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The Influence of Teaching Experience Upon School Counselors

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THE INFLUENCE OF TEACHING EXPERIENCE UPON SCHOOL COUNSELORS

by

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CHAPTER I

INTRODUCTION

The increased demand for more school counselors since World War II raised many questions concerning their preparation and training. One of the most controversial topics has been that of requiring teaching experience as a prerequisite for counselor certification. We find ourselves in a milieu of controversy in which some advocates are proposing that teaching experience can handicap the counselor in his effectiveness while others are saying that teaching experience is a vital prerequisite for counselor effectiveness.

This controversy has reached such proportions that some states formerly holding teaching experience as a prerequisite for counselor certification have changed this requirement in the last year. Utah, a leader in this respect, changed its counselor certification requirements in 1968. Two certificates are now recognized. The basic professional certificate requires 24 hours or more of graduate course work, a valid Utah teaching certificate and two years of approved educational experience, which has generally been interpreted to mean teaching experience. The professional certificate requires a Masters Degree or 55 graduate quarter hours in an approved counselor education program, a valid Utah teaching certificate or an approved internship under the supervision of a professional counselor with three years of successful school counseling experience. Thus, this new certification

requirement allows a counselor to become a Professional Certificated Counselor without holding a teaching certificate or having teaching experience.

Other states have worked around these requirements by accepting practice teaching, intern teaching, or substitute teaching as evidence that this requirement has been satisfied.

It has now become important to understand what effect public school teaching experience has on the school counselor's effectiveness. Arbuckle (1963, p. 165), who questions the value of teaching experience, makes the following observations:

> The most difficult problem for the student counselor is to unlearn much of what he has learned. This is particularly so with the teacher since much of what one has learned as a teacher will render him ineffective as a counselor. It may even be that the longer one has taught, the less likely it is that he will be effective as a counselor.

Arbuckle (1961, p. 57) also has the following to say concerning the deleterious effect teaching experience has upon counselor effectiveness:

> There are also a number of required functions from which the teacher can never completely divorce himself, and this more than any other reason, is why teacher-counselors are, at least in the observation of the author, primarily and overwhelmingly teachers, not counselors. As teachers they manipulate and direct and control, and as "counselors" they do the same thing. As teachers they think in terms of the welfare of a group of children as taking precedence over the welfare of the individual. And as "counselors" they feel the same way. As teachers they measure, evaluate, grade and separate the "bad's" from the "good's" and as "counselors" they do the same thing. As teachers they

> know and they feel that they are the authority figure in control and they are thus the ones who determine the curricular experience and practically everything else that happens to the child. There is little or no self-determination, and this person as a "counselor" shows the same level of acceptance of any concept of self-determination or freedom of choice.

Finally, Arbuckle (1963) feels the teacher-counselor critically retains the teacher "mind-set" and, therefore, engages more in the process of teaching than of counseling. He suggests that (1) teachers are somewhat domineering people who feel comfortable in manipulating, directing and controlling, and (2) that some teacher-counselors are disciplinarian-type people who are somewhat overt, gregarious, and slightly noisy and are not the type of people with whom a child would feel at ease.

Hudson (1961, p. 26), speaking from the opposite point of view, sees teaching experience as helpful to the counselor. He presents the following viewpoint:

> The counselor who has been a teacher knows what it is to be responsible for a homeroom and to keep a register, to write lesson plans and grade papers by the hundreds, to serve as a club sponsor, to handle a crowded study hall, to keep an eye on "traffic" in the halls between classes--and also to teach one or more subjects for five, six or seven periods a day. Such a counselor will know the practical difficulty of applying in a large classroom a principle everyone accepts in theory. The principle of instruction based upon the needs of each individual class member. He will appreciate the difference between dealing, let us say, with a behavior problem in the privacy of the counselor's office as opposed to dealing with it in the classroom in the presence of thirty or more fascinated student

> spectators. He knows how frustrating it can be as a teacher to have a student called out of class unexpectedly on the day of an especially important lesson (and he can resolve to avoid making that mistake when he becomes a teacher). He will learn to deal with parents who demand too much of their children or who do not demand anything.

Wrenn (1962, p. 169, 172), who was commissioned by the American Personnel and Guidance Association to report on the future of society, of education, and the role and preparation of professional counselors, wrote the following in his most significant report:

> The counselor needs to gain as much knowledge as possible of the world of man through his undergraduate program if he is to build well his graduate program. He also needs certain kinds of pertinent experience to work effectively as a counselor in the school setting. It has been taken for granted that the counselor can secure this experience only as a paid teacher. . . . experience which contributes to a desirable maturity of outlook and skill in interpersonal relations is essential. What is questioned here is whether a paid teaching job is the only way to gain such experience. Knowledge of the school and the classroom is equally essential but this report proposes that there may be other ways of gaining it than by serving as a fulltime classroom teacher.

Laughary (1964, p. 51), who was editor of the joint A.S.C.S.-A.S.C.A. publication, Counseling: A Growing Profession, is in favor of the counselor having an understanding of the teaching relationship but has the following to say about teaching experience:

> We are suggesting that innovations in instruction and school organization will result in changes in teaching behavior significant enough to make this part of our professional position relatively meaningless. It will then become increasingly important that counselors understand the process of instruction and the various teaching modes available. Instead of understanding the teaching

> relationship as defined above, we will need to understand the ways in which instructional resources, both man and machine, and the available teaching procedures can be organized for the particular requirements of individual pupils.

Perhaps what is meant when stating that counselors should understand the teaching relationship is that the counselor should have some feeling for the teacher as they meet the challenges in solving the problems of classroom instruction, and that their work with pupils should reflect a sympathetic concern for the problems of the teacher.

The literature indicates that counselors have a professional obligation to be emphathetic, understanding, friendly, tolerant, accepting, respectful and openminded (Tyler, 1961; Branner & Sholstrom, 1960; Truax, 1964; Arbuckle, 1966; and Combs, 1963).

Tyler (1961, p. 247) in pointing out counselor traits which seem to interfere with effective counseling indicates that the rigid, controlling type of person will also be ineffective. She states,

> . . . one particular personality trait is generally considered to be more of a handicap than any other in counseling. It is the one we characterize as <u>rigidity</u>. . . . A person who has strong convictions about many things and feels compelled to win others over to his point of view often has difficulty in comprehending what clients are trying to express. . . . Another thing ridigity sometimes means to those who discuss it in relation to counseling is the inability to tolerate ambiguity and uncertainty.

The American Personnel & Guidance Association has indicated that open-mindedness is one of the five particularly important counselor qualities. Open-mindedness referred to:

> The flexibility of outlook toward others that makes it possible to appreciate individuality, to be receptive to new research findings, new ideas and achievements, and to have respect for a wide range of attitudes and beliefs. He must have the curiosity to investigate the unusual. (1961, p. 403)

Russo, Kelz and Hudson (1964, p. 77) conducted a study of counselors who were rated by six independent, knowledgeable and trained judges. It included a follow-up of these counselors 18 months later with Rokeach's Dogmatism Scale. They found that "openmindedness is an important counselor quality."

The foregoing views are typical and representative of many counselor educators who have discussed the problem of counselor effectiveness in relation to teaching experience. It should be noted, however, that the views mentioned here and in the literature are only supported by observations and assumptions and not by research or experimentation. In fact, the literature fails to show very little research to validate either point of view.

The question in this writer's mind is, "To what extent do public school counselors who have had teaching experience differ in counseling effectiveness from those who have not had prior teaching experience?" From the above question the present study developed. A statement of the specific problem for this study follows.

Statement of the Problem

Many writers have expressed opposing views concerning the value of teaching experience as a prerequisite for effective school counseling. Arbuckle (1961) indicates that teacher-counselors retain the

teaching "mind-set"; Wrenn (1962) and Laughary (1964) both feel that an understanding of the school, including teaching, is essential but question that teaching experience is the only way to get this understanding; Hudson (1961), Holt (1961), Mathewson (1952) and others feel that prior teaching experience is essential for school counselors in order to understand the schools. This research will be discussed and expanded in Chapter II.

From the issues indicated above a number of significant and important questions have been hypothesized concerning the influence of pre-counseling experience and especially the importance of prior teaching experience. If the suggested differences between "teaching" and "counseling" attitudes are valid, then one wonders to what extent this difference exists. Therefore, the need to assess the effects of teaching experience upon counselor "mind-sets" or attitudes is apparent and it is with this in mind that the present study was undertaken. The purpose of this study is to determine if counselors with prior teaching experience are more dogmatic, authoritarian, and "school oriented" than "client oriented" than counselors without prior teaching experience. Also, it will attempt to determine if principals and supervisors prefer teacher-turned-counselors to non-teaching-counselors in handling various counseling and guidance functions.

Definition of Terms

Counselor: A person hired in a public school to perform guidance and counseling tasks as a school counselor.

Teacher-Counselor: A counselor who has taught one or more years as a fulltime teacher.

Dogmatism: An open-closed belief system which describes the permeability or impermeability of an individual's belief system to new information (Rokeach, 1960).

Authoritarianism: Refers to Adorno's "F" scale or the authoritarian personality which describes the adherence to conventionalism, and rigidity in thinking as opposed to the subjective, imaginative or tender-minded (Adorno, et al., 1950).

Matched pair of counselors: Two counselors working in the same school; one counselor has had prior teaching experience and the other counselor has not.

Trios: Refers to a "matched pair" of counselors and their school principal.

Delimitations

This study will not attempt to determine counselor effectiveness in the public schools; nor will it attempt to determine if school counselors with prior teaching experience are more effective than school counselors without prior teaching experience. However, it is intended to determine, more specifically, if counselors with and without prior teaching experience differ in the following: their evaluation of a taped counseling interview; teacher, client or counselor identification; dogmatism; authoritarianism; and preference in guidance and counseling functions as determined by their school principal.

Hypotheses

In order to accomplish the purpose of this study, the following hypotheses were tested:

1. Counselors with teaching experience will have significantly lower scores than counselors without teaching experience in total-tape-scores.
2. There will be a significant difference between counselors with and without teaching experience in their perception of the teacher, client or counselor in the taped counseling interview.
3. There will be a significant difference between counselors with and without teaching experience in dogmatism.
4. There will be a significant difference between counselors with and without teaching experience in authoritarianism.
5. There will be a significant difference between counselors with teaching experience as opposed to counselors without teaching experience when subjectively evaluated by their school principal.

CHAPTER II

REVIEW OF RELATED LITERAUTRE

Three major areas of research are related to this study. The first deals with the requirement for counselor certification in the United States; the second is concerned with the question of teacher training and/or teaching experience as a prerequisite for counselor certification, and the third focuses on various theories of belief structure, specifically "authoritarianism" and "dogmatism," and the relationship of these attitudes or beliefs to counselor effectiveness.

Requirements for Certification of School Counselors

The increasing awareness of and demand for professionally competent school counselors, particularly since World War II, has led to widespread recruitment, selection and training of counselors and to the eventual establishment of state standards for certification. Traditionally, the requirements for state certification as a counselor have been tied quite closely to teacher certification and teaching experience.

Kremen (1951) reported in 1951 that only 23 states had plans or requirements for counselor certification. His survey indicated that most counselors were from the ranks of teachers, with at least two years of prior teaching experience. He also found that planners of certification requirements considered a background in teaching as

essential to effective counseling but that no experience in guidance and counseling was considered essential.

Weitz (1958, p. 276) found in a 1958 survey of the 48 states that only 12 percent of the state directors of guidance would hire counselors who did not have previous teaching experience. He summarized his findings with the following:

> Although there may be some shortage of trained personnel in about half of the states, this shortage is not viewed in the same way by all persons , . . . Even where shortages were reported to exist there would be considerable reluctance to employ persons trained as guidance workers but not trained as teachers. Finally, it showed that relatively few states were ready to undertake an evaluation of their counselor certification requirements by means of experimentation.

By 1953 only 29 states, three teritories and the District of Columbia had instigated any standards for counselor certification. At this time all of these states required teacher certification, and most of the states required teaching experience in their requirements for counselor certification. The fact that some states did not require teaching experience led to some of the first questions regarding the presumed essentiality of the teaching experience requirement, which until this time had hardly been questioned (Olsen, 1961).

From 1957 to 1960 significant changes evolved in the counseling profession, and Beck (1964, p. 36) indicated that:

> The period from 1958 to 1960 saw great commitments being made, and a rapid expansion of the counselor training programs. The National Defense Education Act of 1958, and subsequent legislation provided funds for the up-grading and expanding of counseling staffs in secondary and elementary schools.

> The chief goals of these movements were the conservation of talent and the early identification of interests and abilities as a means to strengthening our national defense.

Stoughton (1965, p. 1) suggested that the real "shot-in-the-arm" for the counseling profession came about because of international crisis, the sputnik era, and resulting economic and sociological changes.

The National Defense Education Act of 1958 came about because of the recognition that guidance and counseling were indeed essential services in our educational system. Prior to this time people who were engaged in guidance work had little or absolutely no professional training. Generally, they were teachers who related well to students or who were assigned the position on a part-time basis. Formal preparation for counseling was meager and largely ineffectual. To partially correct this situation and provide counselors with specialized knowledge and skills, in-service instruction in counseling, as well as special N.D.E.A. training institutes were initiated. One result of the impetus given to counseling and guidance by the N.D.E.A. legislation was an increased awareness of the need for, and the subsequent upgrading of counselor education and certification standards. Also, states not already armed with distinct certification requirements for counselors began to develop and implement such requirements.

During the school year 1968-69 this author conducted a survey of the 50 states to determine their present requirements for counselor certification. A letter was sent to the Director of Guidance in each state requesting information regarding the following items: (1) a copy of their state certification requirements, (2) whether or not their

state hires public school counselors who have not had teacher training and/or teaching experience, and (3) the names of any counselors who may have been hired in their state without prior teaching experience. Of the 50 states contacted, 47 states or 94 percent responded with the information requested. For the three states which did not reply. this author obtained the state certification requirements from Houghton (1967).

Following is a summary of counselor certification requirements for the 50 states, the Canal Zone, District of Columbia, Guam, Puerto Rico, and Virgin Islands. For ease of interpreting the results, the term "state" will be used alone, but it is interpreted to mean "states and five outlying areas."

Table 1. Summary of certification requirements for school counselors in 55 "states"--1967*

Number of states having counselor certification requirements	53
Number of states requiring teacher certification for counselor certification eligibility	51
Number of states requiring teaching experience (1-5 years) for counselor certification	45
Number of states awarding a lower or provisional counselor certificate	32
Number of states requiring experience other than teaching experience for permanent counselors' certificate	15
Number of states which allows other experience as an alternate to the teaching requirement	9
Number of states which have a time limit on the validity of the provisional counselors certificate (1-10 years)	20
Number of states which have time limit on the validity of the permanent certificate (2-15 years)	14
Number of states awarding life time counseling certificates	10
Number of states requiring a definite number of graduate semester or quarter hours for permanent counselor certification (quarter 15-30 hours) (semester 6-60 hours)	3 quarter 28 semester

* For a more complete summary of counselor certificate requirements note Appendix C.

In summary, we can see from the above table that nearly all states now have standards for counselor certification. Also, most states still require teacher certification as a prerequisite for counselor certification. However, while this requirement is held by nearly all the states for the permanent counseling certificate, only about half of the states require the teaching background for the provisional counseling certificate. A few states will accept other work experience in lieu of the teaching requirement for counselor certification.

Teaching Experience vs. No Teaching Experience As a Prerequisite for Counseling

The second area of research related to the present study focuses on the question of teacher training and/or teaching experience as a prerequisite for counselor certification. This section of the research review is divided into two parts: (a) Rationale for teaching experience as a prerequisite for counseling and (b) Rationale for not having teaching experience as a prerequisite for counseling.

Rationale for teaching experience as a prerequisite for counseling

With the great and increasing demands for qualified school counselors over the past decade, many educators in the field of counselor training have found themselves divided on the question of teaching experience as a prerequisite for effective school counseling.

Holt (1961) indicated that schools have a right to expect evidence from its counselors showing a career commitment to education by acquiring a valid teaching certificate and demonstrating successful teaching. He basically sees counselors as educators and feels they, like teachers, should show evidence of their interest in education.

Mathewson (1952), who strongly favors teaching experience, feels that no trainee should be accepted into counselor training who does not already have teaching experience. He, like Holt, feels that counselors are basically educators and the services of counseling and teaching should not be separated.

From 1950-1960 many writers have expressed their views concerning counselor preparation. Dugan (1961) suggested that school experience may be of significant value to the public school counselor. Other writers, Arbuckle (1950), Johnston (1959), Lloyd (1954), Strong (1935), Hartstein (1953), Pierson (1954), and Tooker (1957), seem to agree with Dugan, but at the same time express the feeling that greater understanding of children in groups and individually will assist the guidance worker.

The impact of the 1958 National Defense Education Act upon guidance and counseling caused many persons to look at the requirements for school counselors. Tyler (1960) indicated that prior to the N.D.E.A. Institutes, "a large proportion of the persons now engaged in guidance work in high schools have little or no special training for their counseling duties. They are simply teachers who have been assigned to guidance work on a part-time basis."

Because guidance and counseling were "thrust" upon many states and school districts which had had very little experience in this field, it apparently seemed only right and logical to them to require teacher certification and experience. Therefore, many states in their struggle to have control of certification requirements have held teaching experience as a necessary prerequisite for counselor certification. This position was also influenced by many of the early writers in the guidance movement who presumed that the school guidance and couselor workers would come from the teaching area. Therefore, this position reflected the standard of requiring the teaching certificate and teaching experience as a prerequisite for counselor certification.

Tyler (1961) in her book, which has been a "standard" for many public school counselors, feels like most of these writers that the teaching certificate would be a good intermediate goal for a person interested in public school counseling and also a realistic one since nearly all states require it for counselor certification.

In an attempt to answer some of the questions which have been asked about the value of the teaching requirement for public school counselors, many studies have been conducted employing institute personnel. Fredrickson & Pippert (1964) surveyed superintendents, principals, and guidance directors in the State of Massachussets concerning their preference in hiring counselors with or without teaching experience. The returns showed that principals and superintendents required at least one year of teaching experience. Of ths guidance directors, 89.5 percent preferred at least one year or more of teaching experience.

Hutson (1961), in a similar vein of research, found that among "superior" counselors, as nominated by city directors, supervisors of guidance and professors in leading universities, 97 percent of those contacted felt teaching experience had a positive effect upon their counseling.

In his survey of counselor certification requirements, Lloyd (1954) found that only 34 states and three territories had counselor certification requirements at that time, only three states felt their counselors need not have prior teaching experience. The results of the very detailed 1958 study done by Weitz (1958) revealed results very

similar to those of Lloyd, Fredrickson and Pippert. He found that only 12 percent of the state directors of guidance would hire counselors without prior teaching experience, and these with some reservations. However, not one of the 48 state directors would hire counselors with no prior teaching experience, without reservation.

Following is a summary of points given by respective authors for hiring counselors with teaching experience.

1. Even those who advocate abolishing the teaching apprenticeship admit that since the counselor functions in a school setting he should have knowledge of the school and classroom (Hutson, 1961).

2. It is felt that the knowledge of psychology and sociology alone does not give counselors a base for effective understanding of people. This knowledge must be accompanied by training and the counseling model (Weary, 1965).

3. We may have, in our rush to have counselors without teaching experience, over-looked the fact that teachers may still be the most effective agent for change (Weary, 1965).

4. Regardless of the skills and competence a counselor may possess he will be largely ineffective unless he is able to establish good relationships with professional colleagues in the school. Acceptance by the teaching staff is one of the major reasons for requiring teaching experience. If he has not taught, it is argued, how can the counselor suggest certain classroom methods for the teacher in meeting problems of a student? (Biggerstaff, 1965)

5. It is argued that the counselor is part of an educational team and not just an outside specialist. Since guidance in the schools is justified on the basis that it contributes to the learning process, counselors must share the goals of the educators (Biggerstaff, 1965).

6. Since the counselor works most directly with students and teachers, the counselor who has been a successful teacher will have greater understanding of the students and a greater appreciation of the classroom teacher's point-of-view than the counselor who has not taught (Hudson, 1961).

7. Teaching experience will help me decide whether or not to become a counselor and will serve as the foundation upon which formal counselor preparation is based (Hudson, 1961).

8. A counselor without teaching experience is likely to be looked upon with suspicion as a person who does not know what teaching entails, and who thus cannot appreciate the complexities of a teacher's job (Hudson, 1961).

9. School administrators and teachers prefer counselors with teaching experience because common preparation and experience are felt to greatly facilitate dialogue (Poulson, 1966).

10. Surveys show that over half of the school counselors were in favor of teaching experience for one reason or another (Fitzgerald, 1965).

11. Erickson (1962) found that superintendents tend to want the counselor who is mature, who has had experience in and understands the school situation.

Rationale for not having teaching experience as a prerequisite for counseling

Counseling in the schools is a relatively new and inexperienced profession when compared to the areas of teaching which have existed since the early day of Plato and Aristotle. However, since counseling came into the school via Parsons in the early part of the twentieth century, it has carried with it the idea that "counselors come from the teachers." The prerequisite of the teaching certificate and experience was unquestioned prior to 1955 when Lifton (1955) questioned whether teachers could make the kind of changes in style and approach to students which he felt make good counselors. He suggested that teachers would: (a) have to change roles in thinking and behavior to be a successful counselor, (b) change their evaluative function associated with teaching (c) and drop their advice-giving function. He questioned if anyone could adequately make these changes as demanded in switching from the teaching role to a counseling role.

The American Personnel and Guidance Association committee on professional training, licensing, and certification published a statement early in 1958, which carried with it the following statement regarding the hiring of teachers as counselors: "One suspects that some teachers wish to enter counseling because they have not been successful as teachers. Some workers have floated around from job to job and wish to help others avoid the mistakes they made. It is questionable whether such work experience is helpful to counselors or to counselees." (APGA, 1958, p. 163)

Stewart (1957, p. 567), also raised some questions about teachers becoming counselors. He found, after surveying 94 counselors and 167 teachers in the San Francisco area, that they made similar recommendations for treatment of various cases. He attributed this to the fact of the limited concept of both teachers and counselors concerning the role that the counselor should assume. He concluded that "if they /teachers who have become counselors/ bring to counseling positions the conceptions they obtained as teachers rather than those based on current thinking in the guidance field, how can progress grow?"

In the same vein as Stewart, Tooker (1957, p. 264) generally favored teachers becoming counselors, but did express concern over the teacher with poor interpersonal skills becoming a counselor. "The individual who is a failure in the teaching role will be at a serious disadvantage in school counseling, because he is likely to bring a biased, distorted image of education to the assumption of a new role, which must, by its very nature, be deeply embedded in the educational framework."

Erickson (1962, p. 46) of the Minnesota State Department of Education indicated:

> In our experience, for instance, we have found that superintendents tend to want the counselor who is mature, who has experience in and understands the school situation. Also, important is the attitude of the students toward the counselor. We need more evidence on students' perceptions of counselors as affected by their pre-service preparation. Does he tend to see a former teacher as an authority figure? Might he see a person without school experience as a clinician?

Arbuckle (1950, p. 9) in an apparent reevaluation of his earlier feelings later appeared to strongly question the value of teaching experience as a prerequisite for counseling. Earlier he stated:

> If counseling is to be carried on extensively enough so that all school children who need counseling may experience it, then it is futile to talk about specialists in every school. When school committees have difficulty in finding enough money to hire teachers, they are obviously going to have greater difficulty in attempting to finance a group of professionally trained counselors.

His newer work gave a different view of teachers and counselors, stating:

> . . . the most difficult problem for the student counselor is to unlearn much of what he has learned. This is particularly so with the teacher, since much of what one has learned as a teacher will render him ineffective as a counselor. It may even be that the longer one has taught, the less likely it is that he will be effective as a counselor (1963, p. 165).

In presenting a position paper on the "teacher-counselor dichotomy," Johnson (1962) viewed teaching and counseling as separate functions in the school. While he recognized that counselors generally come from the teaching ranks, he questioned this as the only work experience which adequately prepares a person for counseling.

In 1961 McCully (1961) surveyed 35 states which had specified standards for certification, and he concluded that many persons are still preserving the belief that school counselors are basically teachers and that the biggest difference between them is the way they spend their time rather than the services they provide students. Speaking of the inherent problems of teaching and counseling he said:

> Most of the states make counselor certification contingent upon prior teacher certification. This institutional folkway pyromids on counselor certification all the vagaries and problems of teachers certification which currently is, and since 1906 has been, described by Parsons as chaotic. Furthermore, it impinges on the amount of formal professional counselor preparation which realistically can be required of the school counselor (1961, p. 8).

As the question concerning the value of teaching experience appears to "ever-be-with-us," many writers including Arbuckle (1961) and Dugan (1961) feel the duplicity of preparations are too much to require of school counselors. Miller (1954) feels counselors should spend more time in the field of psychology. Wrenn (1962) sees the background of the sciences, humanities or social sciences as adequate preparation to build a graduate program in counseling. Hobbs (1958) sees the counselor as part of the total school program and suggests that counselors be bright young people from a variety of backgrounds, and not just from the teaching ranks.

Farwell (1961, p. 41) not only questions the value of teaching experience for counselors, but also feels the vantage point of the counselor supplies a valuable and different view of the school which is most important. He feels that:

> They should not select chemistry teachers for counselors, but chemistry teachers to instruct in chemistry. It has always been a wonderment why counselors aren't hired in terms of their knowledge about counseling and their commitment to counseling rather than those reasons which have persisted during the last decade. . . . I will continually support the desirability of a minimal amount of teaching experience as associated experience to

> familiarize the school counselor with classroom realities, problems and setting. . . . The person intensely committed to school counseling will learn more about the total curriculum, the total school situation, and a broader segment of the pupil enrollment from his vantage point of counselor than in the restricted environment of one subject matter area, in one classroom for years ad infinitum. . . . He is a counsleor because of his preparations for the role and selects this role rather than being promoted to it as a reward for good instruction.

After reviewing the literature in this area Kloph (1963) felt the counselor needs to be familiar with the school setting but more from a well supervised internship of one or two years. The advantage for this experience would be the counselor's associations and involvement in the on-going processes of guidance and counseling.

One of the most significant studies attempting to evaluate the influence of teaching experience upon counselor effectiveness was reported by Peterson & Brown (1968). Their findings of 49 matched pairs of counselors with and without teaching experience were that: (1) counselors without teaching experience are not looked upon with the suspicion that has been suggested by Hudson (1961), (2) that administrators do in reality prefer counselors with teaching experience even though this seems to lessen with time, (3) counselors with teaching experience felt more confident than non-teaching counselors in performing routine school tasks and in providing vocational information, and (4) counselors with teaching experience did not perceive their ability to perform guidance tasks at any higher level than do counselors who have not taught.

As one reviews the literature concerning the question of teaching experience as a prerequisite for school counselors, the most significant finding is the lack of meaningful research. However, two professional associations, The Association for Counselor Education and Supervision and The American School and Guidance Association, have been very active and interested in finding information related to this question.

Early in 1962 Clavert W. Bowman, President of the American School Counselors Association, appointed a National Planning Committee to study the counselor's role and function. One of the major issues of the study was concerned with counselor education and teaching experience.

Item four of the professional competencies section of the A.S.C.A. Statement of Policy (1965, p. 51) reads: "The School Counselor needs to understand the teaching relationship as experienced by teachers." The following statements in reaction to this item typify the emotional tone prevelant at the time of the A.S.C.A. Policy Statement:

> Teaching experience is more valuable in working effectively with teachers than in counseling effectively with counselees.
>
> It is my understanding that counselor educators are trying to get away from actual teaching experience as a step toward certification. Although I personally come from the ranks, of course, I'm not sure such experience is so helpful per se. It does theoretically align the counselor with the classroom teacher ("I was one too"), but is the classroom teacher's view of the school situation a particularly worthy and valid one? I think not; teachers in general view the school from THEIR classroom. I, therefore, would be in favor or not requiring any actual teaching experience.

> I would enjoy teaching a class, but having done it, I have found that something suffers--in my case it was my class.
>
> Too many people in our area of work are telling teachers how to teach and handle young people in teaching-learning situations when they had no such experience.
>
> There is nothing that replaces the actual trials and tribulations of teaching.
>
> In some cases the length of time involved for teaching requirements may vary. Some people have had other experiences which would make them sympathetic to the role of teachers.
>
> I can't believe that a counselor can put himself in the teacher's shoes without having had teaching experience himself.
>
> I believe that research data being compiled supports the fact that a competent and successful counselor need not necessarily be a classroom teacher. As more advanced study becomes necessary in order to be qualified as a counselor, and more emphasis is placed on the psychological aspects of counseling, we must recognize two things. First, a person professionally prepared but lacking teaching experience can serve as a counselor. Second, if we are to obtain a sufficient number of qualified counselors, we cannot do this solely through teacher ranks as there is an acute teacher shortage in this nation today.
>
> I feel that a period of teaching time (two year minimum) should be required for any person to become fully certified as a public school counselor. One does not gain a full understanding of the problems and situations that face a teacher by mere observation. It has also been found that teachers have a tendency to be more cooperative and receptive to counselors who they feel have gained an understanding of their situation through actual teaching experience (Laughary, 1965 p. 50).

As can be seen from the above statements, there existed a lot more "smoke" than "fire" in relation to this question. However, the policy

statement published in 1964 by A.S.C.A. and A.C.E.S. regarding the counselor's training, role, and function did not attempt to answer, definitely, the question of teaching background for counselors. The statement did set forth the following recommendations: (1) it felt that a master's degree was reasonable as a minimum program; (2) it recognized that there was no single, best program for developing competencies as a school counselor; and (3) it recommended training in three broad areas, as follows:

1. A core of professional studies consisting of:
   - A. developmental and educational psychology,
   - B. counseling theory and procedure,
   - C. educational and psychological appraisal,
   - D. group theory and procedures,
   - E. the psychology and sociology of work and vocational development,
   - F. the function and methodology of research, and
   - G. the legal and professional ethics of counseling and education.
2. A general background from course areas such as humanities, social, behavioral, natural, and biological sciences according to the particular needs and developmental status of each candidate in counselor training.
3. Supervised laboratory experience and a supervised practicum or internship which provides for a working understanding and appreciation of the school's curriculum as well as its psychological and sociological learning situations (A.P.G.A., 1966).

The above report also recommended that the counselor preparation program be well planned for each candidate; that it be individualized as much as possible, yet cover the competencies counselors will need; that the counselors' preparation be recognized as an on-going process; and that counselors be made aware that professional growth must continue beyond the completion of formal training.

In comparing A.S.C.A.'s statement with the earlier published statement of the National Vocational Guidance Association and related organizations interested in counseling, one can see that the latter has considerably more to say about the training and preparation of counselors, whereas the former dealt mostly with the role and function of the school counselor. In summarizing the N.V.G.A.'s statement in 1949, Froehlich (1949) felt that the NVGA manual Counselor Preparation was at best subjective and not based on good statistical research, but that it did represent one of the great efforts to state what should constitute the core of training for the school counselor.

In summary, the following statements seem to represent those arguments against prior teaching experience for school counselors.

1. Teaching experience per se provides little certainty that there will be effective counseling (Johnson, 1962).

2. The key concept is not whether the person has taught children but whether he can relate well to students and adults and is competent to deal with things in an educational setting (Johnson, 1962).

3. There is no imperical evidence to indicate that being a teacher makes one a more effective counselor (Arbuckle, 1967).

4. It has been observed by this writer in working with counselor trainees, that those who come from the teaching profession find it particularly difficult to overcome their authoritarian approach to students (Olsen, 1963).

5. Some educators believe that previous experience as a school psychologist is equivalent if not superior to teaching. Their feeling is that the psychologist may be free to some of the biases often characteristic of a teacher and that his training gives him sufficient understanding of classroom situations through obervation of teachers at work (Crow, 1965).

6. The time has come to recognize that a master teacher is one type of specialist on the educational team, and a master counselor is another. Each has his own particular professional, technical and personal requirements, and experiences as one is not absolutely necessary in order to become the other (Johnson, 1967).

7. The counselor needs to gain as much knowledge as possible of the world of man and nature through his undergraduate program if he is to build well his graduate program. He also needs certain kinds of pertinent experience to work effectively as a counselor in the school setting. What is questioned here is whether a paid teaching job is the only way to gain such experience. Knowledge of the school and the classroom is equally essential but this report proposes that there may be other ways of gaining it than by serving as a fulltime classroom teacher (Wrenn, 1962).

8. The most difficult problem for the student counselor is to unlearn much of what he has learned. This is particularly so with the teacher since much of what one has learned as a teacher will render him ineffective as a counselor. It may be that the longer one has taught, the less likely it is that he will be effective as a counselor (Arbuckle, 1963).

9. There is enough evidence to suggest that schools and instruction as we have known them will change to such an extent that the teaching relationship will become a meaningless and thus useless concept. . . . We are suggesting that innovations in instruction and school organization will result in changes in teaching behavior significantly enough to make this part of our professional position relatively meaningless. Instead of understanding the teaching relationship, we will need to understand the many ways in which instructional resources, both man and machine, and the available teaching procedures can be organized for the particular requirements of individual students (Loughery, 1965).

One final observation which seems to be most evident through all that has been said about this very important issue is the need for real meaningful research. As Brown & Peterson (1968, p. 20) have pointed out:

> The school counseling profession finds itself in the awkward position of having a requirement which it cannot defend or attack on any but emotional grounds. The resolutions of the dilemma should be a major goal of the profession.

The third area of research related to the present study is concerned with the relationship of "authoritarianism" and "dogmatism" to counseling. The remainder of the present literature review pertains to this topic.

The Authoritarian Personality

"Dogmatism" as presently defined by Rokeach (1960) had its early beginnings in the studies and writings related to belief systems, with Fromm (1941) and Maslow (1943) being among the earliest contributors. However, the concept of dogmatism evolved mainly from early theory and research on the authoritarian personality as presented by Adorno, Frenkel-Brunswik, Levison, and Sanford (1950).

Because of World War II and anti-Semitic feelings, the American Jewish committee in 1944 invited a group of American scholars with varying backgrounds and disciplines to a conference on social and religious prejudice. The outcome of this conference led to a five-year period of exploration between personality, political ideology and social discrimination (Adorno, et al., 1950).

In studying personality, Adorno, et al. (1950) developed the Authoritarian Personality Scale, sometimes called the F Scale, in order to provide an index of receptiveness to antidemocratic propaganda. These researchers identified a number of personality variables, which, when viewed together formed what they called the "Authoritarian Personality." The personality variables which they used to develop the authoritarian scale are defined below:

a. Conventionalism. Rigid adherence to conventional, middle-class values.

b. Authoritarian submission. Submissive, uncritical attitude toward idealized moral authorities of the ingroup.

c. Authoritarian aggression. Tendency to be on the lookout for, and to condemn, reject and punish people who violate conventional values.

d. Anti-introception. Opposition to the subjective, the imaginative, the tender-minded.

e. Superstition and stereotype. The belief in mystical determinants of the individuals fate; the disposition to think in rigid categories.

f. Power and "toughness." Preoccupation with the dominance + submissive, strong-weak, leader-follower dimension; identification with power figures; overemphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.

g. Destructiveness and cynicism. Generalized hostility, vilification of the human.

h. Projectivity. The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.

i. Sex. Exaggerated concern with sexual "goings-on." (Adorno, 1950, p. 228)

Christie and Cook (1958) reported a comprehensive summary of research on the F Scale. They divided their summarization into the following categories: social sophistication, political attitudes, authoritarian ideology and child rearing, interpersonal behavior, prejudice and psychopathology. The main points of the Christie and Cook summary (1958, p. 176-185) are as follows:

1. There is a high positive relationship between scores on the F Scale and social sophistication, with social sophistication being

variously defined as liberality of social outlook, occupation, level of education and socioeconomic level (Christie and Cook, 1958, p. 176-177).

2. The F Scale is a measure of politically-right authoritarianism, e.g., adherents of the Communist Party make low scores, while Fascists make high scores (Christie and Cook, 1958, p. 177-179).

3. There is general support for the hypothesized relationship between strict practices in child rearing and subsequent authoritarian and intolerant beliefs (Christie and Cook, 1958, p. 179-180).

4. People with low scores on the F Scale have greater perceptiveness of others than do people who have high scores. Also, high scorers are, interestingly, unfitted for the exercise of authority and are ineffective in solving conflict situations (Christie and Cook, 1958, p. 180-183).

5. It may be possible to have any degree of mental illness without showing authoritarian attitudes, but it may not be possible to manifest an extreme degree of authoritarianism without being psychologically maladjusted (Christie and Cook, 1958, p. 183-185).

In summary, the research on the authoritarian personality appears to describe an individual who in many respects is socially inadequate, yet ambitious for approval from those persons he sees as above him in the authoritarian hierarchy. In his relationships with different people in his authoritarian hierarchy, he is critical of those persons he perceives as being below himself, while submissive to those above. He appears to strongly admire and approve qualities of leadership in

others, yet apparently possesses few leadership qualities himself. He strongly verbalizes a consistent and certainly unique set of values, yet does not have these deeply internalized as he can give these values up if authority figures so dictate. Finally, he is fairly insensitive and lacks preceptiveness of others, which results in his being highly unfitted for the exercise of authority and relatively ineffective in solving conflict situations.

Dogmatism: The Open and Closed Mind

In his formulation of the "open and closed belief system," Rokeach (1960) was greatly influenced by such writings as The Authoritarian Personality by Adorno, et al. (1950), Orwell's 1984 (1951), Crossman's The God That Failed (1949), Blasshard's Communism, Democracy and Catholic Power (1951) and Eric Hoffer's The True Believer (1951).

From the above points of departure, and in view of the validated shortcomings of the F Scale (Barker, 1958 and Christie & Cook 1958), Rokeach began formulating his theory on "dogmatism," which later led to his studies and eventual publication of his research outcomes regarding open and closed belief systems.

Rokeach (1960) assessed the basic assumption that, despite differences in ideological content, certain uniformities would exist in dogmatically structured minds. He suggested that "dogmatism" is recognized as a bipolar construct wherein individuals could be dogmatically right or left, Catholic or non-Catholic, conservative or liberal. "Dogmatism," according to Rokeach, is not necessarily restricted to

religious or political spheres, but can also be observed in the humanities and social sciences as well as in philosophy and psychology. For example in the field of counseling psychology it should be possible to observe dogmatic counselors among those who are Rogerian in philosophy as well as among non-Rogerians. Rokeach therefore considered "dogmatism" as not being restricted to any particular point of view or belief (1960). He differentiated between "formal" and "substantive" content of their beliefs, yet be quite similar in formal content. In other words, two persons might both believe in absolute authority such as a true Bible or true cause, while differing in specific substantive content, such as a belief in Buddha versus Christ, or the Bible versus the Koran.

According to Rokeach (1960), three sets of variables are subsumed under the construct of "dogmatism." These are: openness-closedness of cognitive systems, general authoritarianism, and general intolerance. In addition, he considered the following three dimensions to best describe the structural properties of a belief-disbelief system: (1) organization along a belief-disbelief continuum, (2) organization along a central-peripheral dimension, and (3) organization along a time-perspective dimension.

With regard to the first of the above dimensions, i.e., belief-disbelief, Rokeach assumes a system to be closed to the extent that:

> there is a high magnitude of rejection of all disbelief subsystems, a relation of beliefs, a high discrepancy in degree of differentiation between belief and disbelief systems and better differentiation within the disbelief system. (Rokeach, 1960, p. 61)

On the other hand,

> the more open the system, the more should the person address himself to objective structural requirements--that is, logical relationships--and the more should he resist irrelevant motivational and reinforcement pressures (Rokeach, 1960, p. 61).

The second dimension of the belief-disbelief continuum, i.e. central-peripheral, assumes,

> that the more closed the system, the more will the world be seen as threatening, the greater will be the belief in absolute authority, the more will other persons be evaluated according to the authorities they line up with, and the more will peripheral beliefs be related to each other by virtue of their common origin in authority, rather than by virtue of intrinsic connections. (Rokeach, 1960, p. 62)

Conversely,

> the more open the belief system, the less should beliefs held in common be a criterion for evaluating others, and the more should others be positively valued, regardless of their beliefs. In other words, the alternative to accepting and rejecting others on grounds of belief congruence is to accept others without evaluating them at all. Some extreme examples that come to mind are a mother's love of her child, a man's love of a woman, etc. This is also the ideal inherent in religions that preach the brotherhood of man (Judge not, lest ye be judged), and in psychotherapy. (Rokeach, 1960, p. 63)

Rokeach's third dimension of belief-disbelief systems, i.e. time-perspective assumes that relevant informations must be evaluated on its "here and now" orientation. "Thus, in closed systems, the main cognitive basis is missing from the distinction between the immediate and remote future." (Rokeach, 1960, p. 64) For this reason, a narrow, future-oriented time perspective, rather than a more balanced conception of the past, present and immediate future is characteristic of

the closed system. On the other hand, in open systems the immediate future should be seen in confirming predictions about the present, rather than having things of the present "confirm" the remote future in closed systems.

In line with the above dimensions, Rokeach, (1960, p. 64-67) presents three models of man from three different schools of psychology and compares them on the distinction between open and closed belief systems. First, the Gestalt theory sees man as a rational being with meaningful, structural, configurational elements in the here and now situations. Action on the basis of irrational motives or arbitrary external reinforcement is de-emphasized. Thus, the Gestalt theory would be most appropriate if man were completely open in his belief system. On the other hand, Behaviorism and Psychoanalysis are theoretical positions that have as their model a man closed in his belief system, evaluating and acting only rarely in accord with pressures irrelevant to the requirements of the situation. Behaviorism emphasizes external reinforcement, or rewards and punishment, as determinents of behavior; and from this point of view, man is seen as being completely closed in his belief system. As one becomes more and more open in his belief system the classical principles of learning will apply less and less. Psychoanalysis also has as its model of man a person with a closed system, but this approach has greater emphasis on irrelevant internal motivation rather than on external reinforcements, or from his primary rather than secondary processes.

Rokeach used the above three dimensions to serve as a guide and basis for the development of the statements used in the Dogmatism

Scale. Construction of the scale will be discussed in detail in Chapter III.

Because of the theoretical dimensions covered by the Dogmatism Scale, and also because of scoring, the scale has been used to investigate its relationship with many other behavioral indices. The investigation of "dogmatism" in the present study is concerned with counseling and counselor effectiveness. The following review of the literature deals primarily with the relationship of "dogmatism" to counselor effectiveness.

There appears to be almost unanimous agreement on the part of most counseling theorists that the personality of the counselor is one of the most crucial variables in determining the effectiveness of his counseling behavior.

The personality traits of counselors which are felt to be important to their effectiveness are emotional stability, good judgement, common sense, sensitivity to others, quiet, independent thinking, conventional adjustment, flexibility, tolerance, congruency, empathy, and friendliness (Rogers, 1965; Weitz, 1957; Tyler, 1961; Hill, 1961; Cottle, 1953; and Luborsky, 1952).

Weitz supports the view that the way a counselor communicates his personality traits to his clients determines his effectiveness. He suggests the following as the most important personality traits: (a) security, or a sense of self acceptance; (b) sensitivity, or acceptance of others on their own terms; and (c) objectivity, or the ability to distinguish between objective and symbolic behavior (Weitz, 1957, p. 277).

According to the Association for Counselor Education and Supervision, "open-mindedness" is one of the five most important qualities of effective counselors. The Association defines this quality as "the flexibility of outlook toward others that makes it possible to appreciate individuality, to be receptive to new research findings, new ideas, and achievements, and to have respect for a wide range of attitudes and beliefs. [He] The counselor must have the curiosity to investigate the unusual. He will offer understanding psychological support to students who are not conforming or who are striving in directions that are not likely to be understood by conforming persons." (A.P.G.A., 1961, p. 403)

Rokeach (1960) uses "openness" as a term to refer to the extensiveness of communication between various parts of a system. He suggests that openness is a significant dimension of human personality. To extend Rokeach's terminology, the "open person" is one in whom there is a relatively high degree of self-communication. The "closed-person" is one in whom there is a greater amount of isolation among the various levels and varieties of experience. Thus, to place a person on a continuum of psychological openness or closedness is to determine, by the degree of self awareness he has, the awareness of his own feelings, yearnings, impulses, and imaginings.

There appear to be two prerequisites for "openness" or "low dogmatism" that are important for counselor effectiveness. First, it appears that openness is essential as a preconditioner, in order for one person to understand the thoughts and feelings of [an] other persons.

Also, included in the same vein, is the suggestion that the trait of "openness," or "low dogmatism" contributes positively to the counselor's understanding of the client by enabling him to better understand his own feelings, the latter being an important source of inter-personal information. The second consideration is that openness, or low dogmatism on the part of the counselor is an essential factor in establishing an interpersonal atmosphere conducive to client exploration.

Rogers (1957, p. 96) asserts that openness of the counselor to his own feelings (congruence) is one of the "necessary and sufficient conditions for therapeutic personality change." Jourard (1964), in a similar view posits a "dyadic effect" in counseling which indicates that counselors are also able to take the same risk.

Sprenthall, Whitley and Mosher (1966), concerned with the rapid increase of guidance services, suggest that the counseling profession should take a more theoretical research approach in investigating counselor behaviors. While they view the counselor as an obviously important dimension of the counseling process, they feel that the study of counselor traits is problematic and that the evidence is equivocal. More important to these particular authors are counselor behaviors such as "cognitive flexibility," or the ability to remain cognitively flexible and to follow the dictates of the client, rather than the preconceived conceptions of the counselor. By remaining flexible, the counselor allows the client to develop and achieve more independent, responsible action, and in so doing to more adequately attain the goals of counseling.

Cottle (1953) in his review of lieterature found that the study of personal characteristics of counselors is rather meaningless and often leads to long lists of words. Cox (1945) in a similar attempt came up with a list of 24 traits ranging from fairness and sincerity to health and a sense of mission. Rogers (1965), in a shift from counselor characteristics to relevant counselor behaviors which he regards as critical criteria in evaluating counselor effectiveness, came up with: (a) congruence, (b) empathy and (c) unconditional positive regard. This emphasis allows the investigator to evaluate counselor behavior in the actual counselor interaction rather than referring to the counselor's personal characteristics which are sporadic and unrelated.

Counselors have a professional obligation to be empathetic, understanding, friendly, tolerant, accepting, and respectful toward their counselees.

In his study of the relationship of "dogmatism" and prejudice to counselor effectiveness, Milliken (1965) divided a group of NDEA trainees by their scores on the Bogardus Ethic Distance Scale and the Rokeach Dogmatism Scale. With the use of a coached Negro client and a supervisor rating he found no statistical support for the notion that "good" counselors were more prejudice or dogmatic than "poor" counselors.

Steffler, King, and Leafgram (1962) found that peer counselors were quite consistent in selecting "effective" counselors in terms of criteria such as academic performance, interest and values, personality,

and self concept. Counselors chosen most "effective" by their peers were also higher in academic performance, had more appropriate strong scores (higher in group V) and were less dogmatic as determined by Rokeach's dogmatism scale.

In a significant study of the influence of "dogmatism" on the training of counselors, Kemp (1962) divided 50 graduate students into two groups with each group receiving a pre- and post-testing of the Rokeach Dogmatism Scale and the Parten's Test of Counselor Attitudes. The experimental group received counseling while the control group did not. The results indicated that: (1) without specific training neither those with open or closed belief systems changed significantly, (2) the more "closed-minded" a counselor trainee is, the greater is the possiblity that he will stimulate change in accordance with the expectancies of the situation--this change being a phenotypical or "party line" change, and (3) the more "open-minded" a counselor trainee is, the more permissive he is. Kemp also found that counselor change was of a lesser degree in permissive relationships, this change being genotypical, i.e., resulting in integration of new concepts. This suggests that emphasis should be placed on assisting the counselor-in-training to understand his own personality dynamics since his counseling, if genuine, will be in agreement with his inner attitudes. Apparently, counselors who are low in "dogmatism" have sufficient access to their own ideas and feelings so that they are able to develop a personally-meaningful counseling style, while those high in

"dogmatism" can only assume a protective evaluation of what is perceived to be the "right" approach.

Kelz published his Counselor Performance Rating Scale after he found a significant correlation of .50 between this scale and the ratings by experienced judges of 30 N.D.E.A. counselor trainees. Eighteen months following Kelz's publication these 30 counselor trainees were sent Rokeach's Dogmatism Scale Form E. Twenty-nine of the 30 returned the scale. The results indicated a high positive correlation between 20 items on the dogmatism scale and the ratings of independent judges in evaluating counselor effectiveness. These findings support the author's hypothesis that open-mindedness is an important counselor quality (Russo, Kelz, and Hudson, 1964).

In a further attempt to understand the relationship between the effectiveness of couselor trainees and their psychological openness, T. W. Allen (1967) compared trainees' scores on the Rorschach Index of Regressive Style, and the Group Supervision Report Scale with their respective grade point average and their scores on the Graduate Record Examination and the Miller's Analogies Test. He found that effectiveness in counseling is related to the counselor's openness to his own feelings concerning the counseling process. Also, he suggested that since counselor effectiveness is not directly related to academic ability, counselor education programs might well admit students who might otherwise be rejected because of academic records, but whose measure of psychological openness is in the direction of effective counselors.

In summary, Rokeach (1960) suggests that persons low in "dogmatism" are more open to receive stimulus information without distortion and that they evaluate and act on this information in terms of its own intrinsic merits, unencumbered by irrelevant factors. Conversely, Rokeach says that the closed-minded, or highly-dogmatic individual receiving stimulus information will be exposed to rewards and punishments meted out by authority figures and reference groups and that he will, therefore, distort his perceptions and adversely influence his evaluations and actions in response to the information.

In conclusion, openness, congruence, self-understanding and unconditional positive regard appear to be important counselor qualities; and many studies report a significant relationship between the counselor's openness and his effectiveness in counseling relationships.

This study was undertaken to find out if teaching experience has any significant influence upon school counselor effectiveness. Therefore, Chapter III will outline the procedures used in this study; Chapter IV will present the results; and Chapter V will summarize the findings and present the conclusions of this study.

CHAPTER III

PROCEDURES

As discussed in previous chapters, the purpose of this study was to compare counselors with teaching experience to counselors without teaching experience on the following scales: (a) a paper and pencil measure of a taped counseling interview in a high school setting, (b) an adjective checklist in which the counselor's perception was indicated by checking positive and negative adjectives which he felt described the teacher, the client and the counselor in the taped counseling interview, (c) "dogmatism" as defined and measured by Rokeach (1960), (d) "authoritarianism" as defined and measured by Adorno, et al., (1950) and (e) each matched pair of counselors was subjectively evaluated by their school principal.

Subjects

As has been stated, this study was undertaken to compare counselors with and without teaching experience. Because there are so few counselors without prior teaching experience in the public schools, a very thorough search was undertaken to locate as many as possible. All state directors of pupil personnel services, many directors of counselor education in various universities, and many directors of large school districts were contacted and requested to give the names of all counselors without teaching experience known to them.

Once counselors without prior teaching experience were located, it became necessary to include in this study only those counselors who could be "matched" with a counselor from the same faculty with prior teaching experience. This was done by obtaining the names of counselors with teaching experience and randomly selecting one to be matched with the non-teaching counselor. If there was only one counselor, this person was used.

The basic data unit for this study consisted of a pair of "paired" counselors and their school principal, formulating a unit of three. These units of three are referred to as trios in the remainder of this study. A total of 36 trios were located and contacted to participate in this study; of the 36 trios contacted, 26 returned their forms. After close evaluation of the returned forms, 12 trios had to be eliminated because they did not fit the criteria originally established for this study. A total of 14 trios were used in this study representing 58 percent of the usable trios contacted. Of the original 72 counselors contacted, 60 returned the forms. This represents a return of 83 percent. Thirty-two of the 36 principals, representing 89 percent, returned their forms.

The data was evaluated by using the 14 complete trios and by comparing counselors with and without teaching experience on the criteria mentioned previously.

Assessment Instruments

Tape

The tape used in this study was a 17 minute actual counseling interview of a high school counselor and a client in a school setting. The author's committee chairman furnished the tape and gave permission to use it in this study. A tape analysis form was created from this tape.

Tape analysis form

The tape analysis form, known as the "TAF," was constructed in four stages. Stage 1 was a review of the literature in search of subject matter which could serve as a population of material from which selection of the items could be drawn. The main ideas for the items constructed came from Combs and Soper (1963), Fielder (1950) and Rogers (1965). Stage 2 was a construction of the items to be used in the experimental TAF taken from the broad subject matter. A total of 28 items was constructed, with each item to be rated on a scale from 1 to 12. A low score represented agreement that the counselor was doing a good job. A high score represented the converse--that the counselor was not doing a good job.

Stage 3 was the administration of the tape--along with a typed protocol of the tape--to a population of professional teachers at Logan Junior High School in Logan, Utah, Skyview High School in Smithfield, Utah, and to a group of professional counselors at Utah State University.

The items selected for the final instrument were those which discriminated between professional counselors and professional teachers by at least 1.5 mean point difference for each item on their TAF score. The 1.5 mean point represents an arbitrary difference between professional teachers and professional counselors. The result was a total of 20 items which comprised the final tape analysis form.

Each counselor contacted to participate in this study received a letter requesting his participation in the study and a packet of materials which included the following: (a) a copy of the taped counseling interview, plus a copy of the typed protocol of the taped interview, (b) an adjective checklist, (c) a biographical data sheet, (d) Rokeach's (1960) "dogmatism" scale, form E, (e) Adorno's et al. (1950) "F" or "authoritarianism" scale, (f) an honorarium sheet and (g) a return addressed, stamped, envelope. A copy of these materials can be found in Appendix A.

Listed below is a more detailed description of the above items. A description of the subjective rating form sent to each principal is also outlined below.

Adjective checklist

After listening to the taped interview, each counselor was asked to check those adjectives which he felt had positive and negative valences. This list of thirty words was given to a group of doctoral candidates at Utah State University, Logan, Utah. They selected twenty adjectives, the ten most positive and the ten most negative in

connotation. The resultant twenty adjectives constituted the checklist. They were randomly arranged and listed under the teacher, the client, and the counselor. After listening to the tape, the participating counselors in the study were asked to check adjectives which they felt most typically described their feelings about the teacher, client or counselor as depicted in the tape.

The adjective checklist was scored by giving 10 points to each person being evaluated on the tape, i.e., the teacher, the client and the counselor. To this score of 10 was added the number of positive checks minus the negatives. This was done in order to arrive at a useful means of comparing the perception and identification of the participating counselors with the three persons involved in the recorded taped interview.

Biographical data

A biographical information sheet was constructed to obtain certain biographical data on the subjects. (See Appendix D.)

Dogmatism Scale, Form E.

Rokeach developed the Dogmatism Scale to measure individual differences relating to "openness" or "closedness" of belief systems. Rokeach was greatly influenced by Adorno, et al., (1950) who developed the F Scale, but felt they had only tapped one side of society. Rokeach identified characteristics of open and closed belief systems and constructed items to tap these characteristics. Listed below are the characteristics which he felt indicated a closed belief system.

1. The coexistence of contradiction within the belief system.
2. Little differentiation between the subsystems of belief and disbelief.
3. Beliefs that:
   A. The world is a hostile place.
   B. The future is uncertain and threatening.
   C. The feeling that the self is fundamentally inadequate and to overcome these feelings one must become identified with a self-righteous cause.
4. Concern with power and status.
5. Compulsive self-proselylization about the justness of causes.
6. Seeing authority as absolute and rejecting those who disagree with one's beliefs.
7. Expression of a time perspective where the present is important and the past or future is rejected for it. (Rokeach, 1960, pp. 73-80).

Items constructed for Rokeach's Dogmatism Scale, Form E, were mostly designed by Rokeach except for those which he used from the MMPI, Hathaway and McKinley (1943), from Hoffer (1951), and from Berger (1952).

The Dogmatism Scale is scored the same as the F Scale. Strong agreement with each statement is taken as an indicator of a closed belief system, while strong disagreement indicates openness in the belief system. Thus a high score represents a closed belief system.

The reliability of the Dogmatism Scale was substantially supported by Rokeach (1960) who found reliabilities from .70 to .90 with a population of young adults. Lhupe and Wolfer (1966) reported reliabilities from .69 to .86. These findings indicate that subjects do respond quite consistently to the Dogmatism Scale.

Studies with Dogmatism have failed to firmly establish its complete validity. Rokeach and Fruchner (1965) in a factorial study of 207 college students found the Dogmatism Scale was heavily loaded with the authoritarian factor, but was independent of the right-left dimension. Also, Rokeach, McGovney and Denny (1955) found through factor analysis that dogmatism was not the same as rigidity as measured by the Gough-Sanford Rigidity Scale. Barker (1961) who studied a left-wing political group and a right-wing political group found general authoritarianism independent of the right or left position.

Other studies lending support to the validity of dogmatism as an instrument to measure one's openness to new information were conducted in the early 1960's. Kemp (1960-1963) found students with high dogmatism scores less successful in critical thinking than students with low scores. Fedelman (1962) and Rickard (1962), likewise, found high dogmatics low in accuracy of perceiving and understanding others.

Authoritarianism Scale

This scale was developed to measure the "authoritarian personality" as described by Adorno, et al., (1950). It was constructed in a strictly emperical fashion, but theoretical material was drawn from the earlier research on the Anti-Semitic Scale, (A-S); Ethnocentrism Scale

(E); the Political-economic Conservatism Scale, (PEC), interviews, short essay questions on religion, war, and ideal society; and Murray's Thematic Apperception Test.

The authors wished to develop a scale that measured prejudice without being obvious as to what it was doing. This was accomplished by constructing a hypothesis concerning the way in which some deep-lying trend in the personality might express itself in some opinion or attitude that was dynamically, though not logically, related to prejudice against outgroups. Once this trait was identified, a preliminary item was constructed.

The design of the F Scale items for the final form had to meet several criteria. First, each item should have a maximum of indirectness so that it would not come close to the surface of over prejudice. Second, the item needed to achieve a proper balance between irrationality and objective truth. It could not be so "wild" that no one would agree with it nor so "true" that everyone would agree with it. Third, each item had to contribute to the structural unity of the whole scale. In their construction of the F Scale, the authors felt they had developed an instrument which measured the potentially anti-democratic personality. Listed below are the central trends or variables with a brief definition representative of a person high in authoritarianism.

a. Conventionalism. Rigid adherence to conventional, middle-class values.

b. Authoritarian submission. Submissive, uncritical attitude toward idealized moral authorities of the ingroup.

c. Authoritarian aggression. Tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values.

d. Anti-intraception. Opposition to the subjective, the imaginative, the tender-minded.

e. Superstition and stereotype. The belief in mystical determinants of the individuals fate; the disposition to think in rigid categories.

f. Power and "toughness." Preoccupation with the dominance-submissive, strong-weak, leader-follower dimension; identification with power figures; overemphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.

g. Destructiveness and cynicism. Generalized hostility, vilification of the human.

h. Projectivity. The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.

i. Sex. Exaggerated concern with sexual "goings-on." (Adorno, 1950, p. 228)

The reliability coefficient of the third and final forms of the F Scale, Forms 40 and 45, is .90 with a range from .81 to .97. This shows marked improvement over the earlier forms of the F Scale with increased reliability for each revision.

The validity of the F Scale as an instrument which would yield an estimate of fascist receptivity at the personality level has still to be demonstrated. However, a correlation of .75 between the E and F Scales indicates that scores on the former may be predicted with fair accuracy from the latter.

The authors' original purpose of constructing the F Scale was two-fold: (a) to seek a wide area for diverse responses that belonged to a single syndrome; and (b) to construct an instrument which would

yield a reliable prediction of scores on the Ethnocentrism Scale. Both purposes appear to have been fairly well met.

Christie and Cork in summarizing the research on the F Scale, demonstrated that high scores on the F Scale are associated with racial and ethnic prejudice and with other forms of hostile social conduct. The F Scale has been widely used and found to correlate with xenophobia, intelligence, family ideology, anxiety, prejudice, rigidity and adjustment (Christie & Johoda, 1954; Titus & Hollander, 1957).

Voluminous experiments utilizing the F Scale have resulted in its use as an indirect measure of prejudice and underlying personality predisposition toward a fascist outlook on life.

Statistics used

The data in this study was analyzed by the use of three statistical measures. The first, Sandler's A (Runyon and Harber, 1967, p. 172) was used to compare counselors whenever a Student t ratio was appropriate. When correlated samples are used, Sandler's A has the identical probability values as the student's P Values. It also requires far less time and labor to compute. The statistic, A, is defined as follows:

$$A = \frac{\text{the sum of the squares of the difference}}{\text{the square of the sums of the differences}} = \frac{\Sigma D^2}{(\Sigma D)^2}$$

The second statistic used is the Sign Test (Runyon and Harber, 1967, p. 218). This nonparometric test has the same advantage as Sandler's A when using correlated samples. The justification for its

use is that the difference between two paired scores is the indicated direction and not the magnitude of the difference.

The third test is the Student t ratio, (Runyon and Harber, 1967, p. 149). This statistic expressed the deviation of a sample mean from a population in terms of the standard error of the mean. The Student t is defined as follows:

$$t = \frac{m_1 - m_2}{Sp^2 \frac{1}{Na} + \frac{1}{N_b}}$$

All statistics were computed by the author with the use of the Monroe computer.

Principals' evaluation form

This form was constructed by the author. Ten questions were constructed relating to the general counseling and guidance functions. The principals in the study were asked by a forced-choice technique to select which counselor was best suited to perform each of the 10 particular guidance functions indicated in the items.

Honorarium

Contained in each package of materials being sent to the counselors was a form indicating that they would be paid a small honorarium upon completion of their participation in the study. Once their materials were received, a check of $2.50 and a note thanking them for their participation were sent to them. (See Appendix C.)

CHAPTER IV

RESULTS

Chapter IV includes a description of the sample and a presentation of the data. The data ~~is~~ are presented via four categories. A discussion of the data follows each category presentation, and the chapter concludes with a summary and an evaluation of the proposed hypotheses stated in Chapter I.

Sample Return

The results of this study were compiled from 60 returned questionnaires of the original 72 counselors contacted to participate in the study. Also, included are the principals' evaluations of the paired counselors in their schools.

the data were obtained from other tests etc. other than questionnaires

As originally designed, this study set out to compare counselors who had and who had not had prior teaching experience. Thus, it was planned to use a counselor without teaching experience and pair him with a counselor on the same faculty who had prior teaching experience. If there was only one other counselor besides the non-teaching counselor, this counselor was used if he had prior teaching experience. If, however, there was more than one other counselor on the same faculty, the paired counselor was randomly selected by the use of a table of random numbers. Once a pair of counselors was located, their

school principal was asked to participate, forming a trio or basic unit in the study.

When the data was collected and 25 of the 36 trios were complete, a closer examination revealed that only 14 trios could be used. The reason for eliminating 11 trios was: (a) it was discovered that one of the counselors had prior teaching experience or (b) neither counselor had prior teaching experience. This represents a 56 percent return of trios. Once it was recognized that part of the data collected for the study was not being used, a special category was created to include the data from counselors who did not fit into the fourteen basic units or trios, hereafter referred to as the main sample.

The results of this study will be presented in four basic categories. Category one will compare those counselors who fit into the 14 trios on biographical data. Category two will compare these same counselors on total tape scores, adjective checklist scores, dogmatism and authoritarianism scores. Category three will compare these counselors in relation to the subjective evaluation by their school principals and category four will compare all counselors who participated in the study on total tape scores, dogmatism and authoritarianism scores. This last category will include the fourteen pairs of counselors spoken of in category one, two and three, plus those counselors who were not able to fit into a complete usable trio.

Category One

Biographical data

Category one compares paired counselors according to biographical data.

Table 2. Summary of biographical data for main sample

	Counselors without teaching experience	Counselors with teaching experience
Male	7	8
Female	7	6
Mean age	33	43
Mean number of years in counseling	6	7.5
Mean number of years of teaching	0	9.9
Mean number of years since counselor last taught school	0	6.4
Number of fulltime counselors	11	12
Number of parttime counselors (½ or more)	2	1
Number of counselors having a valid teaching certificate	8	13
Number of counselors having a valid counseling certificate	10	13
Mean number of graduate semester hours in guidance and counseling	34.6	34
Number of counselors having masters degrees in guidance and counseling	9	6
Number of counselors having masters degrees in other areas	1 educ. 1 chem.	3 educ. 1 sociology 1 music

It can be seen from Table 2 that the two groups of counselors are rather homongenous. However, one of the more obvious differences between the two groups is that the counselors with teaching experience are ten years older than those without. This can be counted as nearly ten years of teaching experience plus nearly two more years of counseling experience. Counselors with teaching experience also have more valid teaching and counseling certificates than their counterparts. This may be due to the fact that counselors with prior teaching experience are older and have been in the school system twice as long plus the fact that they may have acquired the counseling certificate in renewing their teaching certificate. Also, most states award counseling certificates only to those persons holding a valid teaching certificate plus so many hours of graduate credit in counseling and guidance courses. Although both groups are identical in number of graduate hours in counseling and guidance, those counselors without teaching experience hold more masters degrees in counseling and guidance, yet both groups have the same number of master degrees.

Category Two

Total tape scores for 14 paired counselors

Table 3 presents the data on total tape scores for the main sample.

Table 3. Comparison of 14 paired counselors in terms of total tape scores in response to a recorded counseling interview[1]

	N. of pairs	$\bar{X}$	S.D.	A
Counselors without teaching	14	154.571	39.100	not significant
Counselors with teaching	14	146.214	47.781	

[1]The comparisons in Table 3-8 utilizes Sandler's "A" statistic for comparing means between correlated samples. (See page 54 for explanation).

Table 3 shows that counselors without prior teaching experience perceived the counselor in the taped interview as doing a better job of counseling than did the teaching counselors. However, the difference was not significant.

Teacher's adjective checklist scores

Table 4 presents the 14 paired counselors perceptions of the teacher in the taped counseling interview. This was acquired by having the counselors check positive or negative adjectives concerning their perception of the teacher's role in the taped interview.

Table 4. Comparison of paired counselors' perceptions of the teacher's role in the taped counseling interview

	N. of pairs	$\bar{X}$	S.D.	A
Counselors without teaching	14	8.571	2.700	not significant
Counselors with teaching	14	7.571	1.980	

Counselors with prior teaching experience did not perceive the teacher's role from the taped counseling interview as positively as did counselors without prior teaching experience.

Client's adjective checklist scores

Table 5 presents the perceptions of the client as viewed by the counselors after listening to the taped counseling interview. Their perceptions were scored by checking positive or negative adjectives concerning the client.

Table 5. Comparison of 14 paired counselors' perceptions of the client from the taped counseling interview.

	N. of pairs	$\bar{X}$	S.D.	A
Counselors without teaching	14	9.785	1.528	not significant
Counselors with teaching	14	9.000	1.708	

As seen in Table 5 there is no significant difference between the 14 paired counselors perception of the client in the taped interview. However, comparing the results in Tables 4, 5, and 6, reveals that both counselors with and without teaching experience did see the client more positively than the teacher or counselor.

Counselor's adjective checklist scores

Presented in Table 6 are the perceptions of the counselor as viewed by the counselors after listening to the taped counseling interview.

Their perceptions were scored by checking positive or negative adjectives concerning the counselor.

Table 6. Comparison of 14 paired counselors' perceptions of the counselor from the taped counseling interview.

	N. of pairs	X	S.D.	A
Counselors without teaching	14	8.000	4.350	not significant
Counselors with teaching	14	9.071	3.852	

As seen in Table 6, counselors with teaching experience identify with the counselor in the taped interview more positively than do counselors without prior teaching experience. Although this is not significant, it is interesting to note that this is the only person from the tape that counselors with teaching experience perceive more positively than do their counterparts.

Dogmatism scores of the 14 paired counselors

Continuing under category two, Table 7 presents relevant data of the main sample by comparing them on Rokeach's dogmatism scale.

Table 7. Comparison of the 14 paired counselors in terms of responses to Rokeach's Dogmatism Scale

	N. of pairs	X	S.D.	A
Counselors without teaching	14	200.00	42.950	not significant
Counselors with teaching	14	189.071	47.230	

Although not significantly, Table 7 shows counselors without prior teaching experience appear to be a little more closed in their belief system than counselors with prior teaching experience.

Authoritarianism scores of the 14 paired counselors

In Table 8, paired counselors with and without prior teaching experience are compared on the authoritarianism or "F" scale.

Table 8. Comparison of 14 paired counselors in terms of responses to authoritarianism scores

	N. of pairs	X	S.D.	A
Counselors without teaching	14	71.642	16.689	
				not significant
Counselors with teaching	14	80.285	22.580	

Table 8 presents a comparison of the 14 paired counselors in authoritarianism, or one's adherence to conventional ways of behaving and rigidity of thinking. It is interesting to note that counselors with and without teaching experience reversed positions when compared on dogmatism and authoritarianism. The difference is not significant, but it does show counselors with prior teaching experience to be less dogmatic but more authoritarian as measured in this study.

Category Three

Principal's evaluation of the 14 paired counselors

Table 9 is used to compare the main sample according to the evaluation criteria submitted by their principal.

Table 9. Comparison of 14 paired counselors in relation to their school principal's subjective evaluation[2]

	N. of pairs	Preferred counselors without teaching	Preferred counselors with teaching	Ties	P
Counselors with teaching	14	3	9	2	not significant

[2]Table 9 utilizes the sign test which is a statistic to compare correlated samples of nonparometric data. (See p. 54 for explanation).

In Table 9 we can see that school principals did prefer counselors with prior teaching experience. The difference is not statistically significant, yet the number of preferences is three times greater for counselors with prior teaching experience. If this trend were to continue at the same rate with a larger sample, the difference would soon become significant between the paired counselors. But, due to the size of the sample, it is not significant in this study.

Category Four

As mentioned earlier in this chapter, category four was created in order to compare all counselors who had returned their packets. Tables 10-12 will present the relevant data of all counselors who participated in this study.

Total tape scores of all counselors

Table 10 presents the results of the tape analysis form of all counselors who had had and who had not had prior teaching experience.

Table 10. Comparison of all counselors on total tape scores in response to a recorded counseling interview[3]

	N	X	S.D.	t
Counselors without teaching	21	157.809	56.730	
				not significant
Counselors with teaching	39	157.384	44.792	

[3]Tables 10-12 will utilize the Student t. (See p. 55 for explanation of this statistic).

When all counselors, with and without prior teaching experience were compared, no significant difference and actually no mean difference of total tape score occurred.

Dogmatism scores of all counselors

In Table 11, all counselors with and without prior teaching experience are being compared on their responses to Rokeach's Dogmatism Scale.

Table 11. Comparison of all counselors on dogmatism scores

	N	X	S.D.	t
Counselors without teaching	21	198.761	42.950	
				not significant
Counselors with teaching	39	197.076	47.230	

As can be seen from Table 11, there is no significant difference between all counselors with and without prior teaching experience in

response to Rokeach's Dogmatism Scale. This is to say, that in openness to one's own belief system the experience of prior teaching appears to make no difference with the sample tested.

Authoritarianism scores for all counselors

Table 12 presents the relevant data related to all counselors with and without prior teaching experience and their scores on authoritarianism.

Table 12. Comparison of all counselors on authoritarianism scores

	N	X	S.D.	t
Counselors without teaching	21	72.000	17.944	not significant
Counselors with teaching	39	80.00	20.983	

In Table 12, in which all counselors with and without prior teaching experience are being compared on authoritarianism, one can see that teachers with prior teaching experience are more inclined to be rigid in their thinking and more conventional in their behavior. Even though this is not a significant difference, the difference here concurred with the results of the 14 sets of paired counselors spoken of in category two, Table 8. The same cannot be said for total tape scores (Table 10) and dogmatism scores (Table 11). The mean difference collapsed when data was compared for the total groups.

Discussion

From the data presented in this chapter, it can be seen that on all criteria applied to counselors who had and had not had prior teaching experience, there was no significant difference.

Possibly two general explanations can be given for the lack of difference between the two groups of counselors. One explanation is the lack of a larger and more adequate sample. Even though every possible means was utilized to locate counselors in the public schools who had not had prior teaching experience, very few were located. This resulted in only 36 identified counselors who could be used. The second possible explanation is that if there does exist a difference between counselors who have and who have not had prior teaching experience, then different instruments must be developed to measure this difference.

Results of tested hypothesis

In order to better explain the results of this study, the proposed hypothesis will be presented with an explanation of the results.

Hypothesis 1. Stated in hypothesis 1 was a proposal that there would be a significant difference between counselors with and without prior teaching experience as measured by the Tape Analysis Form. As seen in Table 3, counselors without teaching experience scored higher than those with experience by 8 mean points. When all counselors were compared on the TAF, Table 11, the mean difference dropped to less than one mean point, indicating no difference between these two groups of counselors. Therefore, hypothesis 1 must be rejected.

Hypothesis 2. It was hypothesized that after listening to the taped counseling interview there would be a significant difference between counselors with and without prior teaching experience with regard to their perception of the teacher, client and counselor from the taped interview.

An instrument was created to measure this difference in perception by having the counselors check positive or negative adjectives about each person involved in the tape. The results of this study indicate no significant difference in how the counselors, with and without prior teaching experience, perceived or identified with the teacher, client or counselor in the taped interview. Hypothesis 2 must be rejected.

Hypothesis 3. "Dogmatism" which is a measure of one's openness to his own belief system (Rokeach, 1960) failed to discriminate between counselors who had had and who had not had prior teaching experience. In Table 7 where counselors from the same faculty were paired according to whether they had had or had not had prior teaching experience, counselors without prior teaching experience scored higher in dogmatism than did their counterparts. This difference, which was not significant, became even less significant when all counselors were compared on this scale. Thus hypothesis 3 is rejected because of its inability to discriminate between the two groups of counselors.

Hypothesis 4. Authoritarianism, a measure of rigidity in thinking and close adherence to accepted conventional ideas and behavior

(Adorno, et al., p. 50), also failed to significantly discriminate between counselors with and without prior teaching experience. However, a noticeable trend appeared in that this scale did discriminate between the two groups of counselors when the 14 paired counselors were considered and again when all participating counselors were used. In comparison to dogmatism which appeared to lose its discriminatory power when the sample N was increased, authoritarianism did not. Even so, Hypothesis 4 must be rejected.

Hypothesis 5. Hypothesis five proposed that of the two groups of counselors being studied, school principals would prefer one group to the other. The principals' preference scale which was used in this study asked each principal to subjectively evaluate the two paired counselors in his school and indicate which one he preferred to perform ten guidance and counseling functions. Of the fourteen principals used in the completed trios, there was no significant difference in their evaluation forms and their preference of counselors with or without prior teaching experience. However, as can be seen in Table 9, three times as many counselors with teaching experience were preferred over counselors without teaching experience, indicating a strong trend for principals to prefer experienced school personnel. The smallness of the sample appears to account for the lack of significant difference. If the sample size of the two counselor groups were to be increased with the preference ratio remaining the same, the difference would soon become significant. From the results of this study, hypothesis 5 must be rejected.

CHAPTER V

SUMMARY - CONCLUSIONS - IMPLICATIONS

Summary

The purpose of this study was to compare counselors with teaching experience to counselors without teaching experience on the following scales: (a) a paper and pencil measure of a taped counseling interview in a high school setting, (b) an adjective checklist in which the counselor's perception was indicated by checking positive and negative adjectives which he felt best described the teacher, the client and the counselor in the taped counseling interview, (c) "dogmatism" as defined and measured by Rokeach (1960), (d) "authoritarianism" as defined and measured by Adorno, et al. (1950). In addition, each pair of counselors was subjectively evaluated by their school principal.

Soon after World War II a greater demand was felt throughout the United States for more and better qualified counselors. This greater demand for counselors brought many questions to the surface concerning the counselor's role, training and certification. One of the most controversial questions concerning counselor education has been the prerequisite of teaching experience. Many educators have proposed that prior teaching experience is detrimental and often hinders functioning as an effective counselor, (Arbuckle, 1961; Lifton, 1955; Stewart, 1957; Tooker, 1957; Wrenn, 1962).

Contrary to the above, Holt (1961), Mathewson (1952), Hutson (1961), and Weary (1965), feel that counselors need school experience in order to understand the needs of the teachers, administrators and students from the viewpoint of a teacher and not just as someone who has studied psychology and sociology. Also, they feel acceptance by the faculty will occur much quicker and be more effective if the counselor has a background and understanding of the teacher's problems.

It is from the above questions that this study developed with the following hypotheses being tested:

Hypothesis 1. Counselors with teaching experience will have significantly lower scores than counselors without teaching experience in total-type-scores.

Hypothesis 2. There will be a significant difference between counselors with and without teaching experience in their perception of the teacher, client and counselor in the taped counseling interview.

Hypothesis 3. There will be a significant difference between counselors with and without teaching experience in dogmatism.

Hypothesis 4. There will be a significant difference between counselors with and without teaching experience in authoritarianism.

Hypothesis 5. There will be a significant difference between counselors with teaching experience as opposed to counselors without teaching experience when subjectively evaluated by their school principal.

In order to research the above hypotheses, the following research design was developed. First, subjects had to be located. This required

an extensive search throughout the United States for school counselors without prior teaching experience. Once these counselors were located they were paired with a counselor of the same faculty who had previous teaching experience. A total of 36 pairs were located and contacted to participate in the study. Second, the following instruments were used to measure significant difference existing between counselors who had had and who had not had prior teaching experience.

Tape. The tape was an actual recorded interview of a high school counselor and a client in a high school setting. A tape analysis form was created to measure to what extent the counselor in the tape was doing a "good" counseling job as perceived by other school counselors.

Adjective checklist. This checklist was designed to measure the extent to which counselors with and without teaching experience identified with the teacher, client and counselor in the recorded, taped interview.

Dogmatism. This instrument was developed by Rokeach (1960) to measure the openness or closedness of one's belief system.

Authoritarianism. This instrument was developed by Adorno, et al., (1950) to measure rigidity of thinking and conventionality of one's behavior.

Principal's evaluation form. This instrument was given to the principal of each pair of counselors, asking for his subjective evalution and preference for one of the paired counselors as indicated on ten counseling and guidance functions.

Sandler's A, the Sign Test, and the Student t ratio were used to analyze the data.

Limitation of the sample

Generalization beyond the rejection of the five hypotheses is speculative. The sample of counselors used in this study represents the best effort of the author to pair counselors who had had and had not had prior teaching experience. However, it cannot be generalized to represent all school counselors. The sample of counselors identified is not typical of counselors in general. They are persons committed to a profession but represent a group within that profession who are allowed to do counseling without going through the regular channels of certification. While these differences do exist, the statistical analysis does not take these factors into account and, therfore, does not permit generalization beyond the scope of this study.

Limitation of the instruments

The instruments created for use in this study, namely the tape analysis form, adjective checklist, and principal's subjective evaluation form, were not proposed as instruments for evaluation but rather as a method which may be further validated. The dogmatism and authoritarianism scales have been proven to be reliable instruments and were used in this study to find if there was any significant difference between the two groups of counselors.

All instruments used in this study failed to discriminate between the two groups of counselors. If a difference exists between school counselors on the basis of teaching experience, then instruments other than these must be developed to detect this difference.

Conclusions

In view of the above limitations, it seems safe to conclude from the population sample studied that there is no significant difference between school counselors who have had and who have not had prior teaching experience.

To be more specific, the conclusions of this investigation are as follows: (a) neither counselors with nor without prior teaching experience perceived any difference in the quality of counseling in the taped interview; (b) counselors with teaching experience did not see the teacher, client or counselor in the taped interview more positively or negatively than did those without this prior experience; (c) in openness to one's own belief system, i.e., dogmatism, there is no significant difference between counselors who have taught school and those who have not; (d) even though there is no significant difference between these two groups of counselors, counselors with prior teaching experience did score higher in authoritarianism; and (e) this study found no significant difference between school principals' evaluation and preference for counselors who had and who had not had prior teaching experience. However, the small sample size may have contributed to the lack of significant difference between the two groups of counselors on the criterion of authoritarianism.

In conclusion, it may be said that the findings of this study failed to confirm the fact that differences between school counselors can be attributed to teaching experience or the lack of it. It appears that this difference must then be caused by other variables.

Implications

The present study represents a research model in studying school counselors and could facilitate a promising line of future research.

This study attempted to measure the differences between school counselors with and without prior teaching experience. The results of this study, which compared these two groups of school counselors, failed to find any significant difference in five areas of treatment.

As pointed out in Chapter II, almost all states in the union require that counselors first have a teaching certificate and two or more years of teaching experience as a prerequisite for counselor certification. Because of this requirement, very few school counselors without teaching experience were available to participate in this study; a total of 36 were located.

The findings of this study show no significant difference between counselors who have and who have not had prior teaching experience. Therefore, it appears that the prerequisite of requiring teaching experience for counselor certification is questionable.

~~Utah~~, In 1968, the state of Utah took a bold step in changing its requirements for a professional counseling certificate. Utah now allows three years of successful school experience and a supervised internship to replace the previously held requirement of teaching experience and a teaching certificate. In view of ~~this study's findings, this appears to be a~~ the findings of the present study, the recent approach to counselor certification in Utah would seem to be a step in the right direction.

Recommendations

After completing this study there appear to be ~~three~~ four recommendations that could be made. First, that this study be repeated in the near future when more school counselors can be located who have not had teaching experience. Second, that a study be conducted to better evaluate the influence of authoritarianism upon counselor effectiveness. Third, that a study be conducted to find out why and to what extent school principals prefer counselors with prior teaching experience. Finally, that better ways be sought to evaluate counselor effectiveness on the job, and the kinds of counselor traits and/or training which increase not only his actual effectiveness, but also ~~the~~ his perceived effectiveness from the viewpoint of ~~the~~ teachers and administrators, ~~and other school [illegible]~~

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APPENDIXES

Dear Mr. _____:

Dr. Reese Anderson, who is Director of the Pupil Personnel Service in Utah, suggested that I write you concerning a research problem that I am having. The problem is that I need to locate counselors who: (1) are counseling in elementary or secondary schools but do not hold, nor have ever held, a teaching certificate, (2) counselors who have been trained as a teacher but have never taught and, (3) counselors who hold a teaching certificate who have taught but are presently counseling.

The real difficulty which I'm faced with is to find a person who fits categories (1) and (2). Therefore, my purpose in writing you is to ask if you would send me a list of the counselors in your state and indicate those whom you think would fit into categories (1) and, or (2).

I realize that my request is asking quite a lot of you. However, may I assure you that anything that you might do to assist me in this project would be most appreciated.

Thank you for your consideration.

Sincerely yours,

J. Whorton Allen, Counselor
Counseling and Testing Services

Dear Mr. _____:

Several days ago I sent to you a package of materials and a request to participate in a national study of school counselors. Because we were only able to use 72 counselors from the hundreds we reviewed, it is especially important for your participation in order for the study to be a success and hopefully a significant contribution to our counseling profession.

At the present time we have a 40% completed return. I do hope that you can take a few minutes of your time to participate. You are needed, and with the small population, you do become a very significant part of the study.

Thank you for your help.

Sincerely yours,

J. Whorton Allen, Counselor
Counseling & Testing Services

HONORARIUM REQUEST

IN ORDER TO HAVE YOUR HONORARIUM SENT AS SOON AS POSSIBLE

PLEASE RETURN THIS NOTE IN THE ENCLOSED BUSINESS REPLY ENVELOPE.

PLEASE INDICATE WHERE YOU WANT THE HONARARIUM SENT.

NAME_____

ADDRESS_____

_____

☐ CHECK HERE IF YOU WISH TO RECEIVE THE RESULTS OF THIS STUDY.

_____

_____

_____

GENERAL INSTRUCTIONS

THE FOLLOWING INSTRUCTIONS SHOULD HELP REDUCE THE TIME AND CONFUSION IN FILLING OUT THE FOLLOWING FORMS.

1. The pages are stapled together so you can go from one page to the next.

2. Obtain a tape recorder. Play the enclosed tape at 3.75 speed on 2 track.

3. Follow the typed script while you listen.

4. After completing the 17 minute tape then respond to the questions on pages 2, 3, 4, and 5.

5. Complete personal data form page 6.

6. Respond to items on the "opinion form", pages 7, 8, 9, and 10.

7. Place all materials in the padded shipping bag. Place shipping bag in large brown self-addressed envelope and return to me.

Your cooperation is appreciated.

J. Whorton Allen

J. Whorton Allen, Counselor
Counseling and Testing Services
Utah State University
Logan, Utah 84321

INSTRUCTIONS FOR LISTENING TO THE TAPE

A. ARRANGE TO LISTEN TO THE COMPLETE TAPE IN ONE SITTING. PLEASE FOLLOW THE TYPED SCRIPT WHILE YOU LISTEN. IT WILL TAKE APPROXIMATELY 30 MINUTES TO HEAR THE TAPE AND RESPOND TO THE ITEMS LISTED BELOW.
B. PLAY THE TAPE AT THE SPEED OF 3.75 - TRACK 2.
C. THE ITEMS ARE WRITTEN SO THAT THE TWO EXTREMES ARE INDICATED. YOU ARE TO RESPOND BY THE WAY YOU FEEL AT THE PRESENT TIME. THERE ARE NO RIGHT OR WRONG ANSWERS EXCEPT IN RELATION TO YOUR OWN THINKING.
D. INDICATE YOUR RESPONSE BY CHECKING ☑ THAT SQUARE WHICH BEST REPRESENTS YOUR FEELINGS.

1. To what extent did the counselor "stick to the client's" problem?

	1	2	3	4	5	6	7	8	9	10	11	12	
very close	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	hardly ever

2. To what extent have the counselor and the client established an understanding relationship?

	1	2	3	4	5	6	7	8	9	10	11	12	
well established	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	poorly established

3. To what extent does the following statement by the counselor help the client face her behavior in the counseling session? "I wonder if Mr. (teacher) would tell me the same story you have told me?"

	1	2	3	4	5	6	7	8	9	10	11	12	
helpful	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	not helpful

4. To what extent did the following statement by the counselor help clarify the student's problem? "But, in other words, in order--pardon me--in order to get this test today you must get an "A" on tomorrow's test. Is that it?"

	1	2	3	4	5	6	7	8	9	10	11	12	
very helpful	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	not helpful

5. To what extent did the counselor use her skills and knowledge to impress the client.

	1	2	3	4	5	6	7	8	9	10	11	12	
never	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	often

6. To what extent was the relationship warm and understanding?

	1	2	3	4	5	6	7	8	9	10	11	12	
warm	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	cold

7. To what extent did the counselor set the shole picture?

	1	2	3	4	5	6	7	8	9	10	11	12	
whole	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	part

8. To what extent was the client "put into her place"?

never 1 2 3 4 5 6 7 8 9 10 11 12 often

9. To what extent does the counselor accept the client's statements as normal and understandable?

very accepting 1 2 3 4 5 6 7 8 9 10 11 12 non-accepting

10. The client's last comment "sit down" represented what she could only do in class or could only say in the interview.

in class 1 2 3 4 5 6 7 8 9 10 11 12 in the interview

11. To what extent do you feel the following statement was helpful to the client in understanding her problem? "Well, naturally--that would be true because, after all, if you can do the theory of the problem, regardless of the problem, you would understand any problem he would give you using that particular theory, wouldn't you? The theory meaning the example that's been given in your book. And that is what I'm saying if you'll take your book and leaf through the pages and study the examples that are given for a quick review it will refresh your memory. Another thing you might do is try giving yourself a test or try writing up a little test that you might be going to five to him. That would be a switch, wouldn't it?"

helpful 1 2 3 4 5 6 7 8 9 10 11 12 not helpful

12. To what extent did an atmosphere of tolerance exist in the counseling interview?

very tolerant 1 2 3 4 5 6 7 8 9 10 11 12 very little tolerance

13. To what extent did the counselor see the problem from the client's "frame of reference"?

often 1 2 3 4 5 6 7 8 9 10 11 12 never

14. To what extent did the counselor see things from an internal view as compared to an external view?

internal 1 2 3 4 5 6 7 8 9 10 11 12 external

15. To what extent did the client feel supported in her attempt to tell her side of the story?

strongly supported 1 2 3 4 5 6 7 8 9 10 11 12 very little support

16. To what extent did the counselor help the client become accepting of her own shortcomings and feelings?

	1	2	3	4	5	6	7	8	9	10	11	12	
accepting	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	non-accepting

17. To what extent did the atmosphere of mutual trust and confidence exist?

	1	2	3	4	5	6	7	8	9	10	11	12	
very strong	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	very weak

18. To what extent did you feel the teacher was justified in the action he took with the student?

	1	2	3	4	5	6	7	8	9	10	11	12	
justified	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	unjustified

19. To what extent do you feel the teacher understood this student?

	1	2	3	4	5	6	7	8	9	10	11	12	
understood her well	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	little understanding

20. To what extent did the counselor feel the student "got what she deserved"?

	1	2	3	4	5	6	7	8	9	10	11	12	
got what she deserved	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	was mistreated

CHECK ☑ FROM THE FOLLOWING LISTS OF ADJECTIVES ALL OF THOSE WHICH YOU THINK MIGHT BEST DESCRIBE THE COUNSELOR, THE STUDENT, AND THE TEACHER AS YOU PERCEIVED THEM WHILE LISTENING TO THE TAPED COUNSELING INTERVIEW.

	Teacher		Client		Counselor
1.	___ indifferent	1.	___ dependent	1.	___ permissive
2.	___ helpful	2.	___ detached	2.	___ self confident
3.	___ spontaneous	3.	___ independent	3.	___ warm
4.	___ strict	4.	___ gives of self	4.	___ detached
5.	___ detached	5.	___ attention seeker	5.	___ tolerant
6.	___ cold	6.	___ warm	6.	___ cooperative
7.	___ cooperative	7.	___ indifferent	7.	___ cold
8.	___ dependent	8.	___ beghearted	8.	___ helpful
9.	___ dogmatic	9.	___ cold	9.	___ cautious
10.	___ bighearted	10.	___ strict	10.	___ defensive
11.	___ independent	11.	___ helpful	11.	___ hard boiled
12.	___ tolerant	12.	___ permissive	12.	___ strict
13.	___ self confident	13.	___ self confident	13.	___ dogmatic
14.	___ attention seeker	14.	___ tolerant	14.	___ gives of self
15.	___ defensive	15.	___ cautious	15.	___ dependent
16.	___ warm	16.	___ spontaneous	16.	___ independent
17.	___ dependent	17.	___ hard boiled	17.	___ attention seeker
18.	___ hard boiled	18.	___ dogmatic	18.	___ bighearted
19.	___ permissive	19.	___ cooperative	19.	___ spontaneous
20.	___ gives of self	20.	___ defensive	20.	___ indifferent

PERSONAL DATA SHEET

1. Sex /__/ Male /__/ Female

2. Your present age ____.

3. How many years have you been a counselor (count this year as one). _____

4. If you taught school before becoming a counselor, how many years has it been since your last year of teaching? _____

5. How many years did you teach school before becoming a counselor? _____

6. Since becoming a counselor has your assignment been full or part-time? /__/ full-time /__/ part-time. If part-time, what do you do the other part of your day?_____.

7. Do you presently hold a valid teaching certificate? /__/ yes /__/ no

8. Do you presently hold a valid counseling certificate? /__/ yes /__/ no

9. Approximately how many hours of counseling and guidance courses have you had? _____ quarter _____ semester

10. Do you hold a master degree, if so, in what area? _____.

The following is a study of how one thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Fill in the space provided for each answer according to how much you agree or disagree with it. Please fill in the space for each question. Write +1, +2, +3, or -1, -2, -3, depending upon how you feel.

+1	I AGREE A LITTLE	-1	I DISAGREE A LITTLE
+2	I AGREE ON THE WHOLE	-2	I DISAGREE ON THE WHOLE
+3	I AGREE VERY MUCH	-3	I DISAGREE VERY MUCH

* * * * * * * * *

_____ 1. The United States and Russia have just about nothing in common.

_____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

_____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____ 4. Obedience and respect for authority are the most important virtues children should learn.

_____ 5. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

_____ 6. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

_____ 7. Man on his own is a helpless and miserable creature.

_____ 8. Fundamentally, the world we live in is a pretty lonesome place.

_____ 9. If people would talk less and work more, everybody would be better off.

_____ 10. The businessman and the manufacturer are much more important to society than the artist and the professor.

_____ 11. Most people just don't give a "damn" for others.

_____ 12. I'd like it if I could find someone who would tell me how to solve my personal problems.

_____ 13. It is only natural for a person to be rather fearful of the future.

_____ 14. Science has its place, but there are many important things that can never possibly be understood by the human mind.

9B

_____ 15. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

_____ 16. There is so much to be done and so little time to do it in.

_____ 17. Once I get wound up in a heated discussion I just can't stop.

_____ 18. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

_____ 19. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.

_____ 20. No sane, normal, decent person could ever think of hurting a close friend or relative.

_____ 21. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____ 22. It is better to be a dead hero than a live coward.

_____ 23. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

_____ 24. Nobody ever learned anything really important except through suffering.

_____ 25. What the youth needs is strict discipline, rugged determination, and the will to work and fight for family and country.

_____ 26. The main thing in life is for a person to want to do something important.

_____ 27. If given the chance I would do something of great benefit to the world.

_____ 28. In the history of mankind there have probably been just a handful of really great thinkers.

_____ 29. An insult to our honor should always be punished.

_____ 30. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

_____ 31. There are a number of people I have come to hate because of the things they stand for.

_____ 32. A man who does not believe in some great cause has not really lived.

_____ 33. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____ 34. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

_____ 35. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.

_____ 36. Of all the different philosophies which exist in this world there is probably only one which is correct.

_____ 37. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

_____ 38. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____ 39. Homosexuals are hardly better than criminals and ought to be severely punished.

_____ 40. When a person has a problem or worry, it is best for him not to think about it, but keep busy with more cheerful things.

_____ 41. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

_____ 42. People can be divided into two distinct classes: The weak and the strong.

_____ 43. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

_____ 44. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

_____ 45. Some people are born with an urge to jump from high places.

_____ 46. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

_____ 47. A group which tolerates too much difference of opinion among its own members cannot exist for long.

_____ 48. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____ 49. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

_____ 50. Some day it will probably be shown that astrology can explain a lot of things.

_____ 51. My blood boils whenever a person stubbornly refuses to admit he's wrong.

_____ 52. A person who thinks primarily of his own happiness is beneath contempt.

_____ 53. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____ 54. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world.

_____ 55. No weakness or difficulty can hold us back if we have enough will power.

_____ 56. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

_____ 57. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.

_____ 58. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____ 59. Most people don't realize how much our lives are controlled by plots hatched in secret places.

_____ 60. Human nature being what it is, there will always be war and conflict.

_____ 61. Nowadays more and more people are prying into matters that should remain personal and private.

_____ 62. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

_____ 63. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

_____ 64. Familiarity breeds contempt.

_____ 65. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

_____ 66. Most people just don't know what's good for them.

_____ 67. The present is all too often full of unhappiness. It is only the future that counts.

_____ 68. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.

Dear Mr. _____:

For the past nine months we have been conducting a national study of school counselors. After surveying the background and training of hundreds of counselors, we find that only about 100 fit the criteria we established as a screening device. Of this group the following two counselors in your school are being used.

A: _____ B: _____

In order to complete this study, your cooperation is needed in filling out the enclosed questionnaire concerning the two counselors named above.

We have placed each counselor into group A or B. The reason for this placement is that we are interested in group rather than individual comparisons. Even though their names are listed above and on the enclosed questionnaire, they become meaningless except to be used in data processing after which all materials will be destroyed.

Thank you for your help. A few moments of your immediate time is greatly needed and will be sincerely appreciated. We hope the results of this study will be a significant contribution to the counseling profession.

Sincerely yours,

J. Whorton Allen, Counselor
Counseling and Testing Services

Counselor A Counselor B

_____ _____

_____ _____

_____ _____

PLEASE CHECK ONE FOR EACH ITEM. IF COUNSELORS APPEAR EQUAL, PLEASE MAKE A CHOICE.

		A	B
1.	Which counselor is most effective in working with students?	☐	☐
2.	Which counselor is most effective in working with fellow faculty members?	☐	☐
3.	Which counselor is most effective in his counseling?	☐	☐
4.	Which counselor is most effective in the testing services?	☐	☐
5.	Which counselor is most effective in orientation services?	☐	☐
6.	Which counselor appears to have the best knowledge of the total school program?	☐	☐
7.	Which counselor is most effective in the use of community resources?	☐	☐
8.	Which counselor would you refer a "problem" child to?	☐	☐
9.	Which counselor would you have see a parent in relation to the child's performance in school?	☐	☐
10.	Which counselor is most effective in research services?	☐	☐