

COLLEGE COUNSELING IN THEORY AND IN PRACTICE  
IN THE SMALL COLLEGES AND UNIVERSITIES  
OF THE INLAND EMPIRE

by

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# COLLEGE COUNSELING IN THEORY AND IN PRACTICE IN THE SMALL COLLEGES AND UNIVERSITIES OF THE INLAND EMPIRE

## CHAPTER I

### INTRODUCTION AND CONSIDERATIONS

We have, in the United States today, the facilities for helping men and women develop into useful citizens, mature in judgment, self-directed, and well-adjusted to society and to their personal goals. Specifically, the facilities to which the writer refers are the colleges and universities of this nation; for it is in them that we have one of the best opportunities to foster the social, vocational, spiritual, and emotional growth of the individual. Confronted with problems of increased enrollment, complex curricula, and job placement, our educators have begun to realize their responsibilities toward the individual student and the way in which guidance and counseling programs can assist them in their task.

Definition of Terms. The terms guidance and counseling are sometimes referred to almost interchangeably by a number of writers such as Carl Rogers, Edgar Johnston, and Ruth Strang. We shall endeavor, in the present study, to emphasize the conception of guidance as the entire service rather than one specific situation. We shall consider counseling as one part of the service, the heart of the

program. We shall consider guidance to mean the combined efforts and influences of those who assist an individual through the findings disseminated from the specific counseling program and through any other techniques, agencies, or information available to them.

Statement of the Problem. The problem under consideration in this paper is the measurement, according to the aforementioned definition, of the counseling programs of the small colleges and universities of the Inland Empire. The data were gathered principally through the use of a specially constructed questionnaire. It is the purpose of this thesis to present a survey whose chief concern and interest is in the completeness of counseling programs that small schools have attained thus far; that is, the degree to which they reach and aid an individual in any and all aspects of his growth and development. It is not the primary purpose of this paper to evaluate these programs, but it is meant to be a survey to discover to what extent these college programs have developed from the small dean-counseling in choosing college courses to more complete programs.

Methods and Tools Employed in the Study. Both historical and survey methods have been used in making this study. The second chapter deals with the historical background of theories of counseling and the discussion of various

programs. Mention is made of similar studies of college counseling programs. The survey method is employed in Chapter III in which the study itself is presented.

Data for the historical background were obtained from the library since most of the reliable material has been segregated and compiled for reference. The survey consists of a questionnaire constructed after library research and sent to each school. The questionnaire is made up of questions analyzing the extent of the program at the respective schools. Chapter III contains a fuller explanation of the questionnaire, the interview validation, and the data compiled from responses to the questionnaire. These tools are supplemented by the use of tables and sampling methods. Chapter IV presents the summary of the material and the conclusions which are drawn from it.

Need for Studies in the Field. Complex or highly organized counseling programs are not always feasible in entirety because there is no financial support and no cooperation. Perhaps a composite of theories is more practicable, depending upon the circumstances peculiar to each school. The important point is whether or not our colleges and universities are aware of the tremendous possibilities of guidance and counseling and whether or not they are taking definite steps to include such programs in their curriculum planning and faculty organization.



The writer believes that this will be a valuable study for those who are interested in teaching and counseling in small colleges and for those who are interested in the broad scope of educational counseling. As Wilson points out, "Presumably the youth of the guidance movement accounts for the absence of thought about the evaluation of progress of guidance...Nevertheless, the necessity of such evaluation should be apparent to all workers in the field of guidance." (27, p.2.)

Following a study of the counseling of overseas veterans, Wentworth-Rohr in his recommendations for education stated: "The recommendations for education in the future are clearly indicated: o. a counseling and guidance program based upon reality and under adequately and professionally trained personnel, starting at adolescence." (23, p.86.)

If there is to be progress there must be a continual evaluation and re-evaluation in the light of new information. This thesis is meant to be a contribution to those who are seeking actively today to analyze and improve, in whatever measure possible, the counseling programs in the aforementioned colleges and universities. It is hoped that this study will be a source of help and information and, though not an evaluation in itself, a working tool for those who do evaluate through the use of completeness as a criterion.

## CHAPTER II

### HISTORICAL BACKGROUND

#### Development of the Guidance Movement

Intellectualism vs personalism. The guidance movement has its roots in the conflict between two opposing philosophies of education. In the one, the intellectualists believe that mental discipline and intellectual learning are the aims of education; in the other one, the "personalists" (24, p.1.) believe that the school should facilitate the growth of the whole individual. With the growth of mass education adequate techniques for demonstrating and advancing either philosophy had to undergo a change. With the advent of free and universal secondary education, the schools were faced with students whose socio-economic background and intellectual level called for changes in their curricula. Thus, social and economic pressures resulted in schools and colleges adding commercial and other vocational subjects to the strictly classical curricula.

This challenge, in spite of all changes, is still denied by educators today who still believe that the objective of education is mental discipline. This concern with the intellect alone in the university or elsewhere is opposed by advocates of a personalistic philosophy of

education, a few of whom are Cowley, Johnston, Hawkes, and Morgan.

As Williamson states:

"...education has reached a juncture where it cannot be effective in the lives of students and in the development of society without efforts to facilitate growth of all phases of student's lives, not merely the intellect.

With these considerations in mind, personnel workers therefore believe that the basic purpose of education is not only to train the intellect but also to assist students to achieve those levels of social, civic, and emotional maturity which are within the range of their potentialities." (24,p.5.)

Mass education vs individualism. The conflict between intellectualism and personalism is paralleled by the conflict between mass education and individualism. The earliest American schools accented the individual student without difficulty since enrollment was small and the teachers, often clergymen, were interested in the development of the mind, body and soul of each student and their moral and physical conduct.

When education was made available to hundreds and thousands of students, techniques of mass education became far more prominent than any individualistic approaches. It has been in only fairly recent years that the concept of the worth of the individual has brought reorganization to old theories of mass education. Individual differences are now recognized more than ever before and there is an increased attempt to aid each student in arriving at a clear

and reasoned understanding of the world in which he lives.

This change is apparent also in the field of clinical psychology where the emphasis has shifted from static group concepts to treatment of the individual, from a group statistical intelligence test to individual projective techniques. In her book on the theory and practice of social case work Hamilton says: "In fact there is no substitute whatever for knowing people one by one, because people do not live by averages but by their own private vivions of reality." (8,p.12.)

It is at this point that counseling programs enter the picture. Present day personnel and guidance work is the culmination and integration of a number of social, educational, and psychological movements. These forces developed out of changes in social philosophy and in turn caused changes in educational practices. We shall now consider more specifically some of the principle antecedents of guidance and counseling programs.

#### Principle antecedents of guidance and counseling

programs. First of all we shall consider the advances in measurement. Attempts to measure man's psychological characteristics are relatively recent innovations. Wundt established the first psychological laboratory in 1879 and measurement was restricted at first to sensory-motor capacities. This was followed by Binet's yard-stick

for the measurement of intellectual capacity and Woodworth's test of emotional balance. Another significant application of measurement techniques was the work of psychologists at Carnegie Institute of Technology in 1919, whose early tests of vocational interests were extended into occupational interests tests which permitted analyses of students' likes and dislikes in relation to occupations and professions.

Out of early studies came the Occupational Ability Profiles which provided a quantitative description of many of the types of abilities required in a variety of occupations. Other tools that were developed were such things as Galton's rating scale and Wood's modified classification card. In addition to developing tools for measuring aptitudes, interests, and personality traits, experts conducted many experiments which disqualified many false schemes of measuring human capacities such as palmistry, phrenology, and other various systems of character analysis. Techniques of interviewing were analyzed and evaluated and improved. Tests norms were developed, showing the tremendous variability in knowledge of students in the same grade or class. Traits which are not yet measureable were identified so that workers could use caution in diagnosing subjects with respect to subjective data.

The second antecedent to consider is vocational guidance. Formalized assistance in helping a subject choose his occupation is also comparatively new in American education. Vocational guidance as well as many of the other antecedents of modern guidance work first developed in situations outside the school as did Parsons' program for counseling as developed in Boston in 1908. Parsons, as a settlement-house worker, was trained to deal with individuals and to think in such terms and he therefore recommended to the schools a program of individual counseling and guidance that would counsel and orient each student personally concerning vocational opportunities. He emphasized the counselor's part in assisting the student to understand his assets and liabilities by testing and experience but this emphasis was not acceptable to some guidance workers. From the vocational guidance movement we have received the following important contributions to modern personnel and guidance work:

(1) Emphasis on the responsibility of the school for assistance when the student chooses and plans for a definite occupation.

(2) A counseling system for giving the student occupational information and an understanding of the requirements and opportunities of occupations. (26, p.12.)

Clinical guidance is a third antecedent of present-day guidance and counseling at the college level. It has its roots in the developments that represented new techniques for the identification and counseling of types of differences and problems beyond the scope of instruction and related types of individualization. In the first place, the clinical method of guidance in college is an adaptation of methods used in children's behavior clinics. In the second place, psychologists began to make a definite effort to apply their knowledge to the practical problems of human behavior. At first they dealt principally with the problems of emotional and intellectual development of children. Later after World War I, they began to apply their techniques to older patients and began to assist students with problems of vocational choice, learning in the classroom, mild emotional and social adjustments. The contributions of clinical psychology to personnel work include the following:

- (1) Techniques of applying and using tests and other measuring devices to the problems of individual students.
- (2) Research knowledge of human behavior and the development of aptitudes and interests.
- (3) Techniques of measuring and diagnosing aptitudes and interests.
- (4) Research evaluation of false methods of diagnosing human abilities.

(5) Critical attitude toward all methods of diagnosing and counseling students and a desire that evaluation shall be as objective as possible.

(6) Objective methods of discovering the abilities needed for success in school and at work.

(7) A synthesis of objective measurement and experienced judgment as a basis for dealing with student maladjustments. (26, p.19.)

We must not overlook a fourth factor in the growth of the personnel movement. That factor is the impetus that came from industry in the attempt to provide a guidance program for the workers. Business and industry learned the value of such programs and equipped themselves to administer such a program long before many of our colleges and universities had developed anything more complex than a dean-counseling program. The study of the Western Electric Company shows conclusively that the social aspect of an industrial plant has more importance to the individual than its productive organization. The investigators recommended as of the utmost importance, the establishment of a suitable counseling program to assist workers in solving their personal problems. Such a program was organized and is proving the correctness of the recommendations.

In addition to the four important antecedents mentioned



above, there has been a contribution from the field of social case work. While the term "counseling is little used in case work circles, we use it to emphasize the fact that while the case worker is giving the client an opportunity to release his feelings, to find new solutions to his adjustment problems, the case worker is utilizing the same process of guidance as that used by other professional individuals in the field of counseling and personnel work. There has been a growth of guidance services in the field of marital adjustment, family relationships where numerous bureaus and clinics have undertaken counseling programs for those about to be married and for those already married couples who need help.

From this background of complex and sometimes overlapping antecedents, college counseling programs have begun to take shape. In many instances, the counseling was on an adult level, as in the industrial and business counseling programs. Occasionally the impetus originated in child-guidance centers. We cannot, however, overlook the importance of Parsons' contribution; for it was he who emphasized the use of counseling and guidance for high school and college students and the necessity for self-evaluation on the part of the student.

## Theories of College Counseling

In studying the various theories of college counseling and guidance programs offered by some of the more noted authors in this field, we notice a reluctance on their part to commit themselves to one program which would be applicable in all instances. This is understandable because circumstances in each school might alter the organization and execution of a rigid plan. The writers, such as Strang, Williamson, Reed, and Blos, do have certain principles which they deem important and capable of providing the basis for development of counseling programs. We shall present a few of these theories of organization, function, and method.

### E. G. Williamson.

Williamson's definition of counseling is as follows: "Counseling is that part of student personnel work in which a counselor marshals the resources of an institution and of the community to assist a student to achieve the optimum adjustment of which he is capable." (24,p.124) He seems to prefer the terms "personnel work" and "student personnel program" although they are somewhat broader in scope than the definition which the present author has stated. Williamson's program of student personnel

functions in colleges and universities is comprised of the following items:

- (1) Selecting and admitting students to college and to curricula within the college.
  - (2) Assisting the students to select and maintain adequate housing facilities.
  - (3) Orienting students to the facilities of the college, educational, social, and personnel.
  - (4) Providing adequate facilities for the maintenance of health and mental hygiene.
  - (5) Maintaining adequate records necessary to assistance in adjustment to college.
  - (6) Providing counseling services for various types of students' problems.
  - (7) Assisting the student to make adequate adjustments upon leaving college, including securing employment.
- (24, p.11.)

Use of individualized method. According to Williamson, diagnoses are the point of first contact with the individual. He believes that the individual must be dealt with as a patterned whole consisting of equally important partial needs and potentialities, all of which must be dealt with according to their interrelations in such a manner as to achieve optimum growth and adjustment.

Organization. The student personnel program should have at its head a coordinator of personnel services who has a major administrative status comparable to that of academic deans and the manager of business affairs. Under such a condition a program could be developed which would be an integral part of the educational process. All phases of personnel work would be constantly supervised by the coordinator. Under him would be specialists such as:

- (1) dormitory counselors
- (2) directors of employment and placement
- (3) speech pathologists
- (4) physicians, dentists
- (5) psychiatrists
- (6) psychologists and psychometrists
- (7) clinical counselors
- (8) supervisor of social functions

Both teachers and personnel workers have their unique and their common functions. Teachers need not be experts in counseling, but they must be student-minded rather than subject-matter-minded. There should be a reciprocal relationship between teachers and specialized personnel workers, Williamson stresses again and again the importance of the pupil or student point of view. There should be a program of aptitude testing, cumulative record

keeping, group guidance classes, and individual counseling, but this program will be of little value unless it is student centered.

### Ruth Strang.

Ruth Strang has reviewed a study by Townsend on the scope of personnel work in colleges. His study is an outline of the functions (scope) of personnel work as judged by the method of expert opinion. (19 and 20)  
For clarity and brevity we are including the program in outline form:

#### Section One: Selection of students

#### Section Two: Advisement of students

- I. Orientation of students
  - II. Advisement in health
  - III. Insurance of proper standards of living
  - IV. Systematic provision of counsel and advice for individual students
  - V. Provision for organized extra-curricular activities of students
  - VI. Provision of adequate placement procedures for graduates
  - VII. Specific provisions for follow-up services
- #### Section Three: Integration of personnel services
- I. Personnel records regularly and systematically maintained
  - II. Research regularly and systematically maintained for the study of personnel procedures with students
  - III. Staffing for student personnel service
    - A. Registrar
    - B. Trained nurses
    - C. Dean of men and dean of women
    - D. Trained personnel director

Both Williamson and Strang stress the importance of studying the individual as he is related to his surroundings. To isolate segments of information is to use a

faulty procedure and to lose the correct perspective.

Strang says:

"Everyone talks about studying the 'whole child' but no one has as yet devised an adequate technique for doing so...After one has finished talking about the wholeness of personality, he is confronted by the fact that personality is not a whole...In view of the fact that at present no adequate method of studying the individual as a whole has been devised, it seems practical and useful to combine analytic and synthetic, mechanistic and teleological methods."(18,p. 7-8.)

Strang goes on to list what she considers to be important techniques in a counseling program:

- (1) Observation
- (2) Standardized tests
- (3) Interview
- (4) Daily records
- (5) Biographies and letters
- (6) Medical and physical examinations

Each technique is to serve three purposes: to get information, give insight and establish friendly relationships, thus combining diagnosis and therapy. All the information garnered must be studied with reference to all the other information available about the individual in his social setting. (18, p. 1-8.)

### Anna Y. Reed.

Anna Reed is perhaps the least specific of all the authors studied in her recommendations for college guidance and counseling programs. She says, "...in dealing

with human problems there is no one best way, but many good, or better, or best ways; and each counselor is personally responsible for never utilizing a good way when there is a better-- or a better way when there is a best." (14, p.vi.)

She does point out that personnel service is a specific function, never unconsciously offered and always personal in character and application. The personal interview is given as its major technique. Particular emphasis is placed on the gathering of information, about the community, the student, his aptitudes, his work, and his future possible places of employment.

Organization. Five principles of organization are discussed. We shall list them briefly.

(1) Guidance and personnel services are a direct responsibility of the administration.

(2) The personnel objectives and policies of an institution should be in harmony with its general policies and objectives, and in operation they should help to facilitate the realization of such objectives and policies.

(3) The principles of organization should be harmonized with the principles of personnel service prior to the installation of the personnel organization.

(a) Guidance service is a shared responsibility.

(b) Guidance is a permeating function.

(c) Functions included in a guidance service should be selected on some specific basis.

(4) The director of guidance or personnel service should be chosen on the basis of demonstrated or potential ability to carry forward the service in harmony with the objectives and policies laid down by the administrator.

(5) The type of organization chosen for the guidance or counseling service should be in harmony with the total institutional set-up. (14, p.377.)

C. Gilbert Wrenn and Reginald Bell.

There are certain general provisions which Wren and Bell set up for the establishment of a counseling program. At the head of the program should be a thoroughly trained individual who must have facilities for gathering basic test and personal history information regarding all students and a reservoir of psychological measurements to draw upon for the more intensive study of certain students. His time should be free from any major share of teaching and administrative responsibilities. He should also have adequate resources in the way of a flexible curriculum, health, placement, and student employment services. (28, pp.143-144.)



Specific recommendations. Specifically, they recommend the establishment of a program of testing and information gathering that will provide all who counsel students with enough information for the adequate understanding of their problems and for the making of careful diagnoses. Trained counselors should be employed as well as a co-ordinator of personnel services. As a method of co-ordination, there should be developed a program of in-service training for all or for a portion of all the faculty for the more effective counseling of students.

Total program. The total program is summed up in the following twelve points:

(1) Skillful educational and vocational counseling based upon careful diagnosis of capacity and needs.

(2) Assistance in the development of good study skills, both remedial work for the minority and positive training for the majority.

(3) A student employment service that is an integral part of a unified program of financial assistance to students.

(4) A mental hygiene service, preferably as part of the student health service, and closely related to the general counseling program.

(5) A social and student activity program with adequate scope and supervision.

(6) Adequate campus living accommodations for all students with appropriate attention to social development and counseling.

(7) The selection and admission of students.

(8) Orientation of new students.

(9) Maintenance of personnel records.

(10) A health service for students.

(11) Placement service for seniors and alumni.

(12) A continuous program of student personnel research.

This list seems to be one of the most complete in coverage of the recommendations studied and reviewed by the author.

Donald G. Paterson, Gwendolyn G. Schneider and  
E.G. Williamson.

In "Student Guidance Techniques" (13) the counseling program is divided into four principle sections. It is interesting to note here again the emphasis on the student and his interests, and the realization that there is usually a great need for cooperation and co-ordination among the faculty, members, students, and various agencies involved in the counseling programs.

(1) Diagnostic service: Group tests would help to locate students in need of specialized guidance service.

To further the individualization of program making, the teaching staff would be provided with diagnostic data. There should be means for further testing and diagnosis of individual students.

(2) Treatment: Students must then be aided to formulate a program for the solution of their educational, vocational, and social difficulties. This can be implemented by securing the cooperation of teachers, parents and community agencies to enable the student to carry out his program. After this, there should be a definite follow-up service.

(3) Analysis of student needs: This seems to apply principally to their financial and economic needs. Specifically mentioned are such problems as curricular changes, establishment of loan funds, scholarships and work opportunities, and provision for socialization activities. Under this heading comes the survey of current occupational trends and employment opportunities.

(4) Coordination of personnel services in the interest of the student:

- (a) System of cumulative records
- (b) Securing valid data from teaching staff
- (c) Staff conferences to integrate the work of the administrators, department heads, teachers, and guidance specialists.

### Counseling Programs Already Established

At this point, it would be well to review several counseling and guidance programs already established. Brooklyn College and its program as surveyed by Blos (2) and a general view of Veterans' Administration Guidance Centers have been chosen for discussion.

Brooklyn College, in 1941, organized a counseling service. Signs of maladjustment which they watched for were such things as dropping of courses, excessive absences, change of programs, mid-term warnings. Their counseling depends on referrals by the instructing staff. Therefore, in order that instructors will understand the work and be able to make intelligent referrals, they established teacher seminars for this purpose and they found faculty discussions to be rewarding. Of course all records were confidential. It was found that among the many maladjustments, some of the most prevalent troubles, among the many, were:

- (1) The student who cannot study
- (2) The student who is lonely
- (3) The student who is afraid of examinations
- (4) The student who is without purpose or vocational goal.
- (5) The student in acute conflict with his family
- (6) The student with a physical defect

(7) Veterans with special problems

Veterans' Administration Guidance Centers are being established in a number of universities throughout the country. This allows complete counseling near the home situation. ( Which may hinder or help as the case may be.) It gives young counselors a chance to work and gain experience in actual situations. These men, or at least the organization, will probably be maintained after this veterans' program dies out. Such a guidance program also benefits the people of the town. Often at these counseling centers, the V.A. will conduct the clinical psychology schooling program. This program is included under the administration of the college but the students in the clinical school are V.A. chosen and college chosen students that are paid for four years to reach their clinical psychology Ph.D's. This gives them theory or class instruction plus allotted amounts of time in the actual counseling procedure, with either other students or town folk who have problems. This is the long termed view of providing trained counselors for the veterans now and for personnel programs in universities and colleges and community agencies in the future.

Chown, in her report on counseling programs for veterans in the Portland area, has given a detailed picture of how this problem is being handled in one city. She

particularly calls attention to the dearth of thorough well-established veterans' counseling services in the local colleges and the need for such services, although it was found that on the whole "Portland offered every phase of service to the veteran.....The greatest needs were found in the field of mental hygiene and social adjustment and in the field of employment."(4, p.70.)

The counseling program of the Hazen Foundation Pacific Area Conference submits a statement that is worthy of the aims of the best of the established programs: "The primary goal of the counselor is to aid the student in acquiring self-direction, by helping him to understand himself, his abilities and potentialities, and to recognize his relationship to the institution and the community. " (7, p.39.)

#### Specific Problems of the Guidance Programs

Orientation and testing of entering students. A college guidance program as agreed upon by the authors to whom we have referred would probably include the orientation and testing of entering students. All seem to feel that there should be greater co-ordination between the secondary and preparatory schools and the colleges and universities. However, not all seem to feel that the selection of students should be the direct

responsibility of the counseling program. It would seem that orientation programs in some degree are planned for new students in most colleges today and surveys bear this out. (25, pp.54-56.) For instance:

Oberlin: The activities include scholastic aptitude testing, individual interviews, and counseling by the assistant dean, conferences with faculty advisors concerning courses, and individual interviews with the director of personnel service.

Ohio State: Entering students are grouped in sections of thirty, under the guidance of faculty members and upperclass men. Reports are made on the contacts with each student in the group. Lectures, individual interviews, and college testing are carried on during this period.

Minnesota: Entering freshmen have a full schedule of freshman-week activities. Health and psychiatric examinations are given. Entrance and special college testing programs are scheduled. Lectures on occupations, on university resources, and on study techniques are included in the program. Prior to actual course registration, members of the Committee on Vocational Information try to see that each student knows in what college to register for the education required by his vocational

plans. Students in need of special vocational counseling are referred to vocational counselors before planning their programs. Faculty representatives of the various departments and colleges help each student select his courses in an individual interview.

Michigan: This school may be used as an example of institutions providing orientation by a continuing advisory system. Twenty freshmen are assigned to each faculty advisor, and remain under his direction for the balance of the school year. At the opening of the second semester, students are required to obtain the approval of their advisor for their course schedule. (25, pp. 54-56).

In planning a freshman orientation program, Strang lists some of the principle items selected from Townsend's study by the method of expert opinion:

(1) Physical and medical examination by a physician in the employ of the institution.

(2) Psychological examination by the college at the time of the administration of other entrance tests for the purpose of determining the mental status of the applicant.

(3) A complete school history of each applicant is required.



(4) A trained personnel interviewer conducts all interviews with applicants.

(5) Students handbooks and printed instructions for registration and regulations of the school.

(6) Faculty members assist new entrants in registration on opening day. (19, p.14-15.)

Wrenn and Bell would also provide a testing program for entering students which would include the following:

(1) Inclusion of at least one reading test and one study-habits test or inventory.

(2) An awareness in all advisers of the significance of the scores on such tests for program planning.

(3) A clinic or laboratory for the correction of reading and other study deficiencies.

(4) Some program of assistance to all students to help them develop better habits of work.

(5) Distribution of a brief outline of study suggestions or principles to all entering students; or an orientation course for the discussion and practice of study skills.

Choice of courses and curricula. Another problem which counselors have to meet is that of the choice of courses and curricula. Williamson says " the counselor

must help the student to select courses making the most of his special abilities and, at the same time, minimizing the effect of his deficiencies." (24, p.259.)

In the first place, there should be the establishment and use of institutional profiles for particular courses and curricula. In the second place, there should be a careful examination of the student's profile in regard to:

- (1) student's current school marks
- (2) study of outside and family influence
- (3) study of case history questionnaires for student's likes and dislikes in courses
- (4) analyses of health reports
- (5) aptitude testing
- (6) financial situation of student

Strang firmly advocates state-wide pre-college guidance programs as an aid to proper course choosing and curricula planning. When courses are chosen, one should take into consideration the analysis of the individual and a knowledge of the offerings and requirements of educational institutions. The analysis of the individual should include a study of:

- (1) his intelligence
- (2) previous achievement
- (3) interests

- (4) special abilities and disabilities
- (5) health
- (6) socio-economic status
- (7) vocational plans (19, p.244.)

Social and emotional adjustment. In regard to assisting the social and emotional adjustment of new students Strang says only that staff specialists should be provided for reference of cases of students requiring special help in emotional or mental situations indicating need for attention. Wrenn and Bell go only so far as to say that "some type of mental hygiene service" (28, p.151.) should be arranged. They suggest an assistant dean, professor of psychology, or a trained counselor with a background in psychiatry and psychology that has led to an M.D., or PhD. In line with the emotional adjustment, they suggest opportunities for rounded social development:

(1) program of parties, dances, picnics, hikes, sports.

(2) programs of student managed activities, organizations, and campus government.

Employment and financial assistance. The problem of student employment and financial assistance should be handled as follows according to Wrenn and Bell:

- (1) There must be an active and comprehensive agency

for assisting students to find part-time employment.

(2) A careful diagnosis of capacities and skills should be made before the student is recommended for any definite type of employment.

(3) All types of financial assistance to students should be unified, perhaps through one office.

(4) The staff of such an office should spend at least one third of its time in the field, visiting students on the job and securing new contacts with employers. (28, p. 149, 50.)

Strang agrees with Wrenn and Bell that there should be a central agency provided for assistance of students in obtaining part-time employment. She also suggests that the sources of part-time employment off-campus be investigated by the college, prior to recommendation. Loans are made to students only upon competent evidence of need of the same being presented to the institution. Strang emphasizes the keeping of records of loans and scholarships for each student.

Qualifications needed by counselors. Many and varied are the qualifications needed by the counselor. Bloss' general idea is that he should be trained in psychoanalysis and should have technical training in psychology but he should avoid psychoanalysis in the college counseling

relationship.

Strang mentions that he should have a knowledge of the extent and nature of individual differences in abilities, interests and purposes of students, an appreciation of the range of motives among college students and the devious ways in which these motives operate, a knowledge of the more obvious symptoms of serious maladjustments so that the students in need of the special services of a physician, psychologist or psychiatrist may be referred to the proper agencies. He should also be skilled in interviewing and social case work techniques, familiar with the significance of the results of devices for measuring intelligence and other aspects of personality; and he should have knowledge of the educational value of extra-curricular activities and a knowledge of sources of occupational information.

In 1938, Paterson listed as minimum requirements:

(1) Education: M.A. in psychometrics or its equivalent, Graduate training in specific fields as: social psychology, abnormal psychology, job analysis, social case work, etc.

(2) Experience: two years recent employment in individual diagnosis work.

(3) Intellect: scholastic competence and intellect

above the median of college seniors in first class colleges and universities.

(4) Personality: must be free from personality defects and personality adjustment difficulties and in addition must be able to deal effectively with and in free confidence of other individuals and groups.

(13, pp.303-304.)

Conclusion. From the few problems which we have mentioned, such as orientation, testing, choice of courses and curricula, social and emotional adjustment, and student employment and financial assistance, with a note as to special qualifications for counselors, we can see how broad is the scope of a counseling program. There is a high degree of agreement on the point that the personnel services should be grouped under one special department or head for that purpose alone. The size of some schools would seem to prohibit this; but as late as 1941 at Oregon State College, the Office of the Dean of Women was required to handle the following problems which we list from Beck's report as being typical of the situation in similar colleges: (1,p. 60.)

Sampling time: 16 days

Number of cases: 594

<u>TYPE</u>	<u>NUMBER</u>	<u>PER CENT</u>
Social	148	25.3
Administrative	125	21.4
Financial	107	18.3
Housing	81	13.9
Academic	44	7.5
Publicity	26	4.4
Miscellaneous	20	3.4
Permissions	16	2.7
Health	14	2.3
Religion	3	0.5
<u>Totals</u>	<u>584</u>	<u>99.7</u>

Since Beck's report was in no way qualitative, we have no specific evaluation of the work done. It seems, however, that the office in such an organization is required to handle a tremendous variety of problems many of which cannot be thoroughly investigated because of the time limitations and the number of problems involved. This seems to bear out the theory that a well-organized counseling program needs a specific place and specific workers to facilitate the handling of cases, in small as well as medium-sized schools.

## CHAPTER III

### THE STUDY

#### Introduction

This chapter deals with the preparation of the questionnaire and with the experimental data. Included in this chapter is a description of the schools used in gathering the data of the questionnaire and the construction of the questionnaire itself. The second chapter dealt with the historical background of guidance programs in colleges and universities and presented some of the theories of prominent leaders in the counseling and guidance field. Our study attempts, through the use of a questionnaire, to show how the small colleges and universities of the Inland Empire have organized their counseling programs.

Description of schools. The area known as the Inland Empire in the Pacific Northwest includes the states of Oregon, Washington, Idaho, and Montana. It is from this district that the list of colleges and universities to be studied was made.

These schools range in size from 200 to 1900 enrollment, so there is a large variance in size. To call them



"small" colleges and universities is merely to use an arbitrary classification, as is the size limitation of 1900. Few schools in the area were found to be over 2000; most of them were either much larger or fell conveniently below 2000.

It was found that the schools separated roughly into three categories: junior colleges, state teacher training schools, and schools of liberal arts and sciences. Some of the schools are affiliated with one or more denominations though this does not necessarily indicate the predominance of theology in the curriculum; while several of the schools are primarily for training in religious work and yet may not be sponsored by any denomination. All but two of the entire group studied are accredited colleges. Four of the schools are not co-educational institutions.

Description of the questionnaire. The questions used were derived from the study of the historical background. Leaders in the field of guidance have indicated what they consider to be important steps in developing a guidance program, what assistance such a program should include, and what the purpose of such a program should be. The questionnaire was constructed with these points in mind as signposts.

Since the background material is based on studies of large colleges and universities, it was necessary to adapt the questionnaire for use in smaller schools, thus making it possible for the subjects to answer the questions in the light of their own situation. Prior to sending out the final form, a rough draft of the questionnaire was made and used in interviews with five leaders of counseling services in five separate schools. After the questions were asked, these counselors judged the completeness and the wording of the questionnaire. Extended interviews were held with these people on the counseling programs of their own schools for validation purposes.

In order to simplify the study and to keep it within bounds where it could be easily handled, questions were grouped under four main headings:

- (1) Description of schools
- (2) Organization of program
- (3) Student services
- (4) Counseling

No attempt was made to cover all specific issues of a counseling program.

The questionnaire was sent to the 45 schools in the Inland Empire that met the size qualifications. After two follow-up letters, all but four of the schools responded, making a total of 91 per cent return.

## The Questionnaire

### Description of schools.

1. What is the enrollment of your college or university?
2. Is your school affiliated with any church group?

Name?

### Schools under 700 enrollment:

<u>Name</u>	<u>Enrollment</u>	<u>Affiliation</u>
Boise Junior College	553	---
Cascade College	240	inter-denom.
Carroll College	391	Roman Cath.
Centralia Junior College	295	---
Clark College	---	---
College of Idaho	550	Presby.
Everett Junior College	530	---
Gray's Harbor College	250	---
Idaho Col. of Ed.(Northern)	539	---
Lower Columbia Junior Col.	220	---
Marylhurst College	200	Catholic
Montana School of Mines	366	---
Montana State Normal Col.(East)	400	---
Montana State Normal Col.(West)	208	---
Multnomah College	325	---
Multnomah School of the Bible	385	inter-denom.
Northwest Nazarene College	520	Ch. of Naz.
Oregon College of Education	500	---
Oregon Col. of Ed.(East)	550	---
Oregon Col. of Ed.(South)	650	---
Pacific Bible College	205	Ch. of God
Reed College	675	---
Ricks College	488	LDS
Rocky Mountain College	327	Congr-Meth-Pres.
St. Martin's College	330	Catholic
Seattle Pacific College	650	Free Methodist.

Schools over 700 enrollment:

<u>Name</u>	<u>Enrollment</u>	<u>Affiliation</u>
College of Puget Sound	1900	Methodist
Lewis and Clark College	960	Presby.
Linfield College	925	Baptist
Pacific Lutheran	---	Lutheran
Pacific University	960	Congreg.
University of Idaho (South)	1560	---
University of Portland	1900	Catholic
Vanport Extension Center	1389	---
Walla Walla College	1350	Sev. Day Adv.
Washington Col. of Ed. (Central)	1450	---
Washington Col. of Ed. (East)	1362	---
Washington Col. of Ed. (West)	1320	---
Whitman College	800	---
Whitworth College	800	---
Willamette University	1200	Methodist

It seemed advisable to list the schools in this part of the study, rather than in the appendix, for convenience' sake. There was no special classification that these larger schools fell into. On the contrary, they seemed well spread between teacher training and liberal arts colleges. However, only one came under the junior college classification.

There was no religious sect that seemed to dominate the colleges in the area studied. The schools were given an arbitrary classification of 700 enrollment or over 700 enrollment by the writer for purposes of comparison. It seemed to the investigator that the schools below 700 might have a difficult time with money and staff problems

making a counseling program difficult to maintain.

There was one other classification of schools used on some of the questions. Questions which seemed to indicate growth in the guidance field may be affected by administration and availability of funds. This posed the question: which type of school is responding to the challenge with greater facility and consequent growth, the public or the private school?

### Organization.

3. Does the person (or persons) performing the counseling duties combine his work with another capacity?

Under 700: yes...24 no...2

Over 700: yes...15 no...0

List title of counselor.

#### Under 700

Dean of Men.....	9
Dean of Women.....	12
Dir. of Guid. or Coun...	5
Religious Couns.....	2
Registrar.....	3
Dean of College.....	3
Psych Prof.....	1
Advisor.....	1
Class Advisor.....	6
Chairman Guid. Comm....	1
Faculty Advisor.....	4
Dean of Students.....	2
Counselor.....	2
Nurse.....	1
Dorm. Resident.....	1

#### Over 700

Dean of Men.....	9
Dean of Women.....	10
Dir. of Guid. or Coun...	5
Dean of Students.....	2
Registrar.....	9
Dean of College.....	1
Psych. Prof.....	3
Class Adv.....	5
Advisor.....	1
Student Personnel.....	2
Veterans' Comm.....	1
Dorm. Residents.....	2
Counselor.....	1

Counselors	Schools	Counselors	Schools
1.....	13	1.....	1
2.....	5	2.....	2
3.....	4	3.....	7
4.....	2	4.....	4
5.....	1	5.....	1

4. Is your counselor separate from the teaching staff:

Under 700: yes...3 no...22 both...1

Over 700: yes...3 no...12 both...0

If not, approximately how much time is given to counseling:

<u>Under 700</u>		<u>Over 700</u>	
Time	Schools	Time	Schools
Less than 1/4.....	15	Less than 1/4.....	6
1/4.....	11	1/4.....	6
1/2.....	11	1/2.....	7
3/4.....	5	3/4.....	8
Full time.....	0	Full time.....	6

5. What are the qualifications of your counselors?

Under 700

Academic:

BS-BA:.....16  
MS-MA-M.Ed....25  
PhD.....1  
Ed.D.....1

Experience:

Counseling....12  
Personnel.....1  
Teaching.....31  
Ministerial....6

Other:

V.A.....1  
Army couns..1  
No answer...2

Over 700

Academic:

BA.....6  
MS-MA-M.Ed....23  
PhD.....5  
Ed.D.....2

Experience:

Counseling.....5  
Personnel.....3  
Teaching.....14  
Ministerial....1

Other:

V.A.....0  
Army couns..1  
No answer...4

In response to question three, we find that 39 out of the 41 schools studied have a counselor who combines his duties with those of some other field. Small schools which are handicapped by lack of funds probably find that such an organization is the only way to attack the problem. But we find that in all of the fifteen schools over 700, the person performing the counseling duties combines his work with another capacity. When we look at the list of titles of counselors, there is little doubt that the Dean of Women, and the Dean of Men as well, is still with us as the predominating head of the guidance services. We refer to Beck's study of conditions at Oregon State College in the second chapter of the present study in which it was found that the Office of the Dean of Women was required to handle an inordinate number of cases of all types within a limited space of time, conditions which are not conducive to a thorough and growing guidance program.

We also note that in the smaller schools one person alone is required to bear the responsibility of the program with apparently little assistance. In the schools over 700, the greatest number of schools had at least three persons directly handling the program. We must not, however, conclude from this that the small schools are necessarily less competent because one person is in charge.

It is not possible without personal interviews and detailed reports to determine just exactly how each organization functions and in some instances, one counselor or director of personnel is directly in agreement with the theories of Strang and Williamson. Williamson strongly advocates that the student personnel program have at its head a co-ordinator of personnel services who has a major administrative status comparable to that of academic deans and managers of business affairs. At the same time, however, the very titles indicate that more than one person is involved in executing the program and that a well-organized counseling program needs a specific place and specific workers to facilitate the handling of cases.

Question four brought out the fact that a great many of those on the teaching staff are also required to do counseling, six of them spending the equivalent of full time in that capacity. There does not seem to be any specific agreement on whether or not teachers should be counselors and vice versa. Most of the educators whose theories were studied in the second chapter feel that the important thing is to have a student-centered program, whether this is carried out by teachers exclusively or counselors or both, as the case may be. There does appear to be general accord on the necessity of having



specifically qualified personnel to handle the guidance program, working with and through the teaching staff rather than utilizing them as counselors. In general, the larger schools over 700 have much higher academic qualifications for their counselors as well as fewer with teaching experience as a qualification, and more with personnel experience. It is interesting to note that none of the schools listed specific qualifications for counselors such as knowledge of and skill in case work techniques, clinical psychology, or psychometrics, points which Strang considers to be of the utmost importance for a well-qualified counselor, as do Blois and Paterson.

Public Schools (12)

Private Schools (29)

3. Does the person (or persons) performing the counseling duties combine his work with another capacity?

yes...12 no...0

yes...27 no...2

List title of counselor.

Dean of Men.....7  
Dean of Women.....7  
Dir. Student Pers.....2  
Resident.....4  
Counselor.....2  
Admissions Officer.....1  
Psych. Prof.....1  
Advisor.....2

Dean of Men.....11  
Dean of Women.....15  
Dir. Student Pers.....4  
Dir. Guid. and Couns.....4  
Dean of College.....4  
Faculty Advisor.....4  
Psych. Prof.....3  
Religious couns.....7  
Registrar.....3

Counselors      Schools

1.....4  
2.....3  
3.....4  
4.....0  
5.....1

Counselors      Schools

1.....10  
2.....4  
3.....8  
4.....6  
5.....1

Public...cont.(12)Private...cont.(29)

4. Is your counselor separate from the teaching staff?

yes...4 no...8 yes...2 no...26 both...1

If not, approximately how much time is given to counseling?

Time	Schools	Time	Schools
Less than 1/4.....	3	Less than 1/4.....	18
1/4.....	9	1/4.....	8
1/2.....	5	1/2.....	13
3/4.....	6	3/4.....	7
Full time.....	1	Full time.....	5

5. What are the qualifications of your counselors?

PublicPrivateAcademic:Academic:

BS-BA:.....4  
MS-MA.....18  
PhD.....1

BS-BA.....18  
MS-MA.....30  
PhD.....5  
Ed.D.....3

Experience:Experience:

Counseling....4  
Personnel.....2  
Teaching.....9  
Ministerial...0  
No answer.....1

Counseling....13  
Personnel.....2  
Teaching.....36  
Ministerial...7  
V.A.....1  
Army.....1  
No answer.....5

In comparing the public and the private school, it should be noticed that there are 29 private and 12 public schools, almost two and one half times as many private schools. This should be remembered when comparing the results. In response to the third question, it is noted that the private schools seem more likely to have counselors

in an administrative capacity, witness the titles of: Dean of College, Dean of Studies, and Registrar. In the public schools, there is a tendency to treat the office of counselor in a more specialized department, at least in title as shown here. However, no outstanding differences were found in number three.

In question four, the ratio shows that the public schools separate the counselor from the teaching staff in many more instances than do the private schools. There is a likelihood that lack of staff members and funds is responsible for this. On the whole, the individual counselor in the public school spends more time in counseling than does the counselor in the private school.

Of interest is the fact that the academic qualifications indicate that the public schools have fewer bachelor's degrees than the private schools, but there are more doctor's degrees as qualifications in the private schools. As far as experience is concerned, the principle difference lies in the fact that private schools have more counselors with teaching experience and they were the only ones with ministerial experience.

6. Is student help used in the administration of the guidance program?

<u>Under 700</u>		<u>Over 700</u>	
yes...14	no...12	yes...11	no...4

Student help is used in:

Testing...11	Clerical...2	Testing.....8
Counsel....3	Big sister..1	Counsel.....3
Secrtry....1	Lectures...1	Tutoring.....1

From question six, it is found that the fifteen larger schools use more student help in the administration of their guidance program than do the 26 smaller schools. In all schools students are used to the greatest extent in testing and the next highest field is counseling. It seems natural that larger schools would allow for more practical assistance and experience in their program which is shown by these figures.

8. Do you have:

	<u>Under 700</u>		<u>Over 700</u>	
a.in-service trng:	yes...7	no..19	yes...4	no..11
b.seminars for instr:	yes...6	no..20	yes...2	no..13
c.staff comm.for counseling:	yes..19	no...7	yes..12	no...3

All of the schools appear to be lacking in having any definite program of in-service training, seminars for instructors, and staff committees for counseling. Wrenn and Bell say that as a method of co-ordination, there should be developed a program of in-service

training of all or of a portion of all the faculty for the more effective counseling of students. Paterson suggests staff conferences to integrate the work of the administrators, department heads, teachers, and guidance specialists. But in these replies, at least, there is little indication that the schools have risen to the challenge. Note should be taken of the fact that some of the schools replied that such steps were either contemplated or definitely planned for the near future and indicated their awareness of this lack in their present organization.

8. Do you have:

	<u>Public</u>		<u>Private</u>	
a.in-service trng:	yes...5	no...7	yes...6	no..23
b.seminars for instr:	yes...2	no..10	yes...6	no..23
c.staff comm. for				
counseling:	yes...9	no...3	yes..22	no...1
d.none: 2 (public schools)				

The public schools have put more emphasis on in-service training than have the private schools, but in two cases the public schools had no provisions for such staff instruction. Other than these points, there seems to be little difference.

9. Do you have a cumulative record system?

<u>Under 700</u>		<u>Over 700</u>	
yes...23	no...3	yes...12	no...3

Thirty-five out of the forty-one schools studied

have cumulative record systems. At first glance this seems to be rather favourable. The only drawback is that a question of this kind cannot elicit a detailed response. Through the interview validation it was discovered that the term "cumulative records" had a wide variety of meanings from complete case histories to a simple grade record. There was general agreement among the theorists of the second chapter that a complete and up-to-date record system is of the utmost importance.

### Student Services.

7. The counselor is or can refer students to:

	<u>Under 700</u>			<u>Over 700</u>		
	<u>On</u> <u>Campus</u>	<u>Off</u> <u>Campus</u>	<u>Both</u>	<u>On</u> <u>Campus</u>	<u>Off</u> <u>Campus</u>	<u>Both</u>
Physician:	8	5	5	5	5	4
Psychiatrist:	0	5	0	0	6	1
Clin. Psychol:	0	7	1	1	3	1
Speech Pathol:	5	4	4	9	1	0
Psychometrist:	5	2	3	6	0	0
Dir. of Employ:	5	4	9	5	1	6

(In most guidance programs, these people are known as specialists available for the use of counselors when it is necessary and advisable to refer students to them.)

When the figures for psychiatrist and physician are compared, whether on large or small campuses, it is found that the schools have not taken the responsibility for the mental health of the students as they have for their physical well-being. In only one instance, out of all the

schools, was there a psychiatrist on the campus. The services of a clinical psychologist are available for only 13 out of 41 of the schools studied. The interview validation revealed that there was some disagreement over what constitutes the qualifications for a speech pathologist. It is possible that this situation was prevalent in other schools since there is a fairly high number of speech pathologists listed, 23 for 41 schools. In reviewing the literature, it may be seen that all of those listing specific recommendations for the thorough guidance program listed a director of employment as one of the requisites. Here the findings show that only 30 out of 41 schools list such a person or service and out of this number, 5 are for teaching only. Four of the schools under 700 indicated that they had access to none of the above services and one of the schools over 700 indicated a similar situation.

In reviewing the tallies of the public and the private schools, it was found that there is very little difference except with clinical psychologists. Here twelve private schools and only one public school have listed anyone so qualified. Even taking into account the difference in the number of schools in each category, this would still be an outstanding difference.

9. Does the selection of students come under your counseling program?

<u>Under 700</u>		<u>Over 700</u>	
yes...10	no...15	yes...6	no...9

Students are selected by:

a. testing.....10	a. testing.....8
b. interview.....12	b. interview.....8
c. recommendations..14	c. recommendations..8
d. H.S. record.....22	d. H.S. record.....14

Each of the counseling programs recommended in the second chapter include the selection of students as a definite part of the program. The need for closer co-operation between high school and college through the medium of the counseling program is made very evident. The figures from the present study state that only 16 out of 41 schools consider this a function of their guidance program. This may be considered a very small number, especially when one considers the reports of such men as Williamson, Wrenn, and Bell.

In the schools over 700 enrollment, testing and interviewing were used to a slightly greater degree than in the smaller schools. The guidance experts discussed in the second chapter expressed the importance of studying the individual student as a whole. By this is meant that not only his high school record is noted by also as much



of his total picture as possible, including economic background, case history, interests, abilities, health. The figures of the present study show that by far the greatest number of schools are depending principally upon high school records in their selection of students. The actual figures are 36 out of 41 schools studied.

10. How is your counseling program publicized?

	<u>Under 700</u>	<u>Over 700</u>
a. catalogue:	14	12
b. lecture:	11	6
c. newspaper:	7	4
d. student handbook:	2	1

The author's purpose in including question ten in the survey stems from personal experience with unpublicized programs as well as from reports from fellow-students. In the author's experience, the student too often does not know what is expected of him in contacting and engaging in the counseling program. Neither does he know what to expect of it. Although 35 of the 41 schools claim to publicize their programs by one or more of these methods, as many as 10 use the lecture method exclusively. Although the lecture and catalogue methods have their place, it is a static one. A well-publicized program is one that is constantly alive to the student and working for him. The student should be made aware of it constantly throughout his college life in such a way that its purpose

is accepted and understood by him.

11. Orientation of students includes:

	<u>Under 700</u>	<u>Over 700</u>
a. literature:	19	14
b. placement tests:	21	15
c. interviews:	20	14
d. group guidance:	20	11
e. curric. adv.:	22	15
f. freshman week:	17	15

The figures on the larger schools indicate that they are fairly well aware of the need for an orientation program for their new students and are using such a program. The institution of freshman week is recognized by all of them while the smaller schools are less likely to use it. This may be due in some instances to the small number of incoming freshmen in the smaller schools making such a program less practical in their minds. Placement testing and curriculum advisement are high for both groups of schools as would be expected.

15. Does your program include a job placement service?

<u>Under 700</u>	<u>Over 700</u>
yes...19    no...7	yes...14    no...1

16. Do you have a follow-up procedure for your placement service?

<u>Under 700</u>	<u>Over 700</u>
yes...11    no...15	yes...7    no...8

A large number (14 out of 15) of the schools over 700 have a job placement program, but it must be

remembered that four out of this number are for teachers only. Of the smaller schools, three out of nineteen are for teachers only and one was for workers in the religious field exclusively. As seen in the second chapter, Webb says that the student should be assisted in making adequate adjustments upon leaving college including securing employment. Strang suggests specific provisions for follow-up services and Paterson advocates that the co-operation of teachers, parents, and community agencies should be secured to enable the student to carry out his program and there should be a definite follow-up service.

Then we look at the results of the questionnaire and find that about half of the schools providing placement programs have also included a follow-up service. In schools over 700, three out of seven services are for teachers alone; in the smaller schools, four out of eleven are just for teachers.

15. Does your program include a job placement service?

Public

Private

yes...11 no...1

yes...22 no...7

16. Do you have a follow-up procedure for your placement service?

Public

Private

yes...8 no...4

yes...10 no...19

The results show that of the schools studied, the

public schools have more placement programs than the private ones and a greater number of the public schools also have follow-up programs. Four of the eight public schools with placement programs provide them only for teachers. Of the private schools' placement services, three are for teachers only and one for ministers and religious workers. The schools that limit their placement and follow-up services to teachers are primarily and almost entirely, in some instances, schools whose total curricula and aim are for that field, even to including such a purpose in the title of their school, such as: Western Montana College of Education, or Multnomah School of the Bible.

18. What provisions are made for financial assistance to students?

	<u>Under 700</u>	<u>Over 700</u>
a. loan fund:	16	13
b. scholarships:	15	14
c. employment:	16	4
d. grants	3	3

  

	<u>Public</u>	<u>Private</u>
a. loan fund:	11	18
b. scholarships:	8	21
c. employment:	5	15
d. grants:	1	5

(Only one private school under 700 enrollment listed no financial assistance of any kind for their students.)

If it is the aim of the counseling program to work with the student as a whole as much as possible in all the areas of his adjustment, it is not possible to rule out his economic problems. In some schools the area of financial assistance is not considered to be part of the guidance program yet often the counselor finds that it falls to him to handle such matters. The authorities quoted in the second chapter do not stress financial assistance as much as some other phases of guidance work, but they do advocate a unified program of such assistance that includes loans, grants, employment, scholarships, and a complete record on all such matters. In general, the larger schools provide more assistance in the form of loans and scholarships than the schools under 700 do; and the public schools have an edge over the private schools in the same categories.

### Counseling.

12. Do you have a testing program for:

	<u>Under 700</u>	<u>Over 700</u>
a. vocational guidance:	18	15
b. educational guidance:	21	14
c. emotional guidance:	14	12
	<u>Public</u>	<u>Private</u>
a. vocational guidance:	9	24
b. educational guidance:	8	27
c. emotional guidance:	6	20

Four schools under 700 enrollment had no testing program of any kind. Two schools in each of the public and private categories had no testing program. Although the figures are high, which is favourable, there is still a need for further development of testing programs, especially for emotional guidance. Since vocational and educational testing form part of the background for the more recent guidance movement it is not surprising to find that so many of the schools include such testing programs in their organization. When we see the results from question seven, however, which indicate a decided lack of trained psychometrists and clinical psychologists, one questions the use and perhaps the worth of widespread testing programs which may be given under unqualified or incompetant direction. The private schools appear to have a much more complete testing program for all three areas than do the public schools; but seventeen schools volunteered the information that their programs were optional. An optional testing program in combination with a well-publicized one stands a chance of reaching a large number of students, but one certainly cannot count on reaching all of those who need help unless it is put on more than a voluntary basis.

13. The counseling program consists of:

	<u>Under 700</u>	<u>Over 700</u>
a. curric. guidance by dean or adv:	23	15
b. assistance in vocational choices:	19	15
c. emotional or psychological adj.:	18	11

  

	<u>Public</u>	<u>Private</u>
a. curric. guidance by dean or adv:	11	27
b. assistance in vocational choices:	9	25
c. emotional or psychological adj.:	7	22

Two of the private schools with less than 700 enrollment stated that there was no such counseling program in their schools. Most of the guidance seems to be done in the fields of curriculum guidance and vocational assistance, but a fairly high number of schools include emotional and psychological adjustment in their programs. Yet question five brought out the fact that the predominant experience of the counselors is in the realm of teaching and the predominant degree is no more than a master's degree. One might question the adequacy of this background in dealing with problems of emotional adjustment as well as handling the testing program. Again is emphasized the importance of the counselor's qualifications as listed by the authors studied in the second chapter. A master's degree is given as the minimum academic degree and experience should be in clinical psychology, psychometrics, social case work, and social psychology. Never is teaching suggested or recommended as a background

for counseling. The schools that checked part "c" also checked "a" and "b" which means that 29 of the 41 schools studied have a counseling program that touches all three fields.

14. Students are, or can be, referred to the counselor by:

	<u>Under 700</u> (26)	<u>Over 700</u> (15)
a. self-referrals:	22	15
b. testing program:	17	12
c. instructors:	23	15

It is seen from the above figures that instructors play a very large part in referring students to the counselor. Thirty-eight out of the total number of schools studied (41) have listed instructor referrals. In view of the response from question eight which showed the inadequacy of the in-service training and seminars for instructors, it does not appear to be the best policy to leave so much of the referring in the hands of the instructors. It is undoubtedly true that instructors and teachers are exposed to a great many student problems of curricular and vocational choices, but there is a difference between knowledge of the problem and knowledge of the correct disposition of the problems in the proper channels.

We also find that a great deal of the responsibility for contacting the counselor is left up to the student. One drawback to this situation is brought out by



question ten: How is your counseling program publicized? If the schools do not have a constantly well-publicized program, the advisability of self-referrals is questionable, since the students may not be aware of the facilities available for their use.

17. Is there a follow-up service for:

	<u>Under 700</u> (26)	<u>Over 700</u> (15)
a. drop-outs:	10	2
b. graduates:	20	8

Not only are these figures low, but also lowered still further by additional information volunteered by the schools, to this effect: the follow-up service is limited in two out of ten and eight out of twenty programs in the schools under 700 enrollment; the service is limited in two out of two and two out of eight programs in schools over 700. An optimum program would be one in which the school does not seek to keep the drop-out in the confines within which he does not have a satisfactory adjustment but instead promotes a follow-up program which seeks to place the drop-out in a situation where he is able to make a satisfactory adjustment.

20. What do you consider to be the most important features or aspects of your program?

This question was included in the study in order to give the subjects the opportunity to analyze and evaluate

their own program a little more subjectively than before. The responses reveal to a degree the stage of growth which the various counseling programs have reached and the direction in which they are going. This was also used to clarify some of the responses to preceding questions. In the following paragraphs are presented excerpts from the responses to question twenty:

Junior colleges: "Personal counseling by advisor due to an atmosphere of help and friendliness. "

"Each student's individual case studied."

"The chairman of the Guidance and Counseling committee and the deans work very closely with the faculty at \_\_\_\_\_ College. All teachers are utilized for counseling of students. The chairman of this committee assumes responsibility for the testing program and for keeping permanent accumulative files in order with all the information, including tests and appraisals made by other people, in each folder for use. This chairman also holds consultations with the individual teachers and helps them study each case as it is needed, so that they can interpret from the accumulative record of the student some of the assistance that could be given to that particular student. We feel that everyone on the faculty must realize their responsibility to the individual students within their personal contacts in order that counseling and

guidance can be done most efficiently."

"Lack of time to do adequate follow-ups...detailed discussions of study and study habits in orientation class."

"Central direction with full faculty participation. Each faculty member has a duplicate profile of the percentile ranks of each of his student advisees on (1) the Lee-Thorpe Occ. Interest Inventory, (2) the A.C.E. Psychological, Social Studies, Am. History, Natural Science, Math examinations, the G.D.E. English exam...Units on group vocational guidance have been introduced into two psychology courses which jointly reach 80% of the students. Wide range of aptitude, intelligence and diagnostic tests available to interested students."

"Lack of any definite co-hesive force. Nobody in particular has access to all the information about each student."

#### Teacher-training institutions:

"Even though we have a professionally trained staff here in the department, our mainstay is a corps of selected faculty counselors who receive extra compensation and participate in an in-service training program."

"Advising students in pre-registration."

"Co-operation of counselor with other faculty. Self-interest on part of students. Hope to expand this

department in the future. The fact that through our program we have been able to prevent many students from failing their college work and have been able to steer them into proper curriculum."

"Placement and adjustment in academic schedule. Study programs etc. some personal problems."

" Every student is assigned to an advisor who has an opportunity and a responsibility to know him. Advisors keep a cumulative record on their advisees. Orientation program for freshmen students is continuous through the first term. Group guidance on vocation...college offerings, traditions, college etiquette, dating, etc. is given. "

"Identification of individual students. Placement service to all graduates. Student self-government."

"Every student is assigned an advisor who functions as his personal, educational, and vocational advisor."

"The program is fairly new and we are working at it constantly studying our needs, looking for improvement in procedures. This fall some advances will be made in record keeping and freshman week activities."

#### Schools of religious emphasis:

"Faculty-student ratio of one to eight. Every student meets the President, Dean of Studies, and the Dean of Women. A faculty committee is at work on the problem of

guidance."

"The quality and stability (continuity) of the advisors. "

"Its purpose: to assist the individual in attaining knowledge and virtue while choosing and pursuing his vocation."

"A house counselor in every dormitory. Every student is counseled and interviewed personally."

" To help students made emotional and spiritual adjustments."

"Spiritual counseling headed by college president and college pastor. Implemented by daily chapel and special periods of evangelistic emphasis and carried by faculty-student and student-student contacts. "

#### Liberal Arts Schools:

"The fact that it is not formalized as a function separate from other educational activities. The fact that a small student body and a small student-faculty ratio (12 to 1) enable us to give each student close personal attention."

"A fairly consistent attempt to keep counselors oriented to the person as a whole. Some lacks are obvious in the answers given above. Maybe we'll have a three-quarter time placement service within the next years. This should help."

"The training and ability of the people in guidance work. For heaven's sake teach them the fundamentals of psychology and application."

"Good testing program...all teachers used in counseling program of students having departmental interests."

"It needs constant attention to make it really work."

"Opportunity for young people to seek help and instruction from mature individuals...the spontaneous action of program...Dean of College supervises counseling program. A number of staff members assist as counselors."

"Assistance given in choice of major field and in emotional problems."

"I could tell you much better what is wrong with it! It is too limited...after seven years I have finally convinced the administration that we need a more adequate counseling program, hence the orientation course for next year. I have been doing all the testing for I.Q's and keeping cumulative records for girls while the boys have had little or no attention. I really know the girls, 300 this year, and make every attempt to help them in their personality development."

That there is some critical thinking being done is shown by a number of the responses to question twenty.

There is also evidence of future planning and a desire

to rectify past limitations. A great need for development is admitted and the over-all picture indicates that college guidance and counseling programs are in the formative stage. Perhaps the healthiest sign is the continual movement, the search for improvement. As Anna Reed says: "...in dealing with human problems there is no one best way, but many good, or better, or best ways; and each counselor is personally responsible for never utilizing a good way when there is a better-- or a better way when there is a best." (14, p.vi)

## CHAPTER IV

## SUMMARY AND CONCLUSIONS

Nature of the limitations. The nature of the study necessitated gathering source material from schools in the area of the Pacific Northwest. To visit each school in person was impractical from the financial standpoint and it would have consumed more time than was available to put such a plan into effect. The information needed was not available in published form nor would it have been organized along the lines of this study.

The questionnaire method, despite its limitations, was felt to be the best for present purposes. Since the list of schools chosen as recipients of the questionnaire was composed of almost all of the schools in the designated area of the specified enrollment, the study contacted a representative group rather than a selected one. The area was fairly small but the returns were almost complete.

There was a 91 per cent return on the questionnaire, certainly making the investigation not too limited in scope.

The questionnaire was accompanied by a brief, tactful letter of explanation stating the problem and emphasizing the importance of the study.

The questionnaire itself was carefully constructed.



It was organized after a thorough study of the historical background had been made and the questions were based upon theories of experts in the field.

Care was taken to omit from the body of the questionnaire all "judging" questions to which the subject is required to give an opinion or evaluation. Simple factual information, easily accessible to those responding, was requested. Question twenty gave the opportunity for a more subjective response or evaluation or clarification if the subject so desired.

Before the questionnaire was mailed to the chosen list of schools, counselors of five separate schools were interviewed. By comparing the questionnaire results with the interview results, the questionnaire was found to be almost 100 per cent valid.

In a questionnaire of this size, it is not possible to cover all points which should be or are included in counseling programs. Points may have been omitted which may or may not have been more indicative than the ones chosen, but no claim to infallibility is made.

Summary. The problem under consideration in this study is the measurement of the guidance and counseling programs of the small colleges and universities of the Inland Empire. The data were gathered principally

through the use of a specially constructed questionnaire.

Chapter II dealt with the historical background, presented under these headings:

1. Development of the guidance movement.
2. Theories of college counseling.
3. Counseling programs already established.
4. Specific problems of the guidance programs.

Chapter III introduced the study itself and an explanation of the questionnaire, its construction and its use. Following this, the data were presented under these headings:

1. Description of schools.
2. Organization.
3. Student services.
4. Counseling.

The subjects were given an opportunity to express themselves more freely through question twenty: "What do you consider to be the most important features or aspects of your program?"

The primary purpose of the study has not been one of evaluation. The theories of counseling presented in the second chapter cover a large area of opinion and are not classified as to their degree of success or probable success. They are the theories of the leaders in the

guidance field today and as such form a basis for the present study and the building of future programs. It is not possible nor practical to utilize all of the ideas presented since each school situation is different. The responses to the questionnaire indicate the places where the theories are being used to advantage and, by the subject's own admission, where they are not being used.

The diversity of replies proves how dangerous it would be to generalize too freely upon the present condition of college guidance programs, especially since the main function of this study is by survey to discover the developmental stage reached by the group studied.

Although there are obvious lacks in the programs, they do include many services and functions listed by the authors in their optimum programs. This study has brought out the fact that there is definite interest in the field, an awareness of the many problems to solve and a growing attempt to deal with them.

#### Summary of findings of the questionnaire.

1. Of the 26 schools under 700 enrollment, eleven were affiliated with one or more religious groups. Of the fifteen schools over 700, nine were affiliated with one or more religious groups. No religious sect dominates the colleges in the area which was studied.

2. The predominating head of the guidance services in these schools is the dean of men or the dean of women. 95 per cent of the schools studied have a counselor who combines his work with another capacity. The individual counselor in the public schools spends more time in counseling than does the counselor in the private school, but only one of the twelve public schools has a person to counsel full-time. The private schools have more counselors who combine their work with another capacity than do the public schools.

3. No school listed specific qualifications of counselors, such as background in psychometrics, clinical psychology, or social case work. The fifteen schools over 700 enrollment have higher academic qualifications and more experience in personnel work than do the smaller schools. Teaching is the most frequently listed experience qualification in all schools. Public schools have fewer bachelor's degrees than the private schools but there are more doctor's degrees as qualifications in the private schools, although only six doctor's degrees were listed.

4. The larger schools studied use more student help in the administration of the guidance program.

5. There is a definite lack of established programs of in-service training, seminars for instructors and

staff committees for counseling. The public schools put more emphasis on in-service training than the private schools do.

6. 35 out of 41 schools have cumulative record systems but many of these schools qualified their answers by marking them "limited."

7. Services of a clinical psychologist are available for only thirteen out of the 41 schools studied. Eleven out of 41 schools had no director of employment. One school out of 41 had a psychiatrist on the campus. Five of the schools indicated that they had access to none of the above services. 29 private schools had twelve clinical psychologists while the twelve public schools had but one.

8. In only sixteen out of the 41 schools does the selection of students come under the guidance and counseling program. 36 out of 41 schools depend principally on high school records for the selection of students.

9. 35 out of 41 schools claim to publicize their counseling program by one or more of the methods listed: catalogue, lecture, newspaper, student handbooks.

10. All of the schools of this study over 700 enrollment use the institution of freshman week in their orientation programs.

11. Eight of the 41 schools do not have a job placement service. Of those that do, seven are for teachers only.

12. Only half of the schools providing placement services also have a follow-up procedure. Eleven out of twelve public schools as compared to 22 out of 29 private schools have job placement programs.

13. In general the larger schools provide more assistance in the form of loans and scholarships than the schools under 700 do, and the public schools have an edge over the private schools in the same categories.

14. Only 63 per cent of all the schools under 700 enrollment have testing programs for emotional guidance. Only 71 per cent of all the schools attempt to include any form of emotional guidance. 50 per cent of the public schools have a testing program for emotional guidance. Only 56 per cent of the public schools have a counseling program that touches all three fields.

15. Instructor referrals are most prevalent with self-referrals a close second.

16. 29 per cent of the schools report that they have a follow-up service for drop-outs. 68 per cent of the schools report a follow-up service for graduates.

### Recommendations.

1. The evidence points to a fairly consistent need for expansion in the field. No program, no matter how complete it may seem, is a good one if it is static. It must grow and be flexible enough to satisfy the changing needs of the students for whom it was initiated.

2. Guidance must strive to leave the formative stage by following a program of consistent planning with a mature philosophy behind it. Education is constantly seeking to develop the best possible philosophy on which to base its principles. Guidance must do likewise.

3. Translating the philosophy to the student through the guidance and counseling program is the function of the whole school. The program must have the support of the administration, the teaching staff, the specialists, and the students themselves. Basic to this is the need for a constant and accepted publicity program for the guidance and counseling services, by printed material and word-of-mouth, but most important of all, by the attitude of those concerned, principally teachers, advisors, and counselors themselves.

4. This calls for a program of in-service training and seminar study for staff members, without which the unification of the total counseling program would be impossible. For the schools in which teachers are still

considered as actual or potential counselors, this is mandatory, for other schools it is invaluable when teachers are expected to make intelligent referrals.

5. If the counselor is to do his best work, he must be allowed time to do it. For Rogers this cannot be stressed too strongly; for him a combination job renders the counselor much less effective.

6. The standard qualifications for counselors might well contain more training and experience in psychometrics, clinical psychology, and social case work techniques. If the counselor is not specifically trained in these things, he should have at his disposal the services of such specialists as psychiatrists, clinical psychologists, physician, speech pathologist, psychometrist, and directors of employment, services which this study shows are lacking at present.

The guidance and counseling movement is still young and there is much work to be done before the educators in our colleges and universities can feel that guidance and counseling have been integrated into our educational programs. This study disclosed the fact that many schools are insufficiently equipped for or indifferent to the implications of counseling and its place in serving the



student. But through the study, educators were encountered who are enthusiastically utilizing the facilities of their schools as proving grounds for new methods. They can contribute the actual experimental data and provide the impetus that is invaluable for growth.

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**APPENDIX**  
**QUESTIONNAIRE**

## Questionnaire

In re: Counseling program

School: \_\_\_\_\_

For additional explanation in answering any of the questions, please use other side of paper.

1. What is the enrollment of your college or university: \_\_\_\_\_

2. Is your school affiliated with any church group:  
Yes \_\_\_\_\_ No \_\_\_\_\_

Name of group: \_\_\_\_\_

3. Does the person (or persons) performing the counseling duties combine his work with another capacity: Yes \_\_\_\_\_ No \_\_\_\_\_

List title of counselor(s). \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

4. Is your counselor(s) separate from the teaching staff:  
Yes \_\_\_\_\_ No \_\_\_\_\_

If not, approximately how much time is given to counseling: \_\_\_\_\_

5. What are the qualifications of your counselor(s):

- a. Academic: \_\_\_\_\_  
b. Experience: \_\_\_\_\_  
c. Other: \_\_\_\_\_

6. Is student help used in the administration of the guidance program: Yes \_\_\_\_\_ No \_\_\_\_\_

Student help is used in: testing \_\_\_\_\_ counseling \_\_\_\_\_ other \_\_\_\_\_

7. Counselor is or can refer students to:

- |                              |                              |
|------------------------------|------------------------------|
| a. <u>On campus:</u>         | b. <u>Off campus:</u>        |
| physician _____              | physician _____              |
| clinical psychologist _____  | clinical psychologist _____  |
| psychiatrist _____           | psychiatrist _____           |
| speech pathologist _____     | speech pathologist _____     |
| psychometrist _____          | psychometrist _____          |
| director of employment _____ | director of employment _____ |

8. Do you have:

- a. in-service training courses in counseling for instructors \_\_\_\_\_  
b. seminars for instructors \_\_\_\_\_  
c. staff committees for counseling \_\_\_\_\_

9. Does the selection of students come under your counseling program: Yes\_\_\_ No\_\_\_
- Students are selected by: a. testing\_\_\_ b. interview\_\_\_  
c. recommendations\_\_\_  
d. high school records\_\_\_
10. How is your counseling program publicized:  
a. in catalogue\_\_\_ b. lectures\_\_\_ c. newspapers\_\_\_  
d. other means\_\_\_\_\_
11. Orientation of students includes:  
a. printed literature(handbooks,etc)\_\_\_ b. placement tests\_\_\_  
c. interviews\_\_\_ d. group guidance\_\_\_ e. curriculum  
advisement\_\_\_ f. freshman week\_\_\_
12. Do you have a testing program for:  
a. vocational guidance\_\_\_\_\_  
b. educational guidance\_\_\_\_\_  
c. emotional guidance\_\_\_\_\_
13. The counseling program consists of:  
a. curriculum guidance by dean or advisor\_\_\_\_\_  
b. assistance in vocational choices\_\_\_\_\_  
c. emotional or psychological adjustment\_\_\_\_\_
14. Students are, or can be, referred to the counselor by:  
a. self-referrals\_\_\_\_\_  
b. testing program\_\_\_\_\_  
c. instructors\_\_\_\_\_
15. Does your program include a job placement service:  
Yes\_\_\_ No\_\_\_
16. Do you have a follow-up procedure for the placement  
program: Yes\_\_\_ No\_\_\_
17. Is there a follow-up service for: a. drop-outs\_\_\_  
b. graduates\_\_\_
18. What provisions are made for financial assistance to  
students:\_\_\_\_\_
19. Do you have a cumulative record system: Yes\_\_\_ No\_\_\_
20. What do you consider to be the most important features  
or aspects of your program:\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_