generally, to three professional faults:

First, the administration often lacks guidance orientation.

Second, an administrator and his professional staff too often possess vague or confused concepts of guidance and counseling functions. They may then develop a program that cannot operate within clearly defined principles because their perception of guidance concepts is vague, therefore invalid. Administrators and educators must start with the formulation of what guidance is and what it is supposed to accomplish.

The professional staff cannot borrow its guidance concepts wholly from the available literature, which is often inaccurate, misleading, or inadequate in the given situation. A staff searching for an effectively functioning guidance program must not view guidance as synonymous with instruction or as simply a point of view.

Formulating or borrowing vague concept of guidance results in inconsistencies between program promises and program practices. Guidance counselors are immediately hindered in what they hope to

accomplish. Rather, guidance must be viewed by administrators and educators as a dynamic, on-going process, developmental in nature, and aimed at helping the individual to understand and accept himself. The entire guidance program revolves around this counseling function; misconceptions about counseling tend to inhibit the entire guidance effort.

Third, an administrator, not understanding the guidance counselor's role, may misappropriate professional training and energies. Teachers are unable to perform their express function when they are burdened with a counselor's responsibilities. In addition, they do not have the specialized training required to counsel. At the same time, counselors are given a variety of nuisance tasks which prohibit proper counseling. These tasks are often administrative in nature. Generally, students are not likely to bring their problems and questions to an administrator.

Some administrators have low opinions of counselors or may be jealous of their own positions. When a counselor asserts his position firmly, these administrators may interpret assertiveness as insubordination or usurpation of their own position.

Nonetheless, the guidance counselor must make his position known if he is to function productively and contribute to the educational process.

ADMINISTRATORS' IMAGE OF AN ELEMENTARY SCHOOL COUNSELOR

Bruce Shertzer, Charles T. Lundy (42)

Concern for counselor role and function finds expression primarily in the secondary school situation. What of the views of the elementary school administrators concerning elementary counselors?

To learn how elementary administrators felt about counselors, a questionnaire was sent to a sample of 300 elementary principals in Indiana.

The questionnaire sought answers to the following questions:
Do elementary school students need the services of a school counselor?
Does your school presently employ a counselor? Would your school system employ a guidance worker, assuming that elementary school counselors were available? What guidance services should be provided by elementary school counselors? What activities should not be included in the duties of elementary school counselors?

Eighty-two percent of the elementary school administrators believed there was a need for counselors in the elementary school. Sixty-six percent however do not employ an elementary counselor. Thirty-two percent stated they would employ a counselor if one were available. The administrators also listed their perceptions of the duties of the counselor. They felt the elementary school counselor seems to look much like the secondary counselor. In this image are remedial preventative and problem solving activities to be performed by the counselor.

Elementary administrators do see a need for and want to utilize the skill of a counselor. They are confused however as to what a counselor does. This calls attention to the need for clarification of the elementary school counselors role and function.

THE COUNSELING SERVICE IN THE ADMINISTRATIVE SETTING: PROBLEMS AND POSSIBLE SOLUTIONS

Joseph Samler (38)

In areas of work where specialized tasks are performed, the personnel may be divided into two groups: the technical and professional workers with specified training and skills, and the managers, executives, and administrators for whom the technicians and professionals work, although these administrators may also be viewed as professionals with particular skills. Also, many technical workers function in administrative positions in varying degrees.

Such is the relationship between guidance personnel and their supervisors. Friction between the two is often evident and creates a situation in which neither can do their most effective work.

As a result of their extensive training, counselors believe that they possess a systematic body of knowledge which can be acquired only through specialized training and that only persons with this training can properly discharge their duties. In addition, they believe that, because of this training, they have exclusive jurisdiction in the area of counseling and that their major commitment is to their clients. Friction occurs when the question of the counselor's responsibility to his employer arises. The counselor's concepts of proper physical

arrangements, the nature of supervision, and degree of independence are often in conflict with those of his superiors.

Occasionally, administrators regard counseling as unnecessary, but since it is required, they tend to rationalize the process and take short-cuts. They may view counselors as increasingly demanding and narrow in their interests. In short, they believe the need of counseling is grossly over-stated.

On the other hand, counselors are unable, or unwilling, to use simple language in communicating their position to their supervisors. In addition, they may not understand the enormous pressures and threat of competition under which these supervisors must work. Too often, the results are lack of involvement, lowering of self-respect, self-doubt, and irritability on the part of the counselors. This professional group is supported by its peers who share the same values and orientations. The potential for friction between administrators and professionals becomes very great.

Counselors are better situated in a setting where there are other counselors than where they must work in a completely non-technical setting. Here, particularly, the influence of professional organizations cannot be disregarded.

Four areas of the administrator-professional relationship should be examined. First is the area of compromise. Coming from a rigorous training program, counselors are apt to become defensive when faced with the limits imposed by authority. While it is true that policy

at every level affects the technical personnel, they must realize that they cannot solve all the problems in the world. Counselors must decide for themselves at which point they are to draw the line.

The second area to be examined is that of communication. Counselors must use a simple language with administrators. Non-communication from administrators, in turn, leads counselors to a lack of understanding of administrative problems. A solution is to acquaint counselor-trainees with administration and its peculiarities. This would best be accomplished by administrators in professional meetings or as part of in-service training.

The third area of concern is in terms of emotional balance. Distortions in the personalities of either side can cause friction. This friction is increased when such distortions affect the persons in charge. Periodic psychiatric health checkups for such personnel could avoid such friction, particularly since administrators tend to make their organizations into their own image. Those who do not conform are eventually eliminated or become resigned, decreasing their productivity. It is possible that counselors will move to administrative positions or to prestige jobs in universities, creating a deficit of school counselors.

The more intellectual scope of psychological concepts is the fourth area to be considered. These include environmental influence, motivation and satisfaction, and personality growth and change.

A model is presented by the author to illustrate possible solutions. This is the Veterans' Vocational Rehabilitation and Education Program. All the conditions leading to friction just described exist in the program, but various means have been taken to alleviate them. For example, the counseling staff has adopted rigorous standards; exceptions have been few and with the approval of the lower grades of staff. Continued university training is encouraged and supported. Consultants are available. Although the system is not foolproof, it has proved to be workable.

ROLE OF PUPIL SERVICES WITH SIGNIFICANT ADULTS

Merville C. Shaw (41)

As with other areas of education, the pupil personnel services have become increasingly concerned with individualization of education. In many instances, however, this has developed into the belief that counselors should spend a certain amount of time with each student. In reality, mandatory counseling interviews are probably ineffective in individualizing the student's education.

While it is true that pupil services are intended for all students, such services should reach all students in an effective way. To realize this aspect of counseling, the pupil personnel specialist must understand that other persons in the student's life are in a position to have a more significant impact on learning and behavior than he is. The specialist is able to provide these persons, including teachers and parents, with the particular kinds of assistance

they need to become more effective in their relationships with the student.

Until recently, emphasis has been placed on remedying existing difficulties rather than on preventing them. Many people within the pupil services professions believe that understanding the reason for inadequate behavior will assist the specialist in changing that behavior. Such is not the case in most instances, however.

In establishing a pupil personnel service program, several determining factors must be considered. If the program is intended to reach all students, it cannot be regarded as merely curative in function. It is also preventative. Under such conditions, it cannot be provided directly to students by the counselor. It must reach them through significant adults in their environments, particularly through their teachers and parents. Operating under such guidelines, the program is concerned with the overall learning environment, especially with facilitating and enhancing the ability of the students to learn.

In studies of group counseling sessions with both parents and teachers, attitudes and responses were highly positive toward such group processes. Furthermore, changes were evident in the students of participating parents, particularly in relation to their grades, absences, and administrative and guidance referrals. Curriculum committees, professional organizations, and those persons interested in learning measurement outcomes are other valid groups in which the specialist may become involved.

Group counseling sessions revealed that parent participation was relatively equal at all academic levels but that teacher participation was lower at the secondary level than at the elementary level. When the value of the pupil personnel services has been demonstrated to the teaching faculty at the high school level, teacher participation can be expected to increase. Another fact revealed by the studies is that parent participation was noticeably lower in minority ethnic groups and lower socioeconomic groups than from middle and upper socioeconomic groups. Here personal contact may be needed to obtain greater participation. Teachers were more inclined to test in their classes what had been discussed in their group meeting. Parents appeared somewhat reluctant to apply the ideas brought out in their group meetings. Parents were not grouped according to the difficulties they and their children were experiencing. Such grouping might prove advantageous and should be studied.

The disturbed child may not be helped within the framework of the school setting, although the educator is bound by social service motives to try. In these instances, the school personnel should be made aware of the referral agencies available in the community. Special classes will also provide necessary assistance.

ROLE AND RESPONSIBILITIES OF THE PERSONAL COUNSELOR IN A UNIVERSITY
STUDENT COUNSELING SERVICE

Ruth Brill Gross (21)

Personal counseling is seen as an extremely important service of student counseling centers. For personal counseling to be most effective in such a setting counselors and administrators must understand and appreciate the skills, responsibilities, and commitments required of the personal counselor as well as extra-counselor variables such as administrative attitude and agency atmosphere.

The reason for discrepancies among counseling centers relative to personal counseling are intimately related to administrative attitudes. Some administrators arbitrarily define the institution's counseling responsibilities shunting aside the counseling aspect and stressing the vocational or study problem guidance service, and they hire counselors who are not able to handle deeper emotional problems. Thusly students with more difficult personal problems soon discover that the counseling center feels anxious about seeing them, and these students stop coming. Consequently, the idea that highly trained personal counselors are not needed is reinforced. Students' problems, whatever they are, are considered serious by them. There is no place here for the counselor who assumes the attitudes fastened by this type of administrator.

Counselors can function only as effectively as the setting permits. There are two basic "agency" variables, corollaries to the counselors' working principles, which are essential to the success of all counseling:

(1) the support and protection provided by the administration for the counselor's work, and (2) an "openness-to-learning" philosophy.

An "experimental" attitude is as necessary for the agency as it is for the individual counselor; consequently, agency administration must apply the attitudes counselors try to teach their clients to agency functioning: objective, critical observation, openness to change, and courage to try new and possibly more effective techniques of problem solving.

NO FUTURE IN THIS ILLUSION

Robert H. Rossberg (35)

The author, a professor of education at a New York University, defends the right of counselors and clinicians to apply the principles of science to their practice. Other concepts are romantic and idealistic, consequently attractive, but completely incongruent with the logical positivism and determinism which prevails in the social sciences today.

The dispute is again "hard" versus "soft" determinism, a dilemma originally identified by William James. The "hard" determinists, according to James, were concerned with the concepts of causality, reality, and the ordering of data.

The "soft" determinists rejected such philosophy in the name of freedom and were subsequently accused by the "hard" determinists of evasion. Although they may deny it, many who cling to the syntonetic predispositions of J. Chenault are raising again the controversy

between "hard" and "soft" determinism. The author of this paper reaffirms his belief in the present methods of guidance and counseling.

ATTITUDES EXPRESSED BY TEACHERS TOWARD COUNSELING

SURVEY OF TEACHERS' OPINIONS OF GUIDANCE SERVICES

James C. Russell, Arthur R. Willis (37)

To what extent do teachers support and participate in the guidance program?

In 5 of the 13 Fairfax County, Virginia, intermediate schools, 187 questionnaires concerning the function of guidance were distributed to teachers. Teacher-counselors were excluded. Of these questionnaires, 72 per cent were completed and returned.

The teachers were asked to rate each of 8 items on a list of statements compiled by the researchers. The rating scale ranged from "agree", "agree in part", through "no opinion" to disagree in part" and "disagree".

The list of statements was designed to determine: a.) the extent to which teachers understood and supported the schools' guidance services, b.) the guidance counselor's role in respect to disciplinary action, c.) the value of communication channels between teachers and guidance personnel, d.) the condition of the working relationship between the teaching staff and the guidance department, and e.) the teachers' opinions of the counselor's attitude toward the student.

The participants were encouraged to be candid; space was provided on the questionnaire for additional comment.

A substantial variation in responses from the individual schools for two statements on the questionnaire was reported. These two statements were concerned with the guidance counselor's role in disciplining the student and with overprotection of the student by the counselor.

Although the results of small sample testing must be interpreted cautiously, two conclusions were made by the researchers. First, teachers differ significantly in regard to the role of guidance in discipline; many believe counselors overprotect students. Second, a large number of teachers, though in the minority, do not support their guidance programs.

FACTORS INFLUENCING TEACHER ATTITUDES TOWARD AND PARTICIPATION IN GUIDANCE SERVICES

James A. Stewart (44)

What specific factors or elements influence the teacher's attitude toward and his participation in the guidance program?

A 30 item questionnaire prepared by guidance experts and teachers was distributed to teachers for completion and there was 71.1% return rate which totaled 436 usable returns. Teachers selected had to possess valid certification, have received the majority of professional training in Washington, taught at least one year and be currently spending two-thirds of their time in class room instruction. Random

selection included participants from both secondary and elementary schools.

Data was collected during the 1956-1957 school years. School Counselors had the task of issuing, collecting and returning the test data. After initial examination the 50 teachers with most favorable attitude toward guidance scores and the 50 teachers with the least favorable attitudes scores were requested to complete Minnesota Teacher Attitude Inventories - 39 "highs" and 45 "lows" responded.

Washington teachers participate very actively in guidance programs. Those teachers with high and low attitudes toward guidance had significantly different mean scores on the Minnesota test. Other findings revealed that women, especially married women, participated more in guidance programs than did men. Graduate degree holders participated significantly greater than did non-possessors. Secondary teachers participated more than did elementary teachers, while junior high school teachers participated significantly greater than did senior high teachers. Teachers who had combination assignments participated more than did single subject teachers. Graduates of Washington institutions had higher participation scores than did non-Washington graduates.

It was demonstrated that teachers do participate actively in guidance programs with the greatest participation occurring in junior high school. Also one concludes that graduate degrees increase the level of participation in the program. Information was not given as

to whether or not all schools selected had recognizable guidance programs.

THE CHANGING ROLE OF THE SCHOOL COUNSELOR

Margaret H. Swann (46)

This study was done to test the hypotheses of how teachers in actual school situations view the role of the counselor.

The author submitted a questionnaire to 3 groups: the teachers in her own high school; a class of college students who were just completing their first course in guidance; and the staff of a high school where there was no organized guidance program nor any person with released time for counseling. There was a cross section of 39 respondents.

The questionnaire was in the form of a checklist of 23 items sometimes considered responsibilities of the counselor. The responders were to indicate if they felt each item was 1, a major counseling function 2, of lesser importance and 3, not a counseling function.

All of the groups were generally in agreement; they felt that presenting vocational and educational information to students and parents was a major function. Finding jobs for students was not considered a function. Less than half felt the counselor helping students with academic problems was a major function. Opinion was divided as to the counselor providing personal information about students to teachers. The role of the counselor as an impartial

listener was accepted by all groups, while the role of the counselor as a psychotherapist was rejected.

The results of this study may indicate that teachers look upon the counselor as a threat. This attitude is a threat to the real philosophy behind the counseling movement, and points out the necessity for counselors themselves being able to define their role to teachers so that teachers are not threatened by the presence of the counselor.

THE TEACHER AND GUIDANCE

Paul F. Quinn (34)

At the secondary school level, considerable improvement has been made in the ratio of school counselors to students, but demand far exceeds the supply. In the elementary schools, where guidance services are more frequently being recognized as being an integral part of the program, the ratio of counselors to pupils is also unsatisfactory. Colleges and universities also are requiring counselors, reducing the number available to the elementary and secondary schools.

School guidance is the responsibility of the entire educational staff, of which the central figure is the teacher. This is more emphasized by the limits imposed by the shortage of counselors. As a result, teachers should become more involved in the guidance program and recognized as a member of the guidance team, thereby maximizing individualization of instructional effort.

Since trained guidance counselors are often not available at the elementary level, counseling is primarily the responsibility of

classroom teachers. This is usually accomplished through parent-teacher conferences. However, lack of training limits the teacher's counseling function.

Secondary teachers are similarly limited. However, they are often placed in situations where they must counsel their students in vocational, educational, and personal-social aspects of their development. When time or lack of training limits the teacher's ability to cope with the situation, the problem is referred to the professional school counselor.

The individual inventory service of the school supplies knowledge about the student's interests, achievements, and aptitudes. The counselor coordinates this service, working with the teacher in accomplishing this function of the guidance program. At both elementary and secondary levels of education, such a service is necessary for better individualized instruction.

Educational and vocational information, and aspects of the student's personal-social development are a daily concern of the teacher. For direction and meaningful results, the teacher must rely on the guidance of a trained counselor, who is essential in the effective functioning of the information service in the guidance program.

In the placement area of the guidance service, the teacher and counselor must work together for successful placement. They are concerned with placing students in special classes or aiding the student leaving school.

Follow-up services also require the combined efforts of the teacher and the counselor in contacting students and surveying community and faculty reactions to the existing guidance programs. The result is revision and modification of the school curriculum or of guidance procedures.

The number of trained guidance counselors should not be decreased, nor should their standards of training be lowered. Teachers cannot be expected to act as substitutes for counselors. But the teacher is an important functionary of any guidance program and must be more fully recognized as such. The teacher's role in guidance services should be constantly increased. The result of effective teacher-counselor guidance is a student who is a responsible social being and who understands and is successful in interpersonal relations. Such a student is approaching closer to the goal of complete self-realization.

THE STUDENT TEACHER AND THE GUIDANCE VIEWPOINT

Morris Norfleet, Janet Vanhooose (28)

Guidance counselors often experience the problem of getting teachers to understand and accept the guidance viewpoint. Most agree that it is easier to persuade someone to accept a view when no previous concept exists than it is to change established preconceptions.

The student teacher is in an ideal position, from the guidance counselor's standpoint, to learn the functions of the guidance program, since the practice teacher has not yet established rigid concepts in this area.

The student teacher should not confine his activities to the supervising teacher's directions but should participate in the over-all operation of the school. He should particularly become involved in the guidance program. Through the combined efforts of the counselor and supervising teacher, the student teacher can learn about and understand the guidance viewpoint. It will also give him knowledge and experience in an area in which he may someday specialize. At the least, he will gain insight into the teacher's guidance responsibilities.

The individual inventory service can provide experience for the student teacher if he is allowed to secure and record pupil data. Involvement in the information and orientation phase of guidance services offers another exposure to the guidance function, as do follow-up programs, research studies and evaluation services conducted by the school.

The counseling service, center of the guidance program, is the best section of the program for acquainting the student teacher with the aims and purposes of the program. He should be allowed to at least observe, if not to participate. Such experience will prepare him for his own teaching career, in which he will have to interpret scores, behavior, and grades to faculty, students, and parents.

The biggest advantage, however, is to the guidance counselor and his program. Understanding the guidance function enables future teachers to understand the guidance viewpoint and cooperate with it.

THE ELEMENTARY TEACHER VIEWS GUIDANCE

Rolla F. Pruett (7)

What are the attitudes of elementary classroom teachers concerning the need for the various guidance functions? What are these teachers' attitudes concerning who should perform these functions? Is an elementary guidance specialist required to conduct any of the guidance functions involved in the total program?

Three thousand Indiana elementary classroom teachers were chosen as the sample. Of this number, 992 teachers returned the questionnaire.

A list of 71 guidance functions that have been mentioned in the literature as possible elementary guidance functions was compiled. The teachers were instructed to rate the extent to which each function is needed in the elementary school program, using a scale of 1 to 5. A rating of 1 indicated little need for the function; a rating of 5 indicated a high need.

The sample was also instructed to indicate who should perform each of the guidance functions listed on the questionnaire. Four categories of school personnel were provided: the elementary school teacher, the elementary school counselor, the elementary school principal, and other school personnel, which included the social worker, school psychologist, psychometrist, and school nurse.

There was general agreement among the population of the sample that there is a need for guidance in the elementary schools. For the most part, the teachers were in favor of the elementary teacher's performing 33 of the functions listed on the questionnaire; they indicated that the school counselor should be responsible for performing 27 of the functions, although the number of teachers indicating this was not nearly so decisive as was the number who indicated what functions the teacher should perform.

The teachers indicated that counselors would be most helpful in working students singly and in small groups, in guidance administration, and in guidance research. In fact, individual and group counseling functions received high need ratings from the sample.

Emphasis was placed on the idea that teachers should play an important role in the guidance program, particularly in identifying student needs, making referrals, working with parents, and working with students with learning difficulties. However, they indicated that they were not responsible for any function which involved counseling.

The results suggested that the teachers believed the elementary principal is primarily responsible for orientation and program definition. Other school personnel should be assigned responsibility for miscellaneous aspects of the program.

Although no unanimity of opinion was evident, obviously many teachers believe there is a need for guidance at the elementary level.

Teachers feel that they have a great deal of responsibility for guidance and that counselors are needed to help in enforcing the guidance program.

Because they are aware of and concerned with the guidance problems in the classroom, the opinions of elementary teachers should be considered in defining the role and function of various school personnel in the school guidance program. This does not support the opinions of Robert R. Ferris, who believes teachers should conduct the total elementary guidance program; nor does it uphold the views of Richard P. Koeppe, who maintains that a guidance specialist is an absolute necessity in the guidance area.

TEACHER OPINIONS OF HIGH SCHOOL GUIDANCE PROGRAMS

Robert L. Gibson (17)

What implications for the guidance counselor and training institutes are to be found in surveying classroom teacher attitudes toward guidance programs?

A 40 item questionnaire was administered to 208 secondary school teachers in 18 schools found within the 4 state area of Ohio, Michigan, West Virginia and Indiana. Teachers surveyed had an experience range from 2 to 27 years with a mean of 6.7 years. All schools surveyed had organized guidance programs for a minimum of 4 years.

The questionnaire was administered by the University of Toledo's Department of Guidance and Counselor Education. Supplementary information was gained through follow-up interviews with 10% of the

groups. The summarized data were reviewed and implications were drawn by the cooperating counselors and University personnel.

Data revealed the largest majority of interesting findings. Generally teachers felt that the guidance program should be identified with the instructional services of the school while approximately one-third of the teachers identified the guidance department with the administration. Also some concern should be noted when the study revealed that over one-third of the teachers were not convinced that counselors needed special training.

Specifically the data revealed that individually, nearly 100% of the teachers were of the opinion that counseling services such as cumulative record keeping was extremely helpful in the instructional process. However one-third of the teachers felt that they were not adequately informed of test results. Teachers interviewed generally felt that vocational aptitude achievement and interest tests to be most valuable while they valued intelligence and academic aptitude testing less often than the other. This certainly contrasts with the current practice.

In regard to counseling in general the teachers felt that this area was the most unique and important contribution of the counselor. Interesting is the fact that 76% of the teachers wanted access to the counseling records but disagreed as to the circumstances under which records would be revealed.

Other teacher findings revealed that teachers felt that guidance departments should assist students in finding employment and post-

graduate educational opportunities. Also approximately two-thirds of the teachers felt guidance departments should help identify pupil interest but not necessarily involve themselves with group activity.

Pupils and teachers were questioned as to general opinions of the guidance function and answers revealed a general lack of communication as to the guidance program's function and operation.

One can generally conclude that a communication slowdown or breakdown somewhat hampers the effectiveness of the guidance program. Whenever uncertainty exists as to the function of the program, be it on the part of pupil, teacher, guidance department or administration, optimum effectiveness will not be achieved.

ATTITUDES EXPRESSED BY STUDENTS TOWARD COUNSELING

THE ANATOMY OF A COUNSELOR

Franklin E. Moak

Ideally, the counseling process is a personal relationship, based on the theory that someone (the counselee) needs help and someone else (the counselor), by virtue of his experience and training, is in a position to help. The crucial thing is that the counselee be aware of his problem and seek help. Counseling, in its most effective setting, is the assistance of a counselee who is striving for realization of himself and his potential. It is value evaluation. What follows is focus and directions; next comes action.

The decisions and actions of the counselee are the result of rational judgments influenced by emotions. Counseling can be made

more difficult if the counselee is not in full control of these emotional elements. When the mind is brought into proper focus, emotions are no longer the controlling factor. Also involved in the counseling process is a consideration of interests and abilities. Interests, particularly, are associated with the emotional and social background of the counselee and make counseling an involved, long-term process.

In terms of placement counseling, the counselor must know why students go to college; he must understand the role of education in today's world and know the differences in the types of education available. He must have general information about many different occupations, professions, industries, and companies. He should keep up-to-date with trends in the labor market.

Locally, the counselor should be aware of campus activities and who the student leaders and trouble-makers are. He should be acquainted with all the educational resources of the entire community in which the college is located.

Above all, the counselor must know something about the student and his needs, interests, limitations, abilities and environment. Here the school's student personnel records often suggest clues to aptitudes and problems. The counselor must also keep in mind the confidential nature of his relationship with the counselee. He should equip himself with a knowledge of psychology, philosophy, religion, and sociology. These areas provide perspective of specific

daily problems. One of the best attributes he can develop is patience which does not wear out.

A sound concept of personal finances is important; the counselor's attitudes sometimes influence his counselees. Also of concern is the ability to recognize and develop leadership.

Most important is an understanding of the role played by emotions. If the counselee can focus his feelings in relation to his knowledge, he will be able to make sounder decisions which will affect both his immediate actions and his future life.

EXPECTATIONS OF JUNIOR HIGH SCHOOL PUPILS FOR COUNSELING

William A. Poppen (33)

What are the expectations of (previously counseled and non-counseled) junior high school students in regard to the counseling program?

Junior high school age subjects included 16 boys and 13 girls from multi-racial, social and economic backgrounds who participated in a National Defense Counseling and Guidance Training Institute held at Ohio State University in 1962. Counselors participating had had at least 30 quarter hours of course work in guidance and counseling.

Each interview was taped and supervised by a practicum supervisor and lasted about 35 minutes.

A card sort questionnaire was used to measure pupil expectations and perceptions of the counseling during the first interview. The

card sort questionnaire was structured to include questions which were of appropriate inquiry and reading level of the student.

The comparison of the expectation of the students and their perception of what happened during the first interview is revealing. First of all, students expected the counselor to act in the manner of a principal or teacher and to answer any question posed. This expectation was not realized. Also, the topics of personality, study habits and course outlines were expected more often than realized.

Another finding revealed that students found the counselor more understanding and interested than the counselor expected.

Another aspect revealed was that more previously counseled students expected a more directive oriented approach than did non-counseled students.

The most frequent expectations of the students are also noteworthy. First, all students expected to be informed when "right or wrong" and nearly all students expected the counselor to ask questions and be friendly. Least frequent were the expectations of the student to have the counselor be his ally in disputes between counselor and parent, or teacher and to be told when behavior was exemplary.

Students expected to discuss specific topics but found counselors more interested in establishing rapport.

In addition students expected much more direction and advice than they received. This leads one to think that either the counselor must become more directive or inform the students more adequately of what to expect especially if he advocates the non-directive approach.

STUDENT OPINIONS OF A HIGH SCHOOL GUIDANCE PROGRAM

Merlin W. Schultz (39)

Is there a measurable relationship between selected student opinions of a guidance program and the amount of time a counselee spends with a counselor?

A population of 100 subjects was selected from the 712 students of the 1960 graduating class of the Grosse Point, Michigan, High School, a large suburban school in a metropolitan area of the midwest. These students came from a predominantly middle class environment. Of this group, 50 students had received the least counseling and 50 had received the most counseling. All the students returned their questionnaires.

A 25-item questionnaire was developed and mailed to the sample 10 months after graduation. On this questionnaire, 15 different attitudes were explored. Each respondent was instructed to indicate his opinions on a 9-point scale which was unnumbered to avoid the effect of possible attitudes toward numbering systems. The order of questions was randomly chosen; a number of the questions was reversed in order to avoid all favorable responses appearing at 1 end of the scale. Space was provided for additional comment by the respondent. An extensive follow-up procedure completed the method of research.

Of the 15 attitudes studies, 8 were statistically supported as valid premises. These were: 1.) the students who received the most counseling felt more free to talk through their problems, 2.) help

in academic progress did not differ significantly between the 2 groups, 3.) those students who received the most counseling regarded the counselor as knowing them well, 4.) this group of students felt they received more help with problems of personal adjustment than did the students who received the least counseling, 5.) the students who received the least counseling were critical of the alleged inaccessibility of the counselor, 6.) this group of students also felt they received the least help in planning for their high school years and beyond (however, specific areas studied, such as orientation to high school and job planning yielded no significant differences), 7.) students did not feel the counselor's role as a disciplinarian was significantly related to their use of the counseling service, and 8.) the students receiving the most counseling looked more favorably on the amount of help received in having a meaningful high school experience.

The remaining 7 attitudes considered yielded no statistical differences. These attitudes were related to: 1.) the desirability of having a counselor of the same sex, 2.) discussion of problems relating to the opposite sex, 3.) understanding of a counselor's capabilities, 4.) interpretation of test results, 5.) the extent of the counselee's responsibility in making decisions, 6.) seeking help from other school officials, and 7.) development of character traits.

Comparisons made using information from the cumulative record yielded several conclusions: 1.) boys were more part to be involved

in a counseling situation than were girls, 2.) those students receiving the most counseling were younger at time of graduation than were those students receiving the least counseling, 3.) there were no significant differences between the 2 groups relative to intelligence, aptitudes, achievement, extra-curricular activities and grade point averages, 4.) residence and occupation of the parents of either group resulted in no significant differences, 5.) those students using the counseling service the most had a lower (adverse) personality trait index, 6.) those students receiving the most counseling had the higher number of absences, 7.) the number of major changes made in the high school academic plans was not significant, and 8.) there were no significant differences between the 2 groups with respect to disciplinary matters.

The nature and scope of a school's guidance program must be developed in terms of the characteristics and needs of that school's student population. Information regarding why some students take greater advantage of counseling services than others do would be helpful in establishing an effective guidance program. Obviously, some students receive more value from the counseling service than do others. Areas of need may become apparent when such information is available.

Possible weaknesses in certain areas of the guidance program were suggested by the results. These areas are generally regarded as responsibilities of the counselor and should receive special consideration in establishing a guidance program. Deficiencies, as

pointed out by the respondents, include insufficient help in developing better study habits and character traits and making personal adjustments, unnecessary restriction to an assigned counselor, and lack of discussion of problems relating to the opposite sex.

ROLE CONFLICT IN COUNSELING: ITS EFFECT ON COLLEGE STUDENT ATTITUDES

Allen E. Ivey (24)

Is the counseling effectiveness of a counselor impaired when he must also teach those whom he counsels?

Boston University freshman were the subjects for the study. Two groups were established, one group was counseled by the same person who taught them, while another group was counseled by a person other than their instructor. All counselors were well-experienced in the counseling field.

Counseling interviews were standardized as far as possible and interviews followed a general pattern of: 1.) established rapport, 2.) test interpretation, 3.) discussion of those topics students wished to pursue. Generally speaking, most students had only one contact with their counselor.

Finally, a questionnaire was developed to elicit student attitude in 5 areas of the guidance program which included general satisfaction with the interview; willingness to discuss personal psychological problems; attitudes toward the entire guidance program; and attitude towards the particular Counseling arrangement in which they participated.

A major premise of the study was to support the theory that separation of teaching from counseling would create a more favorable attitude towards counseling among clients. The premise was not entirely substantiated. Generally speaking, students indicated they would seek help from any counselor in areas of an educational or vocational nature. In fact in this area students generally preferred their counselor-teacher or they expected him to have a deeper understanding of their particular need.

However, the study did reveal that students expressed a greater willingness to discuss personal-psychological problems with a counselor other than their teacher.

It appears that counselors who do teach can be successful in working with problems of an educational-vocational nature. If they are skillful in role playing they may be able to work in personal-psychological areas as well. But, as personal areas become more apparent and sensitive, it appears that students want interaction with someone other than those involved in classroom situations.

If generalizations can be drawn for the secondary school area, it would appear that perhaps teachers could handle more routine problems of the educational-vocational area while leaving the more sensitive problem area to counselors. This might enable both to deal more effectively with student concerns.

ATTITUDES OF COUNSELORS AND DISADVANTAGED STUDENTS TOWARD SCHOOL GUIDANCE

Peter P. Grande (20)

What are the attitudes toward school guidance held by experienced school counselors and secondary school students?

The subjects of this study were 29 experienced counselors and 30 secondary school students. The counselors, from a number of different states, were enrolled in an advanced NDEA institute in guidance and counseling at a private midwestern university in the summer of 1966. The students were participating in the Upward Bound summer program at the same university.

The instrument used was the Barker Scale of Attitudes Toward School Guidance. This scale contained 20 attitude statements arranged in an order of scale values which simplified scoring but eliminated the possibility of all favorable responses appearing in one grouping. The respondents were instructed to check those statements which reflected their attitudes toward guidance services.

Statistically significant differences were found to exist between the attitudes of the counselors and the students as reflected by the scale items endorsed by each group of subjects. Counselors were found to regard the guidance program as an important element in the total value of the school and they believed the removal of the program would create a serious void in the school program. In addition, they indicated that guidance services need to be expanded.

In contrast, the Upward Bound participants felt that, although the guidance program does have something to offer, it is not essential. They regarded specialized guidance personnel as "outsiders" and suggested that the guidance program merely confuses the students.

Counselors, by virtue of their closeness to the school guidance program, realize the importance of the program and the need for its expansion. Because the Upward Bound participants held somewhat negative views toward guidance, careful attention to better communication is required from guidance personnel and counselor educators regarding their roles and function. Counselors must also understand the number and variety of problems with which students are confronted. In addition, their understanding and concern must be communicated to the students.

COUNSELOR ASSIGNMENT AND CLIENT ATTITUDE

Karen H. Gabbert, Allen E. Ivey, C. Dean Miller

What is the effect of individual differences among clients in affecting positive attitudes towards counselors?

Four hundred fifty four students at Colorado State University provided the sample from which 40 usable responses were elicited. Clients were assigned to counselors (3 male and one female) on a basis of time available rather than in a random manner.

Clients were grouped into 2 broad catigories, that of personal-psychological areas and educational-vocational areas. The amplitude of each area obviously left room for error but did serve to make a gross differentiation between clients.

Because of the transitory nature of the counseling, the number of interviews was divided into units of one, two, three, and four or more with latter combined to facilitate analysis of the data: Data submitted was then categorized and analyzed according to its type, i.e. personal-psychological, educational-vocational.

Analysis of data revealed that clients with personal-psychological problems had significantly differing attitudes towards the various counselors thereby supporting a major hypothesis of the study. Neither set differed in their attitudes. The study also revealed that as the numbers of interviews increased the attitude of clients increased in its favorability. The study also suggested that individual differences such as sex resulted in differing attitudes of the client toward the counselor. One counselor had the most favorable attitude displayed by male students with educational-vocational problems while graduate student counselors received most favorable attitudinal reaction from female students with educational-vocational concerns. One counselor, it should be noted, received little favorable responses from anyone regardless of the concern.

The study supported very strongly the hypothesis that individual differences elicit varying responses from the counselor. The term of counseling also elicited varying degrees of favorability. Some related better on a long term basis while others were able to relate on short term basis. While the study did not examine the specific role of the counselor it does suggest that the counselor establishes a

vital role model for the client. If follow-up work was to be done it might be the area of counselor-client matching as to empathy and counselor examination of role behavior in the interview.

The data also led one to conclude that in the personal-psychological problem area, the variably centered around individual difference and duration of counseling may be more significant than in the educational-vocational problem area. This may be because the educational-vocational area is less demanding and more easily rectified.

Counselors must carefully consider their role when dealing with the personal-psychological problem area. It is an area not as easily dealt with as the educational-vocational problem area. The number of "return" visits a counselor receives in each specific area might be directly related to the attitude of the client towards him.

COUNSELOR ASSIGNMENT AND CLIENT ATTITUDE: A SYSTEMATIC REPLICATION

Allen E. Ivey, C. Dean Miller, Karen H. Gabbert (25)

What are the factors involved in determining the attitudes of clients toward their assigned counselors?

The clients used were the 695 students counseled in the Colorado State University Counseling Center during the 1964-65 academic year.

This study was a replication of an earlier one conducted by the same authors.

The Counseling Evaluation Inventory (CEI) was used as the measure of client attitudes toward counseling. A method developed by S. S.

Robin for securing returns to mail questionnaires was adopted; the inventory was scored by a Likert formula.

This replication was conducted with more counselors than had the earlier study and included several from the first study. These counselors were at various stages in their training.

Usable data was gathered from 71 per cent of the mailed questionnaires.

In general, the results of the replication supported the findings of the earlier study; it was demonstrated that clients react in varying patterns to individual counselors. The more experienced counselors and those counselors who maintained interviews over a longer period of time had clients with more favorable attitudes. Attitudes of men and women and personal problem and vocational-educational problem clients did not differ and no interaction effects were apparent. This was not the case in the earlier study.

As in the first study, however, CEI attitude patterns varied for counselors, but differences were not as clearly defined in the replication.

Obviously, the assignment of clients to counselors with the purpose of maximizing benefit from the experience is a complex process. This is particularly so, since it is apparent that attitudes toward counseling vary with the combination of client and counselor. As a result, counselor assignment is important if the counseling situation is to be productive.

DETERMINANTS AND EFFECTS OF COUNSELORS' VERBAL ROLES

John R. Tomczyk (49)

What is the relationship between client attitude regarding the counselor and client perception of the counselor's verbal role?

Fifty-five male secondary school counselors were involved - 75% had masters' degrees in guidance and counseling, while the remainder held masters' in a field of education. All had participated in graduate guidance courses. Student subjects included 1276 male and female high school juniors and provided 1,021 usable questionnaires.

Each client discussed problems with the selected counselors for at least 20 minutes within 3 weeks of participating in study.

The clients were given a 4 part questionnaire. All answered some general questions related to sex, age and grade level but remained anonymous.

The 4 part questionnaire consisted of having the client first describe his problem in his own words; secondly to read definitions and relate to his particular problem, third, to rate on a scale his feelings towards the counselor, and finally to rate the counselors verbal roles on a 7 point scale which ranged from "Never" to "Always".

Administration of the test varied from the small group to that of the entire group being given the questionnaire at the same time.

The attitude of the client was measured through a mean score. Positive, Neutral and Negative attitudes were then assigned to each particular mean score.

Cautions should be noted however at this time. Some counselors were aware of the study being done. Students participating may or may not have seen counselors regularly. High ability students were generally excluded and most participants came from study halls.

Data compiled revealed the following attitudes of client toward the counselor and his role. First clients expressed positive attitudes towards counselors who were verbally active in the cognitive domain and less verbally active in the affective domain. Secondly, positive attitudes were expressed when counselors were viewed as active participants rather than passive listeners. When counselors used the "working together" role to maximum extent the incidence of positive attitudes increased negative attitudes were expressed when counselors assumed a role of non-acceptance. Positive attitudes were developed when the counselor was found to assume a role of "Approving and Re-assuring". Attempts by the counselor to aid in improving study habit resulted in positive attitudes. Those counselors using a "Defining Counseling" role enjoyed positive attitudes towards them. "Information Giving" and "Friendly Discussion" type of role playing resulted in a positive attitude being expressed.

When the counselor assumed roles other than that of non-acceptance he generally was perceived in positive terms. This leads one to conclude that inter-action between client and counselor will occur when both are willing to face the situation with some manner of acceptance.

CLIENT EXPECTATION AND PERCEPTION OF THE COUNSELOR'S ROLE AND THEIR
RELATIONSHIP TO CLIENT SATISFACTION

K. Norman Severinson (40)

What is the relationship between what a client expects from a counselor and what he thinks he actually receives from the counseling situation?

The study was conducted entering college freshman over a 2 year period. Five hundred forty eight usable responses provided the data for the study. Seventeen counselors were involved over the 2 year period.

Two counseling questionnaires illustrating "counselor lead" and "counselor empathy" were developed and administered, a differing questionnaire for each year. Two forms, a "before" and "after" situation, each with 5 identical items to be evaluated, were given. The expectations and perceptions of each individual were then compared.

A significant relationship was found between client satisfaction and differences in expectation and perception of counselor empathy suggesting that satisfaction seems to develop when the counselor approximates the client's expectations. Dissatisfaction among clients occurred when counselors were too "feeling the client" oriented or too "factual" oriented and business like.

The study conducted was limited to those clients seeking educational counseling and not aid in solving personal-psychological problems.

The studies only involved counseling of a short term nature and in areas of educational problems which is traditionally less emotion-charged from the personal-psychological area.

SOURCES OF STUDENT PERCEPTIONS OF THE ROLE OF THE COUNSELOR

James R. Brough (5)

What are the origins of students' ideas and attitudes toward the role and function of the school counselor?

From the Edina-Morningside Junior High school in Edina, Minnesota, 631 eighth-grade students were used as the subjects of this study. These students had experienced a concerted effort by the counseling staff to develop their concepts of counseling through classroom visitation.

Classroom teachers administered a questionnaire to the students, who completed them on the same day with no advance knowledge of the questionnaire.

The questionnaire consisted of a list of 14 items which related to possible sources from which students develop their concept of the role of counselor. Additional space was provided where the students could indicate any other sources of their perceptions.

Responses to each item were counted and percentages were calculated separately for boys and girls and for the combined group. Results indicated that the students' perceptions developed from many different sources. The three most frequent items were: a.) the counselor's discussion of his role with students, b.) actual interviews with the

counselors, and c.) the description of the counseling function in the student handbook. The single, most important source, as designated by the highest percentage of students was actual experience in counseling relationships. Mass media and information from doctors or ministers had a negligible effect on the students' perceptions.

The only significant difference between the sexes appeared in their response to the item which listed the source of perception as "Talking with other students;" here, 14 per cent more girls than boys indicated this was a source.

Sources listed by the students, but which were not on the questionnaire itself, were found to be related to the original items and thus counted as responses to related items on the questionnaire.

Ideally, the students' expectations of the counselor should correlate with the actual role the counselor performs if he is to counsel effectively. Knowledge of the development of the students' concepts makes it possible to design a program to control this development.

The fact that the mass media have little effect on the development of students' concepts of the counselor's role would indicate that this is a potentially fertile source. In fact the many sources of perceptions should be more carefully analyzed and applied.

ATTITUDES EXPRESSED BY PARENTS TOWARD COUNSELING

MOM LOOKS AT THE COUNSELOR

Richard S. Dunlop (12)

What are the attitudes of the mothers of students as they relate to school counseling services?

In addition to counselor-educators, counselors, administrators, teachers, and students, questionnaires were sent to the mothers of 25 college-preparatory students and 25 job-bound students who had been randomly selected from twelfth grade classes in suburban San Diego's Grossmont Union High School District. Of the mothers of college-bound students, 80 per cent returned their questionnaires; 65 per cent of the mothers of job-bound seniors responded.

The opinionnaire used listed 42 separate tasks which counselors might perform. Six tasks were listed in each of the following categories of counselor responsibility: 1.) vocational, educational, and personal counseling, 2.) testing and diagnosis, 3.) administrative-clerical, 4.) teacher-role expectancy, and 5.) counseling professionalism. Tasks were randomly placed in each category. Respondents were instructed to check the appropriateness of school counselor behavior on a scale from "should" perform to "should not" perform. Space was provided for additional comment by the respondents.

Mothers of both groups of students supported counselor involvement in educational counseling. They also supported vocational counseling

activities, although the mothers of job-bound students were less enthusiastic about this area of counselor responsibility than were the mothers of college-preparatory students.

Both groups of mothers endorsed the appropriateness of the counselor's learning as much as possible about the student's family in order to better help the student; however, the mothers of college-bound students were less emphatic about personal counseling activities than was any other responding group. Both groups of mothers also supported counselor performance of testing and diagnosis activities.

Mothers of college-bound seniors gave a higher proportion of positive responses to teacher-role tasks than did any other group. Counselor performance of administrative-clerical activities received support to some degree from the mothers of college-bound students, but the position of the other group of mothers was unclear.

The items regarding professional conduct of counselors received positive support from mothers of college-preparatory students, but the other group rejected the suggestion that counselors should allow students to say what they want in counseling without correction or punishment. In their written comments, both groups of mothers pointed out the lack of time available to the counselor in which to do his work. The mothers of job-bound seniors asked for increased contact between counselor and home.

Mothers of college-bound students gave significantly greater support than other mothers did to the desirability of counselors

performing tasks related to vocational guidance. Consequently, consideration should be given to the appropriateness of vocational counseling for college-bound students, not just job-bound students. Not enough thought is given to what is beyond earning grades and selecting a college.

Apparently there is a need for contact between counselors and parents. Local conditions and counselor and interest and work load will determine the extent of this contact, but it is a valid area to which the counselor may apply himself.

The results also indicate that groups to whom high school represents terminal education are hesitant and apprehensive where testing and its interpretation is concerned. This suggests a certain amount of care with job-bound students to minimize their apprehensions about testing.

Differences in views about the counseling service obviously exist between mothers whose children have various future educational plans. Differences also exist between their views and those of professional educators, especially pupil personnel specialists. To obtain optimal development of the guidance and counseling service, its basic operational premises must be made clear to parents as well as to administrators and teachers.

WHO HELPS CHILDREN? PARENTS' CONCEPTIONS

Harry B. Bergstein, Claude W. Grant (4)

Who do parents conceive as being helpful in aiding adolescents with their problems?

Fifty pairs of parents from each of the 6th, 8th, 10th, and 12th grade children of a Long Island, New York suburb were selected and interviewed for the study. Parents selected had had no previous children in secondary school and were matched with their children's I.Q., school performance and socio-economic standing.

Interview techniques were structured around the Gardner and Thompson Social Relations Scale. Data supplied came from free responses to six hypothetically proven situations (i.e. - your son/daughter finds great difficulty making new friends). Responses were recorded on a scale continuum and were weighted arbitrarily. The parents were asked to determine who would best serve to help the individual with the problem; who would be least helpful; who would be of average help and who would rank between each of the above positions? The proven situations posed involved hypothetical educational, vocational and personal - emotional - social situations.

Responses were to be classified into two broad categories; school personnel and non-school personnel. School personnel were sub-grouped into teachers (home room; subject matter), counselors, and others which included administrators, and ancillary personnel. Non-school persons

were sub-grouped into personal acquaintance, clergyman and physician. One hundred eighty-seven mothers and 179 fathers responded to the questionnaire.

All people nominated to the two top positions were considered above average in helpfulness while those nominated to the 2 bottom positions were considered to be below average in helpfulness.

Findings revealed that school personnel were rarely nominated to below average positions while personal acquaintances were most often considered to be below average in helpfulness. In fact, school personnel were nominated 51% of the time to above average positions while non-school personnel were nominated 42% of the time. Of the school personnel nominated, 8 specific counselors received 17% of the total nominations.

Specifically it was found that among the responses parents of children in the lower grades more often nominated a school person other than a counselor as being most helpful while in the higher grades parents valued the counselor more than they did the teacher. Apparently as parents become more familiar with the role of the counselor their attitude toward him becomes more positive.

Parents generally value school personnel above average in helping adolescents solve their problems. Among the school personnel noted the counselor enjoys esteem relative to the grade level of the adolescent. It appears imperative that the counselor's role and image

must be better illuminated to the younger adolescent and his parent. The overall effectiveness of the counseling program should be greatly enhanced if this is done.

One can also conclude after reviewing the data findings that people do not like to air their concerns to personal acquaintances. It was not revealed to what extent the younger adolescent had experienced with counselors. Traditionally counseling becomes part of the educational program on a regular basis when the adolescent reaches secondary school level.

PARENTS REACT TO A SUMMER COUNSELING PROGRAM

John E. Hay (22)

Students who live at home while attending college experience particular problems as a result of this extended, dependent parent-student relationship. To deal with these problems, a two-year extension college in a Philadelphia suburb offers a summer pre-registration counseling program for both students and their parents. This program was designed to improve parent-student communication and to change unrealistic expectations that either the parents or the student might have.

Prior to counseling, the students are given a battery of aptitude, placement, interest, and personality tests. On the counseling day, group and individual sessions are conducted, during which occupational information is provided, the results of the tests are interpreted, and corrective steps are suggested.

To determine the parents' opinions of this counseling program, a questionnaire was sent to a randomly-selected third of the parents who had attended the counseling sessions of the previous summer. Space was provided after each question for additional comment; parents were encouraged to be candid and asked not to sign the questionnaire.

Sixty-five per cent of the sample population of parents returned the questionnaire. Of this number, most regarded the counseling program as beneficial. Many also suggested ways of improving the program.

Among changes implemented by the school as a result of the questionnaire are pamphlets to provide general information otherwise given in the group counseling sessions. Counselors will also re-emphasize and better define certain areas of the psychological tests administered prior to counseling.

COLLECTIVE ATTITUDES EXPRESSED BY EDUCATORS AND SIGNIFICANT OTHERS TOWARD COUNSELING

GOALS OF COUNSELING: WHOSE? WHEN?

Andrew Thompson, Robert Zimmerman (48)

What is the relation between client self-diagnosis and the diagnosis of his counselor? Does this relation change during the period of counseling?

The sample consisted of 315 clients and 27 counselors of the University of Oregon Counseling Center during a five-month period

between 1965 and 1966. The majority of clients were male, less than 25 years of age, and undergraduates. The counselors were comprised of practicum students, interns, and fulltime staff members.

After preliminary investigation, a goal checklist was devised which could be completed by both the clients and their counselors. Forty-three goals were listed under 6 headings: Vocational-Educational, Self-Development, Social, Family, Physical, and Emotional. This instrument was administered at several points during the counseling process.

The goals of the clients were further divided into 3 categories: 1.) those that were irrelevant or not appropriate, 2.) those that were important but which the client did not request help in attaining, and 3.) those that were important and which the client requested help in attaining. Parallel goals were established on the counselors' checklist; these were: 1.) those goals which were irrelevant, 2.) those goals which were appropriate for the client, and 3.) those goals which the counselor hoped to help the client attain. During subsequent administrations of the checklist, the clients and counselors were instructed to check not only the goals which they hoped to attain, but also those goals which they felt had been attained with counseling. In addition, a prediction item requested both clients and counselors to indicate what chance there was of achieving the goals with which the clients had requested help.

Two methods of comparison, item analysis and profile analysis, were used in examining the data. Results indicated that concern with interpersonal relations, including sexual relations, predominated the goals checked by both clients and therapists.

A real discrepancy existed between the goals that the client chose and the goals that his counselor chose, regardless of the point of time in the counsel-process. However, the goals for each group at any one point in time during counseling were related significantly to the goals at other points. Practicum versus staff and intern counselors analyses yielded no significant differences. On the whole, the study failed to find a significant increase in the level of correspondence between clients and their counselors at the end of counseling.

Hopefully, at termination of therapy, convergence between the counselor's framework and the client's framework is achieved. Counseling may not be effective if the therapist's perception of the client's problems and of their successful outcome are quite different from that of the client. Neither the counselor's initial diagnosis of the client nor the client's diagnosis of himself are reliable bases for predicting convergence. One difficulty is that many clients have general feelings of confusion which they find hard to translate into specific goals.

If the discrepancies between the client and his counselor as to what is a desirable goal and if the stability of these goals throughout

counseling could be determined, the counseling process may become more effective. Perhaps extended counseling would increase the chances of achieving the desired convergence of frameworks.

ATTITUDES TOWARD A SCHOOL'S COUNSELING SERVICES AS SEEN BY ADMINISTRATORS, TEACHERS, AND COUNSELORS

Robert W. Graff, Richard W. Warner, Jr.

Is there a significant difference between the attitudes of counselors, teachers, and administrators toward the counseling program within the same school system?

The subjects chosen comprised the total population of teachers, administrators, and counselors of a large suburban high school in western New York. There were 83 teachers, 9 administrators, and 10 counselors. All the administrators and counselors and 75 of the 83 teachers responded.

The instrument used was a questionnaire listing 20 items designed to determine attitudes toward guidance programs. Because of its simple administration, scoring, and interpretation, scaling was done by the equal-appearing-interval method. The population was instructed to check the statements which best described the guidance program in their school. The subjects were asked to be candid and informed that their responses would be kept confidential.

Analysis of the results showed that counselors, teachers, and administrators did regard the counseling program of the school differently. Teachers and administrators viewed the program in a similar manner, but different from the way in which the counselors

viewed it. Teachers and administrators held more unfavorable opinions of the program than did the counselors; the former regarded counselors as quasi-administrators, advisors, and disciplinarians and did not place as much emphasis on the counseling function as did the counselors.

If the guidance effort is to be effective, there must be general agreement among administrators, teachers, and counselors in regard to the role and function of the program, since all 3 perform activities essential to counseling. Counselors may be restricted from performing services relevant to student needs if they serve as clerical and administrative help. To remedy this, counselors must be able to define their roles and communicate their objectives and functions to their other members of the pupil personnel team.

Because teachers are in an ideal position to identify student needs, they must be convinced of the counseling function of the guidance program if the student is to benefit from it. Teachers must receive greater pre-service orientation to the nature of guidance.

To gain the cooperation of teachers and administrators, counselors should provide an initial statement of the objectives of the guidance program. Professional affiliation, in-service training, and constant communication with administrators and teachers would provide additional help in establishing a professional identity for counselors.

THE SCHOOL COUNSELOR AS PERCEIVED BY SCHOOL COUNSELORS AND THEIR PRINCIPALS

Thomas J. Sweeney (47)

What is the role of the school counselor as viewed from the vantage point of school counselor and school administrator?

Two hundred and twenty counselors and their administrators were selected at random from the total number of full time counselors listed by the Ohio State Department of Education.

Two instruments were used in developing the accepted questionnaire. One attempted to measure the performance of the counselor in the activity areas of: providing service to individual students; providing group services; establishment and maintaining of staff relationships; promotion of school programs; public and community relations work, and accepting professional responsibilities.

A personality measuring device was developed which distinguished between adaptive and maladaptive amounts of behavior. Behavioral categories examined were: managerial-autocratic; competitive-exploitive; critical-aggressive; skeptical-distrustful; modest-self effacing; docile-dependent; cooperative - over-conventional; and responsible - overgenerous.

Group scores in each of the sub-areas were determined in order to determine the perceptual differences of counselor role.

In the first area tested, that of determining counselor activity and assigning each a priority, the counselors and administrators

assigned similar priorities to 4 of the 6 areas tested. However, each group attached significantly different emphasis to each of the 4 areas. In this case the administrators had clear cut impressions of the role of counselor in each area while the counselors could only agree to differentiate between 4 of the 6 areas.

In regard to the second portion of the test regarding counselor attributes significant differences occur. The administrators desired a great degree of leadership characteristics in their counselor, that is they wanted to develop the characteristics of encouragement of others, self-respect, and forcefulness to occur.

Generally speaking, the counselor saw value in many of the same characteristics but not to the degree that did the administrators.

Attempts to measure personal, experimental and educational factors were generally unsuccessful. One notable exception is that counselors who aspired to administrative positions held greater agreement with administrators than did non-aspirants.

Generally speaking in the first area measured both groups ranked counselor activity similarly. Differences occurred in the emphasis attached to each activity. Perhaps this supports the contention that it is only minor matters and mechanics upon which the groups disagree.

In the second area tested, while there was much agreement, administrators valued the dynamics of leadership more extensively than did counselors. This perhaps can be traced to the vantage point of each. The counselor may balk at enforcing discipline dynamically

especially if he must establish a working relationship with the very student he disciplines. The administrator, of course, sees leadership as being necessary if a school guidance program is to be totally effective.

THE INTERPERSONAL DIAGNOSIS OF PRINCIPALS AND COUNSELORS

Joann Chenault, James E. Seegars, Jr. (9)

The purpose of this study was twofold; first, the personality characteristics of 2 specific subgroups, principals and counselors, were assessed for identifiable differences which might precipitate problems in guidance programs.

Second, the feasibility of the Leary Interpersonal System was explored as a technique for evaluating relationship such as those existing in guidance services.

The Interpersonal System checklist was used to measure levels of personal dominance and hostility. Every full-time counselor and the principal of each school employing a full-time counselor, in the state of Kentucky were asked to complete the checklist. Seventy-one per cent of the counselors and 48 per cent of the principals returned the checklist.

Both counselors and principals described themselves as essentially dominant personalities, and the difference in intensity was not significant. They also described each other as independent and assertive. When describing the ideal-other, counselors indicated that principals should be more dominant than the ideal-counselors described

by principals. Although principals portrayed themselves as generally more dominant than counselors, counselor's self-ideals possessed more self-assertion than the self-ideals of principals.

Both counselors and principals were found to be essentially dominant persons, principals leaning toward the competitive side of the continuum and counselors leaning toward the tolerant side. The groups were found to prefer different kinds of personality characteristics in their co-workers than are exhibited. It is suggested that their expectations of each other as persons is a major factor contributing to administrative problems. Principals would like their counselors to be firmer, more aggressive persons even though they may recognize the counseling function as conflicting with this ideal.

ATTITUDES OF SCHOOL PERSONNEL TOWARD THE TEACHER'S ROLE IN THE GUIDANCE PROGRAM

Duane Brown (6)

What are the attitudes of various school personnel toward the role which the teacher should assume in the guidance program?

A total of 1100 Indiana secondary school personnel was surveyed; this population included 275 academic teachers, 275 guidance workers, 275 principals, and 275 vocational teachers. Of this number 27.73 per cent returned usable questionnaires.

After preliminary investigation, an attitude scale of 108 items regarding guidance functions was developed and distributed to the test

sample. Responses of the 4 groups of the sample were analyzed independently. In addition, the variable of sex, age, training, experience, and size and type of school were determined.

Significant differences were found among academic teachers, principals, guidance workers, and vocational teachers. The sample indicated that teachers should perform 69 of the 108 guidance functions listed on the attitude scale. Vocational teachers assigned the least responsibility to the teacher for the performance of guidance functions, particularly those of evaluation, follow-up, research, and information.

Guidance workers and principals gave significantly higher ratings to the guidance functions expected of teachers than did the two teacher groups themselves. These functions include the administration of sociometric devices, discussion of hygienic topics, and identification of potential dropouts.

No significant differences were found among the 4 groups regarding the extent to which teachers should perform counseling functions. The variables of sex, age, etc., did not significantly affect the ratings of the extent to which the teacher should participate in the guidance program, although differences were noted within groups.

The groups agreed that the teacher should seldom participate in guidance administration, but should occasionally serve as consultants, particularly in curriculum areas. However, the teachers themselves were in disagreement as to their actual participation in the guidance

program. Those functions on which there was agreement are often emphasized in education text books and courses.

Many areas of disagreement do exist among teachers, administrators, and guidance workers. These can and do impair the effectiveness of the guidance program. If an effective program is to be established, there must be mutual agreement as to the function to be performed by the various personnel within the program.

During in-service and training programs, teachers should receive information about guidance roles and functions and be instilled with the appropriate attitudes concerning who should perform the various guidance functions. The result would be more understanding of the aims and purposes of the program on the part of the teachers.

THE COUNSELING FUNCTION AS SEEN BY STUDENTS, PARENTS AND TEACHERS

Philip A. Perrone, Mary L. Weiking, Elwyn H. Nagel

According to junior high students, their parents and teachers, what types of students require counseling and to what degree? Is there a difference among groups as to the degree of counseling these student types require? Does a difference in the number of problems indicated by the students affect the degree of counseling these students and their parents recommend for the student types named?

The population studied included 371 seventh and eighth grade students, 250 pairs of their parents, and 9 of their classroom teachers from a suburban village of 8200 people in Wisconsin. The student population was comprised of an approximately even number of boys and girls.

An adaptation of a Counseling Need instrument developed by F. P. Robinson was used. This instrument contained a description of 14 student types. Each description had a number indicating the amount of counseling required for each type. No. 1 indicated the least amount of counseling; No. 4 indicated the greatest amount of counseling was required by the student type.

In addition, the students were administered the Mooney Problem Checklist to provide information in answering several of the research questions.

No within-group differences in responses to the Counseling Need instrument were noted between the boys and girls or between the parents of boys and the parents of girls.

There was general agreement among the three groups regarding the rank order in which they see the different student types requiring intensity of counseling service. As to the degree of counseling required, parents favored more intensive counseling by either school counselors or outside experts than either teachers or students. Students also favored more intensive counseling than did their teachers.

Students within the top quartile on the Mooney Problem Checklist and those in the bottom quartile differed little in the degree of recommended counseling, except for two student types. Those students with fewer indicated problems favored more counseling for the Cqueer student type; those with more indicated problems recommended greater counseling from the Homely student type. However, the parents of

either group of students showed no statistically significant differences in the amount of counseling required for any of the student types.

Four areas receive attention when the function of counseling in the school is studied. These are: the importance of student and teacher perception of the counseling function and its effect on the counselor's role; the failure of students to realize that the counselor is concerned with them as whole persons, not just with their vocational decisions; the lack of effective communication of the counselor's role; and student awareness of some problems and lack of awareness of others.

Student-parent differences in responses to the study may be a result of more awareness on the part of the parents that junior high school behavior may continue into adult life; perhaps parents and students pinpointed different aspects of the description of each student type. In either case, careful study is required to determine what the most effective counseling program would be in a given school.

The results indicate that parents are willing to accept extensive counseling programs, even more willing than teachers are: this would suggest that such programs should be developed in the schools. The results also show that student and parent perceptions of counseling needs are not related to the number of problems the student may have.

PROFESSIONAL EDUCATORS, PARENTS, AND STUDENTS ASSESS THE COUNSELOR'S
ROLE

Richard S. Dunlop (13)

Differences of opinion appear to exist between groups of persons interested in secondary schools as to the duties of the counselor as a professional person.

Included in the randomly selected samples in the study were California counselors, high school administrators, counselor-educators, teachers, students, and parents.

A questionnaire was developed to measure opinions of counselor tasks in the following counselor responsibility areas: Vocational, Educational, or Personal Counseling; Testing and Diagnosis; Administrative-Clerical; Teacher-Role Expectancy; and Counselor Ethics. Respondents to the opinionnaire were asked if a counselor should, maybe should, probably shouldn't, or should not perform particular tasks.

The only area of agreement about counselor tasks was that of Educational Counseling. The sharpest differences of opinion were in the area of Personal Counseling. Students were more enthusiastic about the area of Personal Counseling than parents or administrators were. However, there were also differences of opinion among students in this area. College-preparatory students felt the school counselor was a good choice for personal counseling only when no one else was available.

Although the school counselor is supported in his efforts by most people while engaged in Educational Counseling, there is little agreement as to what other tasks the counselor should perform in the school. It would appear that there is no universally acceptable role definition for the high school counselor. However, if counselors are to do the work for which they are best trained, i.e., counseling as opposed to clerking, administering, or teaching, and if they hope to meet acceptance from all concerned with their function, efforts must be made to promote the counselor's image.

DIFFERENTIAL PERCEPTIONS OF FUNCTIONS OF COLLEGE GUIDANCE SERVICES

Robert E. Glennen (18)

What perceptions do various campus groups have of available college guidance services? How do perceptions of the actual functioning of these services compare with how they really should be functioning?

The campus groups whose perceptions were surveyed comprised a proportionate sample of the student body, the faculty, and the administrative staff of the University of Portland in Portland, Oregon. Opinionnaires were returned by 393 students, faculty, and administrative officers.

The descriptive survey method and the personal interview were used to study the Dormitory Counseling Service, the Psychological Services, the Placement Bureau, the Office of the Dean of Men, the Office of the Dean of Women, and the Office of the University Chaplain. After

preliminary investigation, an opinionnaire was constructed which contained items selected for their suitability in revealing actual guidance functions or functions which a service should perform.

Analysis of the data revealed that the perceptions which the administration, faculty, and students had, relative to functions both as they exist and as they should be, did differ. The administration generally had more knowledge of the actual functions performed by the guidance services than did the other groups. Large differences in perceptions were found between the faculty and the students and between the faculty and the administration. As a rule, the faculty was less informed than the other groups regarding the functions of each service.

The students, particularly those who lived on campus, had more actual knowledge of most services than the faculty group. They also had the most knowledge of all groups where the functions of the Dormitory Counseling Service was concerned. Underclassmen perceived all the services more favorably than did upperclassmen, administrators, or faculty.

There were no significant differences in perceptions held by the study groups relative to the functions which they believed should be performed by the services. This indicates that the groups had greater expectations of what each service should do. Data revealed that students and faculty residing on campus possessed more accurate knowledge of functions actually performed by the services than those who lived off campus.

Personal interviews with a sub-sample revealed that many of the services were not actually performing all the functions which the study groups perceived they were.

Where each service was concerned, there were no particular differences found among the groups, with the exception of how they perceived the functions of the Dormitory Counseling Service. All groups seemed to be more aware of the services of the university chaplain than any other guidance service.

From the data, it was inferred that students were greatly uninformed about the psychological services.

Any college guidance program must meet the needs of the majority of the students. These needs can best be ascertained by a survey of all groups. After perceptions and attitudes are determined, improved communication and publication regarding the services offered by the various campus programs will make such programs much more effective.

COUNSELOR, KNOW THYSELF

Ronald J. Rousseve (36)

Mr. Rousseve, an Associate Professor in the Department of Counseling at the University of Oregon, Eugene, Oregon, describes an evolving framework for an emerging synthesis of value commitments and overt behavior patterns.

As the counselor trainee searches for a defensible professional identity for himself, he must encounter his professor as the whole person who can serve as an effective model of the mature, integrated personality

whose emotions fit the cognitive dimensions of his existence. If the counselor is to function effectively in an interpersonal relationship, he must acknowledge the impact of his own personal values on his behavior.

Mr. Rousseve states several premises which he believes are supported by his experience. Although stimulus conditions of an objective, external reality are the primary moving forces in human action, behavior is significantly influenced by personal perception. Consideration must therefore be given to inner variables as well as those over which there is environmental control. The wider his experience and the more pluralistic his environment, the more likely it is that the individual will display the impact of perceptual relativity in his behavior.

Because the realization that things do exist occurs prior to the formulation of hypotheses concerning why they exist, individual man must decide for himself what life is all about and shape his own course of behavior. A false sense of security will result from unquestioning adherence to propositions which cannot be validated by either scientific methodology or logical-rational appraisal. Even if there is an ultimate, ordered plan into which man fits, he must choose where to go and what to do to find that meaningful pattern.

While Mr. Rousseve acknowledges some kind of power, he feels this power is not a personalized God. Rather, this is the power behind the evolutionary progression of the universe which could not have been created instantaneously from a void. Mr. Rousseve also accepts as

scientifically valid the evolutionary continuity between the powers of man and those of the lower animals. Evolution is the modification of that which has gone before. Living matter can develop only from that which already exists; the first causes of existence lie somewhere in the phylogenetic past. The theory of metamotivation suggests that the impelling and intrinsic values of Being are an aspect of human biology and are the highest part of man's continuum with lower life. To become operative, these aspects of human behavior are triggered by culture.

In short, the author endorses a modern form of rational humanism, a kind of positive relativism. He agrees with M. L. Brigge that truths are "warranted assertibilities established through man's empirical, experimental study". Universals are "thoughts tested by their consequences and ultimately agreed upon by a community of competent knowers".

Basically, the human person is trustworthy, should all restraints be lifted from him. Once the more basic survival needs are satisfied, the aspects of vast intelligence, loving, enjoyment of living, and cooperative relationships with others are apparent. However, the conditions of living in a divisive social world prevent the realization of man's greater potential.

In the area of behaviorism versus phenomenology, the author believes that the problems of subjectivistic psychology can be resolved by means of objective, scientific methodology and cites recent research to strengthen his position.

Another apparent controversy is prompted by the perception of the world as a determined world and the antithetic feeling of freedom. To say that human behavior is not completely controllable, therefore not completely predictable, does not imply that it is not completely determined. Perhaps what man actually experiences is the illusion of freedom which, in turn, is a reflection of man's limited knowledge about his existence. At any rate, the probable causes of behavior can often be explained only after the fact. If it should be that man is not fully free, responsibility should be placed on programming the environmental determinants of behavior so that constructive, healthy conduct is achieved.

Cultivating this subjective freedom serves 2 purposes. One is the acknowledgment of the limited nature of man's control over the variables which influence behavior. The other is the acknowledgment of the reports of persons of the subjective experience of feeling free. It is around this perception of freedom that man apparently builds his life. Teachers and counselors should devote their abilities to establishing the conditions necessary to expand this feeling of freedom.

DIFFERENTIAL PERCEPTIONS OF COUNSELOR ROLE: IMPLICATIONS FOR
PROGRAM MODIFICATION

Alfred Stiller, Frederick B. Gannon (45)

Most school counselors are concerned with the effect of significant others in determining their role. Sample: Separate questionnaires were given to 975 teachers, counselors and administrators and to 1300 students in the Rochester, New York school system.

The staff members and students were given a questionnaire to complete and return regarding the role of the counselor. The article does not define the questionnaire or describe the questions asked as such.

Although there were many students who felt they received more help from other sources, about 3 out of 5 students thought the guidance department met their needs (whatever that may be) as students. When students were asked how the department could be more helpful, the most common responses were "more time to talk", and "more information about colleges and jobs".

The staff understood the guidance department function as it operated in their particular school and not how it should operate. Over half felt there could be improvements in the program and in the counselor's training and qualifications.

The questionnaire eliciting differential perceptions of counselor role is only a means to an end. It can provide a clearer understanding

among diverse groups as to the counselor role. It is up to the counselor to use the questionnaire to assess attitude then implement program modification if necessary.

SELF-UNDERSTANDING FOR THE GUIDANCE COUNSELOR

Morey L. Appell (1)

This is a report of an experience which took place in the NDEA Counseling and Guidance Training Institute at the University of Maine during the summer of 1960. The experiences described by the author were part of a movement in self-understanding which developed within a client-centered setting. Follow-up inquiries 2 years later revealed subjective confirmation of the initial feelings of the participants. While it is true that group experiences may be incomplete because of limited time, a thorough treatment is rarely achieved, even in therapy. Furthermore, conditions which promote growth in the therapeutic setting are the same as those which promote similar growth in the non-therapeutic situation.

Client-centered theory is structured around the view that the individual is able to reorganize himself in positive and self-actualizing directions. Unconditional acceptance of the client is required in the counseling process. This non-judgmental attitude must be communicated to the client and an honest attempt made to understand him.

Self-understanding is obviously necessary before the counselor can establish such an interpersonal and effective relationship with his

client. Thus the most significant resource the counselor brings to a helping relationship is himself. A counselor who is unaware of his own emotional needs and of his expectations of himself and others cannot be sensitive to these factors in his client.

Group experiences for the counselor can result in the emergence of a search for adequacy of self and of his role as counselor. Such experiences occur in a climate which is non-judgmental and accepting and are regulated by the needs and possibilities of those participating. They are not therapeutic in purpose, nor do they emphasize the need for self-understanding in their development.

WHAT EVERY PROFESSION SHOULD KNOW ABOUT TODAY'S GUIDANCE COUNSELOR

Denny Auchard (2)

It is important that the interactions between guidance counselor and student be accurate and honest if the counselor's actions are to contribute the student's ability or inability to relate effectively to other people and to develop an adequate concept of himself. To better understand his own role, the counselor must know the difference between guidance and curriculum in the school. He must also know the functions of counselors at the elementary and secondary levels. He must be able to perceive the role of the guidance counselor accurately if he is to help the student at all.

The difference between guidance and curriculum is very real. Curriculum is concerned with the environment in which the student exists. Guidance, on the other hand, is concerned with the student's

individual self and with the development of his self-concept. The 2 areas overlap, but if the 2 are in balance, teachers and counselors are free to concentrate on their respective duties.

Guidance, at any level, pertains to helping the student identify and satisfy his needs. In the elementary school, the teacher assumes many guidance responsibilities and the elementary counselor functions primarily as a consultant rather than a counselor. At this stage, his focus is on educational and adjustment counseling.

The duties of the secondary school counselor are greater in number and much more complex. They include: 1.) assisting the student understand and accept his own aptitudes, interests, abilities, and opportunities, 2.) assisting the student in developing personal decision-making competency, 3.) providing school staff members with information and consultive assistance and helping them to realize the importance of individualization in education, 4.) determining the influence of the school program on the student's educational and psychosocial development and informing the staff of significant changes in school and non-school environment, 5.) assisting parents to understand the developmental progress of their child, 6.) interpreting to the community the need for recognizing the worth of the individual, and 7.) promoting non-school opportunities necessary for student development, including referral agencies for unusual or extreme needs of the student. Too often the counselor is hindered in his duties by an overburden of clerical and administrative tasks.

Vocational guidance is concerned with the individual's concept of himself in relation to his current or future vocations so that correct choices can be made. Vocational education, on the other hand, is concerned with developing the knowledge and skills necessary to earn a living through productive work.

In the elementary school, information should be provided to the student that is non-promotional and very general in nature. During the junior high years, interests can be dealt with on a very tentative basis since they are subject to considerable change. At the secondary level, the student should have the opportunity to study occupations in greater depth and develop some educational or occupational plans. Here the counselor's duties are varied. He should follow-up the activities of his graduates and drop-outs, know what educational and vocational opportunities are available after high school, and maintain a library of useful vocational materials.

Ideally, the counselor must be flexible and be free to use whatever procedures are effective in assisting the student toward responsible decision-making. He should completely accept the student and assure him that his is a confidential service. The counselor must also know where to locate, how to evaluate, and how to present information to the student. Most importantly, he must realize that counselors and teachers have never changed a student; they have only manipulated his environment in such a way as to help him identify and satisfy realistic needs.

OTHER ATTITUDES EXPRESSED TOWARD COUNSELING

PTERODACTYLS, PASSENGER PIGEONS, AND PERSONNEL WORKERS

Garth Sorenson (43)

If it is to survive as a significant part of the educational enterprise, school counseling must become a more rigorous and better integrated discipline. The counselor's role in the school system must be clarified. The ethical and psychological assumptions of counselors must both be made more explicit and be subjected to logical analysis. The psychological concepts of counselors must be tested emphatically.

The counselors major goal should continue to be that of increasing the freedom of the individual student in a literal sense. This can best be done by helping him increase the number of significant courses of action available to him at important decision points in his life. The counselor's efforts therefore should focus on the decision-making process. Counselors should teach students to search for more rather than fewer alternative solutions to their educational, vocational, and personal problems and to evaluate the probable consequences of each alternative in terms of both the external events that are likely to follow and also the individuals own internal reactions to these events.

What is needed to implement these changes in counselor function is an alternative approach in counselor training. Professional counselors and counselor trainers need to develop a new set of courses

consisting of material selected from the various related fields, with a view to providing the counselor with the conceptual framework he needs to perform his professional role.

SHOULD VOCATIONAL GUIDANCE BE JUNKED?

Barry, Ruth E., Wolf, Beverly, Gaither, James W., Hackman, Roy B., and Hay, John E. (3)

Some very pertinent questions should be asked concerning vocational guidance. In attempting to evaluate it, is it doing its job or is it failing?

This article is divided into 2 sections, one article entitled "Yes, It Certainly Should", and another entitled "No, Most People Need Special Help".

The following remarks were made in favor of retaining vocational guidance: 1.) Vocational counseling meets a normal need. It is not a form of therapy for problem people. 2.) Students need to learn about the world of work. They are not forced to make decisions. New occupations are but a continuance of long-term specializations. 3.) Tests do not constitute the sole basis of counseling. 4.) The student is given some idea of how realistically he has been making a tentative decision. 5.) If vocational and educational guidance is useless, what are we to put in its place?

The following observations were made in favor of discontinuing vocational guidance: 1.) Very few systems have a guidance staff large enough to provide adequate counseling. 2.) Occupational

information is outmoded, misleading, and limiting. Fifty per cent of jobs available to prospective adults do not exist today. 3.) Experts remind us that test scores do not give a total picture, but guidance counselors rely heavily on them. 4.) Whatever the student decides, it must jibe with the counselor's limited views and values. 5.) Guidance is for missiles; counseling is for people.

No conclusion to the problem was reached. Guidance certainly has its failings as was demonstrated in this article. But it does have a vital place, or can have, if it continues to improve itself in the future.

COUNSELING: WHO CAN DO IT?

Hattie D. Jones (26)

Within the Women's Job Corps, with which the author is associated, a dynamic interactions between disadvantaged youth and counselors exist. Recognition of this fact makes some very exhausting demands on the counselors, guidance personnel and psychologists involved in the program.

The counseling and guidance program must encompass all aspects of the individual's total living experience. This includes personal and social development as well as educational and vocational training. As a result, the total environment must be utilized in order to attain the goals set for each individual. To accomplish this, all staff personnel and activities function as an integrated and coordinated program.

In addition to the knowledge, experience, and training required for professional competence in the area of guidance and counseling, staff personnel selected for the Women's Job Corp are chosen on a basis of personal characteristics. Each must recognize and respect the contribution of every other staff member. Specifically, the counselors must be: 1.) responsive to the needs and feelings of the Corpswomen, 2.) capable of earning their respect and of representing the values with which they can identify, 3.) able to develop and maintain group spirit and firm and objective attitudes, 4.) capable of tolerating, even accepting, deviant and aggressive behavior and not taking personal offense, and 5.) able to accept supervision.

Particular strains are placed on the counselor by poor counselor-enrollee ratios. In addition, the counselor must spend time on in-service training for other staff members since an enrollee will often turn to the staff member available when she feels a need for counseling. Lack of coordination and communication among the staff members creates even more problems. Sub-professional counselors must be used because the supply of certified personnel is limited. Finally, failure to understand the unique counseling needs of the enrollees and an inability to respect and understand underprivileged youth place added strains on the program.

The author notes several desirable attributes, among which are:

- 1.) recognition of the intense problems of the urban society and

improved related course content in counselor education, 2.) participation in the duty of in-service training of other staff members and willingness to work with them, 3.) desire to search out the young people in need of help rather than waiting for them to voluntarily seek help, and 4.) a realization that the disadvantaged are individuals of worth.

Efforts are based on the belief that youth from disadvantaged groups cannot be helped if they cannot be reached. To do this, counselors must amend their profession and its objectives.

AN OUTSIDER LOOKS AT GUIDANCE COUNSELORS

John L. Feirer (15)

To conduct the total program of vocational education and guidance properly involves several successive steps. These include study of the occupation and the individual; selection of, training for, and placement in the occupation; and upgrading and/or retraining. For this, close cooperation between counselors and vocational-technical educators must exist, particularly at the high school and community college levels. Such cooperation is poor and, in many cases, nonexistent. Most high school counselors are college advisors, amateur clinical psychologists, or attendance personnel.

Too many counselors are concerned with helping the college-bound student find a suitable school; they work only to place as many of their graduating seniors as possible in college. Little regard is given to post-high school programs, such as vocational schools and

community and junior colleges, and to the 60 per cent of the student population who will not go to college and must consequently obtain vocational and technical training.

In addition, few high school counselors, particularly women, have had to enter the actual world of work. As a result, they are unqualified to counsel adequately in this area.

To help the student who does not go on to college, current guidance programs must make some changes. For example, counselors must be equally concerned with all students, not just those who are college-bound. They must no longer continue to regard as second-class those students who go into vocational and technical work. To accomplish this, there must be a greater degree of respect between guidance personnel and vocational and technical education personnel.

During their own post-graduate schooling, guidance counselors should have exposure to several courses in the industrial, technical, and business areas. Such schooling for counselors would better enable them to recognize the importance of vocational and technical education.

All guidance counselors should be required to work for a period of time outside an academic environment. This work experience, which should be as diverse as possible, would result in a better appreciation of the problems encountered by those high school students who do not go on to college.

THE PERSONALITY OF THE COUNSELOR

Paul C. Polmanter (32)

A major concern in the training of a counselor is obtaining individuals with the personal traits which are required if the counselor is to be successful. A great deal is unknown about the personal characteristics of counselors and about the significance of these characteristics in relation to counseling success.

A review of the relevant literature of the past 15 years produces some notable qualities. There is some evidence, as shown on the SVIB and Kuder instruments, that different kinds of counselors have differentiated patterns of interest measurement. On both instruments, counselors and counselor-trainees can be distinguished from workers in other occupations.

Nurturance and affiliation needs are also characteristics of counselors. Such needs can be of positive value for the counselor but tend to produce a certain amount of isolation and emotional distance. The counseling relationship reduces the satisfying effects of nurturant behavior, producing greater emotional distance. As a result, creative work and research may be threatening to the counselor. Studies indicate that these needs are different from the needs of teachers and principals; nurturance and affiliation are characteristics of counselors which provide significant variables in personality assessment.

Another important variable is intelligence; fairly high academic aptitude and reading comprehension ability are important for success in training.

If counseling is a function of the counselor's personality, the variables of emotional stability, expression of self, empathy, and ability to perceive self and others realistically are worthy areas of consideration. Client-counselor similarity is a special area which bears some relationship to counseling effectiveness.

According to one study cited by the author, counselors in the eastern sea-board states are regarded as highly controlled by the expectations of society and authority. They are rather repressed and avoid introspection and self-analysis. As a result, they have become less communicative and more defensive with their clients; they have concerned themselves with administrative routine rather than counseling their clients. Although the counselor is encouraged to have self-understanding and insight, cultural factors will effect his role and his attitudes, feelings, and goals, which in turn affect his relationships with his clients. As a result, he may develop a stereotype prescribed by his training program.

The consensus found in relevant literature is that the counselor should be regarded as a professional by virtue of his demonstrated competence. To be effective, the counselor must be intelligent, possessing verbal and quantitative abilities to think and solve problems. The literature also indicates that he should have a desire

to work with people, demonstrate acceptance of self, be able to tolerate ambiguity, and be willing to work with persons of varying cultural, ethnic, and religious backgrounds. These characteristics, according to the author, are desirable as described by professional persons related to the area of guidance and counseling.

A RATIONALE AGAINST TEACHING EXPERIENCE FOR SCHOOL COUNSELORS

Frank A. Nugent (29)

The question of compulsory teaching experience as a requirement for prospective counselors has been a cause of concern to counselors, educators, and administrators alike. Most theorists agree that the nature of the counseling relationship is basically non-authoritative and non-disciplinary. As a result, mandatory teaching experience for counselors is not necessarily advantageous to counselor, teacher or student.

An effective teacher must be a leader, evaluator, and disciplinarian. Thus, the teaching relationship and the counseling relationship are inherently different, since the latter has been defined as non-authoritative and non-disciplinary. As a result, teaching experience may interfere with, rather than aid in the development of counseling skills.

Compulsory teaching experience may eliminate potentially effective counseling candidates by creating a barrier for those who would not be successful teachers. This, again, is due to the differences between the components of the teaching and counseling relationships. The

author, a former teacher and counselor, believes that prior experience in the classroom for the counselor does not create a harmonious working relationship between him and the teaching staff, contrary to the assumption that such experience produces a common bond between the two.

Nonetheless, interaction between counselors, and teachers and administrators can be facilitated by some experience in a public school environment. In this respect, the teaching ranks provide a major source for prospective counselors. Many effective teachers do make good counselors. Internships, supervised experience, and laboratory and group guidance activities also permit school environmental experience.

A SCHOOL PSYCHIATRIST'S VIEW: SCHOOL GUIDANCE COUNSELORS AND SCHOOL MENTAL HEALTH

L. Clovis Hirning

In an educational atmosphere where individualization in education and emphasis on mental health are of great concern, the guidance counselor plays a primary part. To be prepared for it, he should receive the type of education in which course work is combined with field work in school settings. The counselor trainee must draw on the teaching services of psychologically and educationally persons; he must include consultation with such specialists to help prepare him for the roles which he must assume. These roles include:

1.) promotion of individualization in education, 2.) coordination of

special services, 3.) liaison relationship with the world of the student outside the school, 4.) interpretation and implementation of school mental health, including preventive psychiatry, and 5.) consultation in curriculum development which should include courses in human relations and mental health.

The guardianship of individualization in education is a role that is little understood. The psychiatric concepts concerning human motivation and the nature of man have received little acceptance in academic areas. The problems of under achievement and apathy toward academic involvement may be more easily handled if these concepts are recognized. A greater degree of individualization is needed particularly in the education of gifted children. Present arrangements are far from satisfactory and, in many cases, even detrimental. Guidance counselors may be of service to teachers as well as students by supplementing the teachers' knowledge of child development and psychology.

As a coordinator of special services, the counselor must employ primary diagnostic skill and must know when and to whom he can make referrals. Included in this area of counselor function is the appropriate use and interpretation of data obtained from referral agencies in assisting the student.

Liaison relationships with parents and others outside the school is an important function of the counselor. Inept handling of difficult parents creates even more problems at all levels of

education. This inappropriate dealing with parents results largely from a lack of knowledge of how to communicate with them.

At the elementary levels, parents are much more accessible and interested in their children's education than at the secondary levels. The school counselor can be of particular assistance to teachers in parent-teacher conferences but must be careful not to interject himself between parent and teacher. Parent group meetings may be of particular importance in gaining parental understanding and support. A knowledge of group processes and psychosocial dynamics is necessary in conducting such meetings.

The school counselor plays an integral role in both primary and secondary prevention of serious student problems. To be successful, the counselor must know something about psychosocial processes and psychodynamic mechanisms. The counselor is, then, more than a mere facilitator of decision-making. The more important functions of self-understanding and insight must take precedence. Communication with parents may be required to help them assist their children develop adequately.

One area with which the counselor must concern himself is the effects of the school itself upon the student. Didascalogenic conditions are those undesirable conditions which are teacher- or school-precipitated. Obviously, they may impede the student's personality development and his learning dynamics. In handling such conditions, the guidance counselor functions as a mental health officer in the school.

In relation to this role is the need to coordinate the use of discipline among teachers, school administrators, and the guidance counselor. As the counselor's own security and competence permit, he may be able to provide assistance in the teacher's own self-evaluation.

A worthwhile value system and lasting social meanings can be built into the school curriculum. Inclusion of the social sciences, however, requires collaboration between teachers and the school counselor. Such a curriculum would bring education into a significant relationship with the world outside the school in terms of vocational delineation. Social awarenesses would be on an equal footing with physical science awareness. And, most importantly, education would then aid students in their search for values. These same arguments apply to formal or informal sex education programs.

These premises are somewhat beyond the current functions of the guidance counselor. However, amplification of counselor training in these areas would result in better use of the guidance counselor's services. The emphasis is on individualization in education and preventive psychiatry, not curative therapy.

WHAT COUNSELORS CAN AND CANNOT DO

Kathryn G. Cook (11)

In the eyes of the public, the guidance counselor has become a sort of miracle worker who can supply scholarships for the college-

bound, a job for every student who needs one, and workers for every area of shortage. This is not true.

Counselors cannot perform miracles but there are important services they can provide that are within the limits of honest and reasonable expectations. The primary objective is simply to give assistance and direction to the pupil. The counselor can be expected to identify talent, stimulate its growth, and assist students in educational and vocational planning. Again, they provide a useful service to boys and girls by acquainting them with opportunities in whatever area they select. A counselor should be a sympathetic and skilled advisor who assists young people with learning or minor adjustment problems. He can perform a service to teachers and pupils in clarifying the function of tests and seeing they are used properly. He can prevent pupils from being put into classes solely on the basis of tests.

A guidance counselor cannot treat severe emotional problems. He cannot choose the right job, scholarship or college. Counselors cannot conduct employment agencies, coach for college entrance exams, get scholarships for pupils, run a family-service bureau, be a truant officer and counsel.

This outlined the services that a counselor can do and the things that they cannot be expected to do. Because of the time element involved, he must channel his activities to the services most pertinent to that which is within his job field.

THE TEACHER-COUNSELOR IN THE SMALL HIGH SCHOOL

Sister M. Julia Clare (10)

Teacher-counselors are limited by time, office space, and salaries. They are too often located in small, inadequately financed schools which are likely to be understaffed. Yet they are confronted with the many students they encounter daily in the classroom and who need counseling. Each of these students is engaged in the fundamental activity of making choices, and many of them are having difficulty doing so.

A clear understanding of the counseling relationship clarifies the position of the teacher-counselor. The development of a permissive atmosphere is essential to the process of assisting the individual to analyze himself, evaluate his environment, select an appropriate solution, and make realistic plans. Occasionally, this atmosphere is in conflict with that of the classroom, where permissiveness cannot be allowed, and adjustment from teacher to counselor to teacher again is impossible for the teacher to make. Such teachers should be discouraged from counseling.

The feelings of the student are central in the counseling process. Intellectualization of his problems does not help the student; he changes only through feeling experience. If the teacher-counselor is able to accept the student's feelings and to communicate that acceptance effectively, the student can then learn to accept and

understand his own feelings. Words are not always the most useful communication of acceptance; a nod, facial expression, or gesture are often more effective.

The teacher-counselor does not advise, judge, or sympathize. He should not try to solve the problem. He should avoid moralizing or assuming an authoritarian attitude. The ability to be shockproof listener and to assure the student of the confidential nature of the interview help in establishing an effective counseling relationship. Above all, he should be more concerned with the individual than with the problem itself. Self-discipline must be developed by the teacher-counselor if the student is to receive maximum benefit from the counseling process. This immediately eliminates the basis of friendship; the relationship between teacher-counselor and student should be professional. Ideally, the end result of the counseling process is the social and academic adjustment of the student.

Although the teacher-counselor is busy with instruction and extra-curricular activities and is often handicapped by lack of a special room for counseling, he should do everything possible to make himself available to the student. Scheduled interviews are one way of dealing with this problem. Acceptance of the student by the counselor in the first of such interviews is important and will encourage the student to return.

While it is true that the teacher-counselor lacks knowledge of counseling techniques and psychology, several tools are available that

will give him some insight. These include the cumulative record and autobiography. Both must be used wisely, or preconceived ideas will destroy the permissive climate of the counseling relationship. Tests are useful, also, but some training is required to interpret them intelligently. The formation of a faculty committee comprised of other teacher-counselors, extensive review of professional journals, and advice from authorities in the field should not be overlooked as means of increasing the teacher-counselor's knowledge and abilities.

The personality of the teacher-counselor is important in establishing a good professional relationship with the student. A genuine interest in helping the student is essential; the teacher cannot assume the role of counselor for self-gratification. Recognition of the counselor's own personality problems can result in a realization of the circumstances that bring about instability. Through awareness of his own limitations, the counselor will free himself from viewing his client through his own difficulties.

TEACHER AND COUNSELOR

Russell N. Cassel (8)

Although many educators believe that the guidance needs of students can be adequately served by teacher-trained personnel, the important aspect of personal counseling requires specialized training which the typical teacher does not receive during his training program.

It is true that every effective teacher is a guidance counselor, but the chief responsibility of the teacher is to provide effective guidance for learning activities. Unless the school offers remedial programs or highly specialized areas of curriculum, the large group approach is used by the teacher. Besides providing systematically organized learning experiences, the teacher is concerned with providing sufficient individual assistance to slow or gifted students. The goal is to create an emotional climate in which evaluations emphasize correct responses, thereby facilitating motivation of the learner. At the elementary level, emphasis is on the development of learning fundamentals; later, it is placed on relating learning experiences to some planned career. Verbal communication is the teacher's main form of expression.

In contrast, the chief responsibility of the guidance counselor is to provide the educational, vocational, and personal guidance necessary to insure the development of the student's potential. The counselor is concerned with resolving tension and anxiety where it interferes with effective learning experiences. He makes objective assessments of intellectual capability and specialized aptitudes, degree of educational development, occupational interests, social insight, personality needs, and leadership and decision patterns. The counselor is also responsible for establishing occupational and vocational goals which are acceptable to the student and in accord with his abilities and opportunities. In fulfilling the functions

of the guidance program, the counselor, like the teacher, is involved with large and small groups and with individuals. There is no limit to the number and diversity of counseling techniques since the counselor is required to implement approaches based on student needs. Unlike the teacher, the counselor uses reflection and social conditioning as well as verbal communication in his approach.

A high level of specialized training is required for effective counseling. Generally, the teacher does not possess this training; neither do other school employees. The welfare of the student is jeopardized when the teacher is expected to do the counselor's job. When questions relative to guidance and counseling arise, referral to a qualified counselor is indicated.

THE FAMILY MINISTER AND GUIDANCE

J. Kenneth Wishart (51)

Multiple community agencies can more effectively serve the needs of youth by working together than by working independently. This cooperative effort can make more guidance available to the adolescent in the integration of ideals and values during character-building. The minister is one of those agencies and, as such, is trained to serve as a member of the guidance team. He is also concerned with human values and the worth of the individual.

Religion is a vital force in sustaining the individual against anxiety and can strongly influence the development of ideals and ethics which can be critical factors in resolving problems. A regard for

moral law is an important factor in behavior. The role of the minister is to help the counselee identify himself as a functioning person whose contribution to society makes sense. Competence in handling new and changing roles is essential for every young person and the minister is in a good position to assist the adolescent along these lines. In addition, the minister can guide the counselee through the effects of a childhood conscience and newly-realized cultural standards which confront the adolescent.

Where the school counselor may be unable to communicate with the parents, the minister is in a position to enlist their aid and to guide them in areas of behavior adjustment. Consequently, the counselor should orient the ministers in his school district to the objectives, techniques, and principles of the counseling process. These ministers should be acquainted with the terminology and instructed in relation to ethical and professional responsibilities. The result will be cooperation at all levels in the counseling of the adolescent, both in the school setting and in the world of the student outside of school.

THE COUNSELOR WHO IS: A CRITIQUE AND A MODEST PROPOSAL

William Ofman (30)

There is very real difference between the theoretical approach to counselor education and the daily activity of the school counselor.

It must be recognized that counseling is essentially an interpersonal process in which the relationship between counselee and

counselor is central. Although this relationship may be intense, the process has limited goals because of lack of time. Guidance and counseling at the secondary level is concerned with students who are seeking viable decisions or who wish to maximize their resources. It is rarely concerned with persons who display a typical behavior.

However, most counseling in secondary schools seems to be an evaluation by the counselor of the person and his credentials, grades, and record. Choices are made for the student as to curriculum and studies with little or no participation from him. This does not even fulfill the requirements of good vocational guidance. Too often the counselor becomes a covert disciplinarian or administrative clerk. These activities are not conducive to the kind of relationship that is central to counseling.

The inner logic of large educational institutions promotes an alienating "I-It" relationship which prevents intimacy, communication, and growth. The student does not encounter meaningful "I-Thou" relationships of relatedness in counseling and learns to avoid future counseling, whether it is of the right sort or not. Students then seek meaningful interchanges among themselves.

A counselor who is unaware of his own emotional needs, who is unapproachable, and who is ignorant of his expectations of himself and others is incapable of forming "I-Thou" relationships and is likely to be ineffective in the counseling process. Counselors must receive broader training and course work in related fields such as sociology and philosophy. Individual therapy in search of self-awareness is

impractical, but counselor-trainees can be exposed to group experiences that will provide some openness and sensitivity. Group techniques promote both social sensitivity and behavioral flexibility.

If counselors are trained in the proper manner, the next step is to establish a counseling center in each large high school; such a counseling center should be as autonomous and insular as possible within the structure of the school. It must be free of the disciplinary and authoritarian flavor with which counseling has become associated. Within the proper structure, group counseling procedures could be utilized; responsibility could be assumed for in-service training of guidance and counseling personnel. In addition, a counseling center would be broad enough in scope to deal with the development of study skills and attitudes. Finally, counselors could function as consultants to the teaching and administrative staff, not just as advisors and disciplinarians.

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study has been concerned with a survey of literature and with collecting and abstracting articles related to attitudes toward counseling and guidance. The attempt was made to point out how widespread and adverse these attitudes are. In the collection of abstracted articles, we see many attitudes expressed toward counseling and guidance. The variety of attitudes and opinions held by various people, professions, and segments of the population confuses the question, "What is counseling and guidance?"

CONCLUSIONS

A great variety of attitudes of counseling and guidance, good, bad, or indifferent, are held. There may be as many opinions of what counseling and guidance is or should be as there are people who consider the question of counseling, or come in contact with it in some way.

On the basis of this research, the following general conclusions regarding the attitudes expressed toward counseling can be made:

(1) Expressed attitudes toward counseling programs are most helpful when they come from people who are knowledgeable of the counseling function. (2) Most people agree to the necessity of a counseling and guidance program. Breakdown occurs when the specific function of the program is unclear.

(3) Attitudes toward counseling are positive when there is good communication between those involved, poor when communication is not good. Attitudes may also depend on the counselor's concept of his own role. (4) The effectiveness of the program may be directly related to the attitudes of the clients toward their counselors. (5) If the counselor is viewed as a quasi-administrator, the counseling program will be weakened.

RECOMMENDATIONS

The results of this study suggest that: (1) It is time professional educators, parents, students, and others who are concerned with the counselor had some common understanding of the counselor and his program. (2) We must develop this common understanding if counseling is to be successful and survive in our schools. (3) It is up to educators to reassess the concepts of the counseling program and define what school counseling really is and what it should be. (4) The lines of communication between all those connected with counseling must be opened if this reassessment is to take place.

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