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Teaching Experience as a Prerequisite for Counselor Certification

Lynn Edward Wilson

Eastern Illinois University

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TEACHING EXPERIENCE AS A PREREQUISITE

FOR COUNSELOR CERTIFICATION

(TITLE)

BY

Lynn Edward Wilson

B.S. in Ed., Eastern Illinois University

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DEPARTMENT HEAD

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My deepest obligation is owed my wife, Dawn, who not only put up with an often times irascible author, but gave up many an evening to the typewriter which might have been better spent. To these, and others unnamed, goes the credit for such value as this work has. The shortcomings I managed to accomplish despite their best efforts.

Lynn Edward Wilson

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CHAPTER I

INTRODUCTION

One of the dilemmas in guidance and counseling, particularly as it concerns the school counselor, is the current controversy over the teaching requirement needed to be certified as a school counselor. The boards of certification in several states are in a state of flux over this requirement. In most states having prior teaching experience is recommended and in some instances required for certification of a school counselor. But, in actual fact, there is a fine line between what is required and what is done. That is, often the stipulation or requirement that a counselor needs one or two years of successful teaching experience is waived. There are many reasons for the waiving of this requirement, but the primary reason may be the shortage of trained, competent counselors.

Today, as yesterday, people are confronted with a seemingly endless variety of problems. In the school setting it is one of the counselor's duties to help students understand and handle their various problems. In this rapidly changing world of technology, the first step in understanding our surroundings is, in my opinion, to understand ourselves. To be able to help individuals understand themselves, the counselor must be well trained. This paper deals with one aspect of counselor training,

the problem that prior teaching experience is necessary for effective counseling.

Problem

The primary purpose of this study is to determine the opinions of teachers and counselors as to the value of having prior teaching experience before counseling. Should a valid teaching certificate regardless of training experience be required before one is permitted to counsel?

Scope

This paper is in four parts: 1. background information dealing with this topic; 2. questionnaire results of two groups of individual teachers and counselors as to their opinions of having teaching experience; 3. discussion of the information in an appropriate statistical fashion; 4. recommendations or answers to the question, "So what about it?".

Definitions

1. Questionnaire - "A series of questions focused on one or more specified attitude objects and designed to obtain a measure of the attitude or attitudes in question."¹
2. Educator - "One who teaches, instructs, or otherwise contributes to the educational development of others; as often used, it implies a quality of achievement

¹Carter V. Good, Dictionary of Education. (New York, 1959), p. 436.

or performance higher than usual."²

3. Counseling - "Individualized and personalized assistance with personal, educational, or vocational problems, in which all pertinent facts are studied and analyzed, and a solution, often with the assistance of specialists, school and community resources, and personal interviews in which the counselee is taught to make his own decisions."³

Background and Need for the Study

"As one of the more controversial areas in counselor education, the question of the value of teaching experience as a prerequisite for counseling is the subject of much discussion, but little research."⁴ Today many guidance authorities either strongly support or oppose teaching experience as a requirement for certification. "On occasion, surveys have indicated that proponents of both positions are relatively firm in their beliefs, yet open to a change of opinion if further studies based on research are available."⁵ To say the least, the field of preparation for guidance has not been thoroughly studied.

Method and Treatment of Data

Data for the survey study was collected by the use of a question-

²Ibid., p. 194.

³Ibid., p. 104.

⁴Dean E. Rochester and Harold P. Cottingham, "Is teaching experience necessary?", American Counselor Education and Supervision, Volume 5, No. 4, Summer 1966, p. 185.

⁵Ibid.

naire. The questionnaire was sent to a random sampling of 250 teachers and 250 counselors. Selection of both teachers and counselors was based on the 1966 Directory Supplement Illinois Secondary Teachers Illinois Schools.

Limitations

The main limitation to the questionnaire was that it only began to scratch the surface with its short-limited questions. Also, the number of individuals involved in the survey was minimal, compared to the number of teachers and counselors in the state of Illinois. It was surprising in researching this topic to find a very limited number of books on guidance and counseling that even mentioned education requirements or suggestions for counselor certification. One article by Hill and Green cited, "Analysis of the articles in the Personnel and Guidance Journal for a five-year period (1952-57) revealed that, of 411 general articles, only fourteen were concerned with counselor training."⁶ Even the most general of the books barely skimmed the surface on counselor education. As a result of this, the articles used were from the various journals. It proved to be an impossible task to find one book that went in depth on counselor education. The books that mentioned counselor education almost inevitably set forth the American Personnel and Guidance Association (APGA) recom-

⁶George E. Hill and Donald Green, "The Selection Preparation, and Professionalization of Guidance and Personnel Workers," Review of Education, Volume 30, 1960, pp. 115-30.

mentation of having certain courses in certain areas and left it at that.

Also the writer is sure that there were many articles overlooked. Part of this was due to the slowness of interlibrary loan. Also, the Superintendent of Documents, Washington, D.C., was exceedingly slow in sending the most current bulletins and booklets dealing with this topic.

When taking a job, a person could be criticized for having limited experience in either counseling or teaching. The writer is not so naive as to think that experience is unimportant. But, this relative lack of experience either in teaching or counseling has worked as an advantage, not a disadvantage. Being free from the bias of both sides, one is able to present the facts as he understands them.

CHAPTER II

RELATED RESEARCH

Training and certification of counselors appear to be very inconsistent throughout the several states. The states vary considerably in the amount of training, as well as the required length and type of experience other than counseling.

"Recommendations for training standards of counselors have generally come from three organizations: The American Psychology Association (APA), the National Vocational Guidance Association (NVGA), and the National Association of Guidance Supervisors and Counselor Trainers (NAGSCT). Recommendations of the last group undoubtedly have had the most influence in shaping state certification laws and in determining the nature of training curricula."¹

While the recommendations probably served a useful purpose, "the Professional Training, Licensing and Certification Committee has felt that they should be reconsidered to current needs of the American Personnel and Guidance Association (APGA)".²

Out of the Michigan Conference came the realization that counseling is conducted on many levels and by persons with varied training and experience. The Michigan Conference identified three patterns of

¹John F. McGowan and Lyle D. Schmidt, Counseling: Readings in Theory and Practice, p. 71, as quoted in the "Personnel and Guidance Journal," 1958, Volume 37, pp. 162-166.

2. Ibid.

counseling: "a. counseling more or less incidental to other work (as with e.g., teacher, minister, etc.); b. definite counseling responsibilities combined with other duties (as with e.g., teacher-counselor); and c. full-time counseling and related activities."³

Certification Requirements

"The first state to specifically require certification for guidance workers was New York in 1926."⁴ Other states have slowly started to follow the pattern of New York in setting up definite certification requirements. It is interesting to note that "stimulation for controlling authority of certification has come from the teaching profession."⁵

In reviewing certification requirements for counselors in the several states, one was struck with the utter lack of consistency in requirements. In New York, a school counselor must have completed an approved four-year curriculum leading to the baccalaureate degree and in addition at least thirty semester hours in specific approved graduate courses. The candidate must have completed two years of teaching experience and one year of experience other than teaching. The last require-

³Ibid., p. 72.

⁴Royce E. Brewster, Guidance Workers Certification Requirements, U.S. Department of Health, Education, and Welfare No. 14 (Washington, D.C.: U.S. Government Printing Office, 1960), p. viii.

⁵Ibid., p. viii.

ment stated that the candidate must hold a valid teaching certificate in New York state.⁶ "Alabama does not issue a special guidance certificate. Usually teachers with Alabama professional certificates with special training in counseling and guidance are selected for this service."⁷ There is quite a difference between New York and Alabama. This is just one example of two states being different; there are many others.

In checking the certification requirement, the writer could not find any two states that agreed with each other on certification requirements. The states that did list some requirements for certification inevitably required or recommended teaching experience. In certain states provisions were made for individuals with more training and less experience. For example, in Florida "If the applicant has earned a Master's degree with special emphasis on guidance and counseling from an institution with a well-planned major in this field, the pattern may vary from that described in requirements."⁸ According to the booklet, "Guidance Workers Certification Requirements," many states have mentioned teaching experience in some context. These requirements are worded in such a way as to recommend, but not require, teaching experience. Concerning this aspect in Illinois, "A counselor should have had a minimum of one year of successful experience as a teacher."⁹ The writer was not

⁶Ibid., p. 1.

⁷Ibid., p. 1.

⁸Ibid., p. 14.

⁹Ibid., p. 18.

surprised at this seemingly universal trait of making a recommendation or requirement of teaching experience. As previously mentioned, controlling authority of certification has come from the teaching profession.

A chart with certification requirements for guidance workers follows on page 10.

Role and Function of Counselors

"Counselors function in many settings, each presenting a different clientele with different kinds of problems."¹⁰ The Michigan conference set forth five basic goals of the counseling process:

1. Increasing the accuracy of the individual's self-percepts.
2. Increasing the accuracy of the individual's environment perceptions.
3. Integrating the individual's self-percepts with environmental realities and perceptions.
4. Presenting relevant information.
5. Improving the individual's ability to make and execute plans"¹¹

Undergraduate Program of Training for Prospective Counselors

The Professional Training, Licensing and Certification Committee felt that the undergraduate program, "Should include prerequisites which will permit him to profit from his graduate training without necessitating a lower level of graduate instruction to conform to his lack of background."¹² As to the type of degree of education, there is and will be speculation and

¹⁰ McGowan and Schmidt, p. 72.

¹¹ Ibid.

¹² Ibid., p. 74

**Status of Certification Requirements for Guidance Workers, by State,
December 1959**

State	School Counselor			School Psychologist		
	Mandatory	Optional	None	Mandatory	Optional	None
1	2	3	4	5	6	7
Alabama			X			X
Alaska			X			X
Arizona	X			X		
Arkansas	X					X
California	X			X		
Colorado			X			X
Connecticut	X			X		
Delaware	X			X		
Florida	X			X		
Georgia	X					X
Hawaii	X					X
Idaho			X			X
Illinois		X				X
Indiana	X					X
Iowa	X					X
Kansas			X			X
Kentucky	X					X
Louisiana	X					X
Maine	X					X
Maryland	X					X
Massachusetts	X					X
Michigan			X	X		
Minnesota		X				X
Mississippi	X					X
Missouri	X			X		
Montana	X					X
Nebraska			X			X
New Hampshire	X					X
New Jersey	X			X		
New Mexico	X					X
New York	X			X		
North Carolina	X					X
North Dakota		X				X
Ohio	X			X		

**Status of Certification Requirements for Guidance Workers, by State,
December 1959 - Continued**

State 1	School Counselor			School Psychologist		
	Mandatory 2	Optional 3	None 4	Mandatory 5	Optional 6	None 7
Oklahoma	X				X	
Oregon			X	X		
Pennsylvania	X			X		
Rhode Island	X			X		
South Carolina	X			X		
South Dakota	X					X
Tennessee			X			X
Texas	X					X
Utah	X					X
Vermont	X					X
Virginia			X			X
Washington			X			X
West Virginia	X					X
Wisconsin			X	X		
Wyoming	X					X
District of Columbia	X					X
Guam	X					X
Puerto Rico	X					X
Virgin Islands			X			X
Total	37	4	13	15	1	38

13

"Thirty-seven States and Territories have mandatory requirements, 4 optional requirements, and 13 have no requirements."¹⁴

disagreement. But, regardless of the disagreements, the committee advocated a broad general education with some degree of specialization in

¹³Brewster, pp. IX-X.

¹⁴*Ibid.*, p. V.

the behavioral sciences (psychology, sociology).¹⁵

Raymond Hatch and Burford Steffire provide a keen insight into what they feel should be recommended background for undergraduates.

1. Psychology - Such as an understanding of learning theory, personality theory, therapeutic theory and techniques, or industrial psychology.
2. Sociology - Such as an understanding of the family or other institutions, group behavior, delinquency, cultural anthropology, or social case work.
3. Economics - Such as personnel management, labor problems, or structure of and trends in the economic system.
4. Professional education - Such as courses in administration, curriculum, philosophy, educational psychology or reading.¹⁶

The Professional Training, Licensing and Certification Committee of the APA, NVGA, and NAGSCT felt "the undergraduate program should not include specialized skill or technique courses, however, although the student should have some underlying theory and philosophy upon which the technique courses are based."¹⁷

Graduate Training

The Committee "recommended that the Master's degree be considered minimum for counselor preparation. This recommendation is made for two reasons: A. Requiring the Master's degree increases the probability that the course work will be offered in an institution which has sufficient depth in faculty and facilities to

¹⁵ McGowan and Schmidt, p. 74.

¹⁶ Raymond Hatch and Burford Steffire, Administration of Guidance Services, p. 170, as cited by E.C. Roeber, Glenn E. Smith, and C.E. Erickson, Organization and Administration of Guidance Services. (New York: McGraw-Hill Book Company, 1955), pp. 30-31.

¹⁷ McGowan and Schmidt, p. 74.

offer a rich training program. Currently some institutions have one person offering all courses in the counseling curriculum. It is doubtful whether anyone person has sufficient experience and training to offer instruction of any depth in all areas; B. Requiring a Master's degree helps to insure an integrated training program."¹⁸

Certain states accept for certification courses taken at approved institutions if the course closely approximates requirements to the state laws.¹⁹ For example, if a course that was taken in Illinois closely parallels the description of a course in Pennsylvania, the course would be accepted.

The Committee does not propose the length of time required to obtain the Master's degree, partly because the length of time depends on the undergraduate record (course work taken) and also the graduate program one is taking. For example, to be a rehabilitation counselor requires a two-year program. The Committee suggested eight broad areas to encompass the content of the Master's program.²⁰

1. Personality Organization and Development
2. Environmental Factors in Adjustment
3. Individual Appraisal
4. Statistics, Methodology, and Research
5. Philosophical and Professional Orientation
6. Counseling
7. Group Guidance
- *8. Supervised Practicum²¹

*The order of listing is not necessarily the order of importance.

¹⁸ibid.

¹⁹ibid.

²⁰ibid.

²¹ibid., pp. 75-76.

The Arguments Pro & Con for Having Prior Teaching Experience for Certification

"One unresolved issue in the preparation and employment of counselors is that of classroom teaching experience."²² Rochester and Cottingham believe many authorities on both sides of the issue are divided as to the value of prior teaching experience before counseling. The two opposing sides seem to be equally divided.²³ That is, many individuals feel that classroom teaching experience is essential to counseling. The other group of individuals feel that classroom teaching experience is desirable, but not necessary. As is evident, there are two completely diametrically opposed schools of thought. It may be that the first group of individuals who feel teaching experience is necessary view the counseling process as an extension of teaching. The latter group feel that counseling is a single separate entity and profession, but not completely divorced from teaching.

Arguments in Favor of Teaching Experience

Rosberg stated, "Support for the teaching requirement has been widespread, and its advocates are among the most respected and articulate members of the counseling clan."²⁴ Rosberg offers as an example

²²Rochester and Cottingham, p. 175.

²³Ibid.

²⁴Robert H. Rosberg, "To Teach or Not to Teach: Is that the Question?" American Counselor Education and Supervision, 2, (Spring, 1963), p. 121.

Robert Matthewson's graduate training program for school counselors. In this program Matthewson stated that students should be recruited from practicing teachers. Rossberg believed that Matthewson implied that teachers should have a minimum of one year's teaching experience. Rossberg goes on to say that two other individuals, George Pierson and Ellis Tooker, comment on the value of teaching experience. "Pierson in a delightful allegory warns that the counselor is a special extension of a teacher and should not view himself in any other manner since to do so might lead to his own destruction."²⁵ Tooker implies that the teaching requirement is just and necessary for the counselor to obtain his perspective.²⁶

Don L. Mason and Burford Steffire stated that counselor education should include: 1. "two years of teaching experience; 2. one year of work experience other than teaching; and 3. twelve semester hours divided among certain graduate courses."²⁷ Mason and Steffire continue by saying this type of plan would be good for provisional approval! "Professional approval requires: 1. provisional approval; 2. one year of counseling experience; and 3. twelve additional hours of specific graduate work."²⁸ Both Mason and Steffire feel that "counseling calls for

²⁵Ibid.

²⁶Ibid.

²⁷Mason, Steffire, Crane, p. 389.

²⁸Ibid.

a specialized set of skills which are customarily learned in organized classes."²⁹

The strongest argument for teaching experience is that it is required for state certification. In a survey conducted by Rochester and Cottingham, counselor educators were asked to give their responses to the necessity of teaching experience. A chart with their finding follows. Many individuals feel in order to be a good counselor it is necessary to have classroom experience. Without classroom experience the counselor will not actually know or understand the problems of both the teacher and the pupil. Also, having teaching experience fosters better relations with other members of the school staff.

In concluding the arguments for having teaching experience, George Hudson makes a strong proposal for teaching experience. "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."³⁰

Arguments Against Teaching Experience

C. Gilbert Wrenn states, "Without questioning too seriously the legitimacy of teaching certificate requirements for teachers, they are

²⁹Ibid.

³⁰George R. Hudson, "Counselors Need Teaching Experience," Counselor Education and Supervision, Vol. 0, Spring, 1961, pp. 24-25.

Reasons Cited by Counselor Educators for Favoring Teaching Experience

1. Communication and relationships with teachers and administrators are more easily established if the counselor has taught; he is more likely to be "accepted," and a morale problem involving status is reduced.
2. Teaching enriches the background of the counselor, giving him a first-hand awareness, and knowledge of classroom problems of pupils and teachers; this tends to prevent any aloofness or lack of confidence which might reduce effectiveness.
3. Teaching experience in the classroom is the best way to obtain an orientation and understanding of the total school as a social institution; this experiential model provides a realistic basis for working with all school personnel in a counseling capacity.
4. The counselor often helps students through non-counseling contacts; his broader function in the school community is more easily perceived and accomplished if he has taught.
5. Counselors need the practical experience of teaching to fully understand adolescents, their parents and the community implications of school situations; this experience tends to keep their counseling from being too theoretically based.
6. Teaching experience provides a good opportunity to determine genuineness of identification with education as well as a chance to develop greater self-understanding and maturity.
7. An inexperienced person is not equipped to help teachers effectively; coming from other disciplines, counselors do not understand group behavior as it relates to classroom situations.
8. A teaching background gives a counselor a greater appreciation for the team approach in working with administrators and teachers; the independent specialist concept is unlikely to develop.
9. Since counseling is primarily a function to further the academic experience, teaching is the best way to provide an understanding of this adjunct role.
10. It is undesirable to dichotomize teaching and counseling; this takes away the guidance function of the classroom teacher.
11. To drop the experience requirement is to weaken the place of teaching and education in our society; administrators prefer experienced teachers in filling new positions in administrative counseling.
12. Teaching experience is required for state certification in guidance.
13. Teaching has proven to be a good source of counselors to date; potential counselors can be identified from the ranks of good teachers through observation and evaluation.³¹

³¹Rochester and Cottingham, pp. 179-180

questioned for counselors if 'teaching experience' is the justification.

If experience is needed for counseling, then is paid teaching experience the only kind that can be utilized?"³² Wrenn states in question form the importance of teaching experience. "Should lack of a teaching certificate and paid teaching experience bar from school counseling those who may be otherwise qualified to counsel students and consult with staff?"³³

Wrenn also mentions that when thirty-two graduate counselor educators were asked the question, "What will be the emphasis upon counselor competencies and preparation twenty years from now? Not one of the educators mentioned teaching experience or any particular kind of experience as a preparation requirement."³⁴

The 1958 report of the Committee on Professional Training, Licensing and Certification of the American Personnel and Guidance Association explains that the various studies stress only a certain amount of experience, not what kind of quality. In criticizing the several states for amount of experience, the report states:

"Future research may indicate that some kinds of work experience are actually detrimental. Many able persons may decide not to enter counseling as a career because of experience requirements which are too demanding and which, in fact, may have little validity. The Committee suggests that other kinds of experience, such

³²C. Gilbert Wrenn, The Counselor in Changing World, (Washington, American Personnel and Guidance Association, 1962), p. 170.

³³Ibid.

³⁴Ibid.

as leisure time and volunteer activities might provide the same skills and understanding which supposedly result from employment."³⁵

Arbuckle feels, "There are certain limits of teachers that do not appear to hinder them either in their professional advancement as teachers or in their effectiveness as teachers, but these same traits might at least be questioned as being those of the effective counselor. It may be the presence of these teacher traits, in both teachers and counselors, which result in the depressing statistics in so many schools indicating that there is no one, either teacher or counselor, in the school to whom the children would feel free to speak as they think and feel."³⁶

Crane in discussing Michigan's voluntary counselor approval plan stated, "if we are to develop professional counseling, let us do so independently of the demands usually made of the teacher."³⁷ Crane explains why he feels teaching experience is not necessary. "If it is suggested that such teaching experience makes it possible to better understand the problems of teachers, it may be true . . . However, the counselor is counseling students not teachers."³⁸ The understanding and empathy a counselor has for students doesn't come from a short period in employment, but rather from a lifetime of experience.³⁹

³⁵American Personnel and Guidance Association, Professional Training, Licensing and Certification Committee, "Counselor Preparation," Personnel and Guidance Journal, (Washington: American Personnel and Guidance Association, 1958), pp. 162-166.

³⁶Donald S. Arbuckle, The Conflicting Functions of the School Counselor, Vol. 1, Winter, 1961, pp. 58-59.

³⁷Mason, Steffire, Crane, p. 389.

³⁸Ibid.

³⁹Ibid.

A study recently completed of the counselor's role by the American School Counselor Association's statement of policy for Secondary School Counselors, does not recommend prior teaching experience as a requirement. Also, the Association for Counselor Education and Supervision Committee report on "Standards for Counselor Education in the Preparation of Secondary School Counselors" does not require teaching experience."⁴⁰ The following table lists the findings of Rochester's and Cottingham's Survey of Counselor Educators opposed to teaching experience.

In concluding the arguments against having teaching experience, the writer would like to cite a source published in 1945.

"It is true that the guidance program should be under the direction of one who has specialized in this field and that a staff of specially trained counselors is needed if the program is to reach its greatest effectiveness, but these specialists can succeed only if they have the full and active cooperation of the teachers."⁴¹

It is significant to note that this person recognized that there is room for both teachers and counselors. Johnson summed this aspect up by saying:

"The time has come to recognize that a master teacher is one type of specialist on the education team, and a master counselor is another. Each has his own particular profession, technical and personal requirements, and experience as one is not absolutely necessary in order to become the other."⁴²

⁴⁰Rochester and Cottingham, p. 176.

⁴¹Arthur E. Traxler, Techniques of Guidance, (New York: Harper and Brother, Publishers, 1945), p. 309.

⁴²Walter F. Johnson, "Curriculum for the Professional Preparation of School Counselors." As quoted in P.W. Autson, "Another Position Paper," Counselor Education and Supervision, (Washington: APGA, 1962), p. 41, Vol. 2.

Reasons Cited by Counselor Educators Opposed to Teaching Experience

1. It is false to assume that teaching provides a positive learning experience in all instances.
2. Counseling and teaching are distinct functions, each requiring a separate set of skills, attitudes, and preparation.
3. Teaching may be a handicap to counseling - particularly if it was authoritarian or manipulative in nature; such approaches must be "unlearned" in counselor education, a painful experience for some teachers.
4. Personal qualities, such as interpersonal sensitivity and maturity, are more important than experiential background, these do not necessarily result from teaching.
5. Experiences other than regular classroom teaching can provide an adequate understanding and appreciation of school procedures, policies and problems.
6. Time spent in teacher training could be more appropriately spent at developing greater breadth in behavioral sciences at the undergraduate level; orientation to school situations could be provided through graduate practicums or field experiences in counselor education programs.
7. Undergraduate education courses and internship, including certification requirements, are valuable without actual teaching experience.
8. Time spent to obtain required teaching experience discourages would-be counselors and delays the entrance of a qualified person into counseling work; this is also a negative factor in recruiting people from other disciplines for counseling positions.
9. There is no research evident to substantiate the assumption that teaching experience makes for more effective counseling.
10. Schools need the broader experience of some non-teaching experienced counselors; many counselors are too narrowly trained and oriented to a single-subject-matter area, with a lack of interdisciplinary background in the behavioral sciences.
11. Unique requirements for counselors, as distinct from teachers, help to clarify the identity of the counselor as a separate educational specialist. This gives the counselor a professional status and role not to be confused with a divided function indicated by "teacher-counselor."
12. The public and teacher image of the counselor is enhanced by identifying the primary role as a consulting and assisting one, distinct from purely classroom instruction; drawing candidates from a variety of disciplines and work settings helps to obtain support from non-classroom personnel to complement the teacher function.
13. With the growing shortage of classroom teachers, it is unwise to recruit counselors only from the ranks of successful teachers.⁴³

⁴³Rochester and Cottingham, p. 176.

Summary

In retrospect, the writer feels that there are good and bad sides to both arguments. In doing a paper of this type, one begins to form his own views. The writer has his own opinion and will briefly relate it:

Teaching is a profession with its own set of skills and techniques. In equal respect counseling is a profession that demands certain skills and techniques. It is the writer's opinion that both professions are separate entities but not divorced from the educational scheme. Today, there is a shortage of counselors, but this criteria should not be used in justifying counselors hired without teaching experience.

If one views teaching as a profession, then to this individual it is a very real profession. Viewing counseling as a profession gives the same effect. Those beliefs are valid if one believes in them; but in any case the validity of the belief is questionable. Teaching experience could very well prove to be desirable; but as yet, there has been no measure to substantiate the claim that teaching experience is necessary to be effective in counseling. The question might be asked, how may a counselor understand the teacher's problems if he has not had classroom experience? Actually, all of us have had classroom experience at all levels. "The time lapse between the school experience and the practice of counseling is no more important than the time lapse between teaching experience and the practice of counseling."⁴⁴ It is important to realize that

⁴⁴Crane, p. 389.

the counselor counsels students, not teachers. The counselor is not on the side of the teacher or administrator. Each problem the counselor faces is treated as a single and different problem. The counselor's problem is in helping the student adjust to the complexities around him. In this instance the counselor is on the side of society.⁴⁵

A counselor is just not merely an extension of a teacher as previously mentioned by Tooker. He certainly could be, but it is the writer's hope that beliefs of this type will cease. Counseling itself is relatively old, but counseling on the scale that we have today is very new. In any new profession, struggling and growing pains are prevalent. Counseling is fighting for its professionalization. One of the battles happens to be the requirement of teaching experience. As mentioned previously in Guidance Workers Certification Requirements, "stimulation for controlling authority of certification has come from the teaching profession."⁴⁶ Also, the organizations connected with counseling do not require teaching experience as a requirement for certification.

Today, states that actually require teaching experience are stifling the growth of counseling. Or phrased another way, might not persons interested in, but not eligible to consider guidance, be found outside the

⁴⁵ibid.

⁴⁶Brewster, p. VII.

teaching field?"⁴⁷ Having had teaching experience has not proved its usefulness in counseling. To the writer it is a device that simply prolongs the counseling process and presents no substance or basis for teaching experience. Since all teachers at some time or another act in a guidance function, it would be as equally valid to require them to have counseling experience. The point is that counseling and teaching can not exist in opposition to each other. As Lincoln once mentioned, "a house divided can not stand."⁴⁸

In short, the argument teaching experience should be a prerequisite for counseling, does not "hold water." When one speaks of counseling or teaching, he is talking about two distinct professions. One profession should not infringe upon the other profession to follow the other's guidelines.

⁴⁷Lindsey R. Harrison, "High School Backgrounds of Science Doctorates," As quoted in Nancy K. Cohen, "Must Teaching Be a Prerequisite for Guidance," Counselor Education and Supervision (Washington: APGA, 1961), p. 69, Vol. 1.

⁴⁸Carl Sandburg, Abraham Lincoln The Prairie Years and The War Years, (New York: Harcourt, Brace and Company, 1954), p. 138.

CHAPTER III

STATISTICAL ANALYSIS

The purpose of the questionnaire survey was to determine the opinions of both teachers and counselors as to the value or importance of having prior teaching experience before the onset of counseling. Both counselors and teachers were selected randomly from the 1965-66 Illinois Secondary Schools. The questionnaire contained eleven questions and was sent to two hundred and fifty teachers and two hundred and fifty counselors for a total number of five hundred. Three hundred and ninety-four questionnaires were returned for a 78.8 per cent return. Out of the original two hundred and fifty counselors and two hundred and fifty teachers, one hundred and twenty-five teachers and one hundred and twenty-five counselors received ten cents as an incentive for a return. The teachers who received dimes had an 81.6 per cent return. N=102. Those teachers that did not receive dimes had a 76.0 per cent return. N=95. The counselors who received dimes had a 92.8 per cent return. N=116. In equal respect, those counselors who did not receive ten cents had a 64.8 per cent return. N=81. It is interesting to note that in the combined group of teachers and counselors each group had a total return of 197 for a sum of 394.

In order to determine the statistical significance, if any, the

Chi-Square (χ^2) method of statistical analysis was applied to the obtained results. Basically, the Chi Square formula was used for testing agreement between observed and expected frequencies, to separate the results from the chance factor. For example, a university administration is considering changing the marking system but first wants to determine how the members of the faculty feel. In a random sample of 100 faculty members, 60 approve the change and 40 disapprove the change. "To answer the question whether 60/40 differs significantly from indifference or chance, a statistical test known as Chi-Square (χ^2) was performed."¹ The major purpose in using statistics was "to aid in inference making."²

According to James and James, authors of the Mathematics Dictionary, the Chi-Square test is:

"Widely used for testing statistical hypotheses about (1) independence between an observed frequency and a hypothesis, or between two or more observed frequencies and the hypothetical frequencies, as in contingency tables or in problems of goodness of fit or fitted frequency distributions; (2) the variance of a normal distribution on the basis of observed sample variances; (3) the ratio of two variances. Also used in combining probabilities drawn from a number of independent random samples."³

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), p. 151.

²Ibid.

³Glen James and Robert C. James, Mathematics Dictionary (Princeton: D. Van Nostrand Company, Inc., 1959), pp. 50-51.

Please darken the appropriate space with a #2 pencil.

Years of Experience 1 2 3 4 5 5-10 over 10

SEX M F

Teaching Field (or major)

Math Soc. Sci. Science P. E. Eng.-Speech

Business Shop Art-Music Foreign Lang.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

SA A U D SD

A person may do both effectively, teach and counsel.

Elementary teaching experience is needed to counsel in the elementary school.

Junior high school teaching experience is needed to counsel in the junior high school.

Secondary school teaching experience is needed to counsel in the secondary school.

Teaching experience is desirable, but not necessary to be effective in counseling in the secondary school.

Having teaching experience fosters better relations between a counselor and teacher.

It is more important to have teaching experience if the counselor is under twenty-five years of age.

Military service or work experience would substitute for teaching experience.

School counselors should be required to hold a valid teaching certificate.

If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?

1 2 3 4 5

Prior teaching experience is necessary for effective secondary school counseling. Explain.

The Questionnaire

The questionnaire was different in a few respects. The questionnaire was devised by using an International Business Machine (IBM) answer sheet. Typed on the answer sheet between the lines of the "bubbles" were the eleven questions. The next step was to find a suitable method of blocking out the other "bubbles" and letting only the questions and answer spaces show through. For the sake of brevity only two methods will be described.

The Zip-tone method involved using a zip sheet which was a pattern of dots printed on a page. (See appendix C) After typing the questions on the IBM answer sheet, the next step was to place this under a transparent paper suitable for making a stencil. With the transparent paper on top of the questionnaire, the questions and answer spaces were traced with a pencil. After this, the tracing of the questions and answer spaces were placed on top of a zip-tone sheet and a stencil was cut. The stencil from the zip-tone sheet was then placed on top of the questionnaire and glued down with rubber cement. The questionnaire with the zip-tone sheet attached to the surface was then photographed and a plate was made for off-set printing. A special non-reflective ink was used in the printing of the questionnaire.

The second method was that of using a fine black Esterbrook felt writer to block out the other bubbles surrounding the questions and answer spaces. Once again the questions were typed on an IBM answer sheet.

The marking pen was then used to block out the other bubbles. (This method was exceedingly faster than the other because the process of cutting a stencil was eliminated.) The questionnaire was then photographed and a plate was made. As in method one, a non-reflective ink was used on the printing process. The advantage of using this method over method one was two fold; first of all, it was faster to develop the questionnaire constructionwise, and secondly, the printed questionnaire had a much better appearance in regard to alignment and clarity.

(appendix) A non-reflective ink had to be used in both methods so the optical scanner would only pick up the Number 2 pencil marks made by the respondents.

There were many advantages in using a questionnaire constructed by the second method. In sending out a questionnaire, an important factor is not only the length of the questionnaire, but also the material that must be sent to explain it. By using an IBM answer sheet with directions, questions, and answers printed on one sheet, it was possible to eliminate one sheet that would have otherwise had to be sent. This not only saved in the bulk of material sent, but reduced the cost of mailing. In sending out five hundred questionnaires with a cover letter, a questionnaire with directions, questions, and answers printed on it, and a stamped return envelope means a savings of five dollars in postal rates.

Probably the biggest advantage of this type of questionnaire was that it could be placed in the optical reader, and cards were punched in

a transference of the information. Because everything was on one sheet, it simplified the process of transferring the information to IBM cards. Other types of questionnaires have one separate questionnaire and one separate answer sheet; this adds to the difficulty of compiling and separating the information needed. The 78 per cent return was attributed to the one-page questionnaire. (See Table I, page 31)

Question No. 1

There was a pronounced and significant difference in the varied group response. In this category 48.1 per cent of the counselors expressed the belief that a person may both teach and counsel effectively. The rest of the counselors, 48.1 per cent, felt a person could not effectively teach and counsel. There were 3.8 per cent of the counselors undecided.

The responding teachers indicated that 60.9 per cent felt it possible to do both effectively, teach and counsel. The rest of the teachers, 34.6 per cent, felt a person could not effectively teach and counsel. In question one, the teachers were undecided in 6.5 per cent of the responses.

Question No. 2

The majority of the counselors, 70.9 per cent, felt teaching experience was needed to counsel in the elementary school. The rest of the counselors, 19.5 per cent, felt that teaching experience at the elementary level was not necessary before counseling. A few of the coun-

General Analysis

The table below indicates, in percentages, how counselors as a group answered each of the ten questions.

Table I

Percentage Frequency of Answer Selection
Questions 1-10 Counselors

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	13.3	34.8	3.8	26.2	21.9
2	34.3	36.7	9.5	15.2	4.3
3	24.8	37.7	10.9	22.9	3.8
4	37.6	35.7	4.8	17.6	4.3
5	13.3	30.9	5.2	30.5	20.0
6	48.1	36.2	4.8	9.5	1.4
7	26.1	33.3	15.2	20.9	4.3
8	6.2	16.2	11.9	42.9	22.9
9	41.4	32.4	10.9	10.9	4.3
10	28.1	27.6	26.7	4.3	13.3

The table below indicates, in percentages, how teachers as a group answered each of the ten questions.

Table II

**Percentage Frequency of Answer Selection
Questions 1-10 Teachers**

SA	= Strongly Agree	D	= Disagree
A	= Agree	SD	= Strongly Disagree
U	= Undecided		

No.	SA	A	U	D	SD
1	23.4	37.5	6.5	22.3	10.3
2	44.0	40.8	7.7	5.4	2.2
3	42.4	39.7	8.2	7.6	2.2
4	51.1	37.5	3.3	5.9	2.2
5	9.2	21.2	3.8	38.0	27.7
6	54.9	34.8	7.1	1.6	1.6
7	34.2	27.2	17.9	16.3	4.4
8	3.8	10.9	14.1	48.9	22.3
9	42.9	39.7	7.1	7.1	3.3
10	15.8	21.7	33.2	10.9	18.5

selors, 9.5 per cent, were undecided.

The teachers in comparison with the counselors felt even more strongly in regard to elementary experience. Most of the teachers, 84.8 per cent, felt teaching experience was needed in the elementary school before counseling. There were 7.6 per cent of the teachers undecided. The difference between the two groups was 11.9 per cent.

Question No. 3

Sixty-two point four per cent of the counselors felt that teaching experience was needed to counsel in the secondary school. The rest of the counselors, 26.7 per cent, disagreed with question three. There were 11 per cent of the counselors undecided.

The teachers in 82.1 per cent of the responses agreed that having prior teaching experience in the junior high was necessary before counseling. The other teachers, 9.8 per cent, disagreed with question three. There were 8.2 per cent of the teachers undecided.

Question No. 4

Most of the counselors, 73.3 per cent, felt that teaching experience was needed to counsel in the secondary school. The rest of the counselors, 21.9 per cent, disagreed with this question and felt teaching experience was not necessary. There were 4.8 per cent of the counselors undecided.

The teachers responded with 88.6 per cent favoring teaching experience. The rest of the teachers, 8.2 per cent, felt that teaching

experience was not necessary. A few of the teachers, 3.3 per cent, were undecided. The difference between the counselors and teachers was 15.3 per cent.

Question No. 5

It is interesting to note that 44.3 per cent of the counselors agreed that teaching experience is desirable, but not necessary to be effective in counseling in the secondary school. The rest of the counselors, 50.5 per cent, felt teaching experience was needed. There were 5.2 per cent of the counselors undecided.

Only 30.4 per cent of the teachers thought teaching experience was desirable, but not necessary. The rest of the teachers, 65.8 per cent, felt teaching experience was necessary. In this question, 3.8 per cent of the teachers were undecided.

Question No. 6

The majority of the counselors, 84.3 per cent, felt that having teaching experience fosters better relations between a counselor and a teacher. The rest of the counselors, 11.0 per cent, disagreed with this question. There were 4.8 per cent of the counselors undecided.

The teacher response was even higher than the counselor response. In 89.7 per cent of the responses, teachers felt that teaching experience fosters better relations. The rest of the teachers, 4.2 per cent, disagreed with this statement. There were 7.1 per cent of the teachers undecided.

Question No. 7

Fifty-nine point five per cent of the counselors felt that it was more important to have teaching experience if the counselor was under twenty-five years of age. The other counselors, 25.2 per cent, disagreed with this statement. There were 15.2 per cent of the counselors undecided.

The teachers in 61.4 per cent of the responses agreed with having teaching experience if the counselor is under twenty-five years of age. The rest of the teachers, 20.7 per cent, disagreed with this statement. There were 17.9 per cent of the teachers undecided.

Question No. 8

A few of the counselors, 22.4 per cent, agreed that military or work experience would substitute for teaching experience, but 65.7 per cent of the counselors disagreed with this statement. The rest of the counselors, 17.9 per cent, were undecided.

Only 14.7 per cent of the teachers agreed with this statement. The rest of the teachers, 71.2 per cent, disagreed that military or work experience would substitute for teaching experience. There were 14.1 per cent of the teachers undecided.

Question No. 9

In 73.8 per cent of the responses, counselors felt a counselor should be required to hold a valid teaching certificate. The rest of the counselors, 15.2 per cent, disagreed with this statement. There were

11.0 per cent of the counselors undecided.

A sizable majority of the teachers, 82.6 per cent felt a counselor should be required to hold a valid teaching certificate. The other teachers, 10.3 per cent, disagreed with this statement. In this question, 7.1 per cent of the teachers were undecided.

Question No. 10

Question number ten was, "If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?" Over one half of the counselors, 53.7 per cent, felt a counselor needed one to two years of teaching experience, 26.7 per cent of the counselors felt a counselor needed three years of experience, and 17.6 per cent of the counselors felt a counselor needed four to five years teaching experience.

Slightly more than one third of the teachers, 37.5 per cent, felt one to two years was needed, 33.2 per cent felt three years was needed, and 29.4 per cent felt four to five years was needed. The difference in this question reflects the greatest difference of opinion. The counselors agreed with having one to two years of experience, 55.7 per cent. The difference in range between the counselors and teachers was 18.2 per cent, in regard to having one to two years teaching experience. Only 17.6 per cent of the counselors felt four to five years experience was needed. The difference between the counselors and teachers was 11.8 per cent, in regard to having four to five years of teaching experience.

Specific Analysis

The table below indicates, in percentages, how male counselors as a group answered each of the ten questions.

Table III

Percentage Frequency of Answer Selection
Questions 1-10 Male Counselors

SA = Strongly Agree				D = Disagree	
A = Agree				SD = Strongly Disagree	
U = Undecided					
No.	SA	A	U	D	SD
1	7.9	33.6	5.3	29.2	23.9
2	34.5	38.1	9.7	13.3	4.4
3	24.8	36.3	14.2	20.4	4.1
4	37.2	35.4	4.4	16.8	6.2
5	11.5	30.1	5.3	35.4	17.7
6	47.8	33.6	3.5	12.4	2.7
7	31.9	31.9	14.2	18.6	3.5
8	5.3	15.9	19.6	43.4	24.8
9	43.4	31.9	9.7	11.5	3.5
10	27.4	28.3	29.2	2.7	12.4

The questions listed below were those in which there was a clear-cut difference between male counselors and male teachers.

Question No. 1

It is interesting to note that 41.6 per cent of the male counselors felt a person could do both effectively, teach and counsel. The rest of the counselors, 53.1 per cent, felt a person could not both teach and counsel. There were 5.3 per cent of the counselors undecided.

In comparison, 56.4 per cent of the male teachers felt a person could both teach and counsel. The other teachers, 37.2 per cent, thought a person could not do both effectively. There were 6.4 per cent of the teachers undecided. The difference between the two groups of male counselors and male teachers on agreeing whether a person could both teach and counsel was 14.8 per cent.

Question No. 2

Seventy-two point six per cent of the male counselors believed teaching experience is necessary to counsel in the elementary school. The other counselors, 17.7 per cent, believed teaching experience in the elementary level was not necessary. There were 9.7 per cent of the male counselors undecided.

A majority of the male teachers, 88.3 per cent, believed teaching experience in the elementary school was needed. The other teachers, 4.3 per cent, felt teaching experience was unnecessary. There were 6.4 male teachers undecided as to this question. The difference between

male counselors and male teachers on experience was 15.7 per cent.

Question No. 3

The male counselors in 61.1 per cent of the responses felt that junior high teaching experience was needed to counsel in the junior high school. The rest of the male counselors, 24.8 per cent, believed teaching experience was unnecessary. A few of the counselors, 14.2 per cent, were undecided.

Most of the male teachers, 83.0 per cent, felt teaching experience was needed. The rest of the male teachers, 7.5 per cent, believed teaching experience was not necessary. There were 9.6 per cent of the teachers undecided. The difference between male counselors and male teachers on agreement for having teaching experience was 21.9 per cent.

Question No. 4

In this question 72.6 per cent of the male counselors felt secondary teaching experience was needed to counsel in the secondary school. The rest of the male counselors, 23.0 per cent, believed teaching experience was not necessary. There were 4.4 per cent of the counselors undecided.

A high majority of the male teachers, 90.4 per cent, felt secondary teaching experience was needed. The other teachers, 6.4 per cent, believed teaching experience was not necessary. The rest of the male teachers, 3.2 per cent, were undecided. The difference between male counselors and male teachers on agreement for having teaching experience

at the secondary level was 17.9 per cent.

Question No. 10

Fifty-five point eight per cent of the male counselors believed one to two years of teaching experience was needed before counseling in the secondary school. Three years experience was needed according to 29.2 per cent of the male counselors, and 15.0 per cent of the male counselors felt four to five years experience was needed.

The male teachers in 40.4 per cent of the responses believed one to two years was needed, 32.0 per cent felt three years experience was needed, 27.7 per cent believed four to five years was needed. The difference between male counselors and male teachers on agreement for having one to two years experience was 15.3 per cent.

The questions listed below were the questions that showed the widest variance in percentages between female counselors and female teachers. (See Tables V and VI, pages 42 and 43)

Question No. 3

The majority of female counselors, 63.3 per cent, agreed that junior high teaching experience was needed before counseling in the elementary school. The other counselors, 27.9 per cent, felt teaching experience was not necessary. There were 8.9 per cent of the female counselors undecided.

The female teachers in 77.6 per cent of the responses felt teaching experience at the junior high level was needed. The rest of the

The table below indicates, in percentages, how female teachers as a group answered each of the ten questions.

Table VI

Percentage Frequency of Answer Selection
Questions 1-10 Female Teachers

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	19.0	41.4	8.6	20.7	10.3
2	43.1	36.2	5.2	12.1	3.5
3	44.8	32.8	5.2	13.8	3.5
4	51.7	31.0	1.7	34.5	0.0
5	13.8	20.7	1.7	34.5	29.3
6	55.2	29.3	13.8	0.0	1.7
7	36.2	25.8	22.4	13.8	1.7
8	5.2	12.1	22.4	43.1	17.2
9	39.7	37.9	3.5	13.8	5.2
10	24.1	13.8	43.1	6.9	12.1

teachers, 17.2 per cent, felt teaching experience was unnecessary. There were 5.2 per cent of the teachers undecided. The difference in percentage between the female counselors and female teachers was 14.3 per cent.

Question No. 7

Only 49.4 per cent of the female counselors felt it was more important to have teaching experience if the counselor was under twenty-five years of age. The other counselors, 30.4 per cent, disagreed with this statement. There were 20.3 per cent female counselors undecided.

Most of the female teachers, 62.1 per cent, agreed that it was important to have teaching experience if the counselor was under twenty-five years of age. The rest of the female teachers, 15.5 per cent, disagreed with this statement. There were 22.4 per cent of the female teachers undecided. The difference in percentage between the female counselors and female teachers was 12.7 per cent.

Question No. 10

The difference in this question reflects the greatest difference of opinion between female counselors and female teachers. Sixty-four point six per cent of the female counselors felt that one to two years of experience was needed, 25.3 per cent felt three years experience was needed, and 24.1 per cent felt that five years experience was needed.

In comparison, 37.9 per cent of the female teachers felt that one to two years experience was needed, 43.1 per cent felt three years

experience was needed, and 19 per cent felt five years experience was needed. The range in percentages in agreement for one to two years experience was 26.6 per cent.

The questions listed below were the questions that showed the widest variance in percentages between counselors and teachers with one to five years of experience. For the sake of brevity only the three questions that showed the widest variance in percentages will be discussed. (See Tables VII and VIII, pages 46 and 47)

Question No. 2

Exactly 52.0 per cent of the counselors felt elementary teaching experience was needed before counseling in the elementary school. The rest of the counselors, 28.0 per cent, felt teaching experience was unnecessary. There were 14.0 per cent of the counselors undecided.

A large majority of the teachers, 89.1 per cent, who had one to five years experience felt that elementary experience was needed. The other teachers, 6.4 per cent, felt this experience was not necessary. A few of the teachers, 10.6 per cent, were undecided. The difference between counselors and teachers who had from one to five years experience was 33.1 per cent on agreement for having elementary teaching experience.

Question No. 4

Once again, 52.0 per cent of the counselors with one to five years experience felt secondary experience was needed. The other counselors, 38.0 per cent, felt this experience was not necessary. There were 10.0

The table below indicates, in percentages, how counselors as a whole with one to five years experience answered each of the ten questions.

Table VII

Percentage Frequency of Answer Selection
All Counselors with 1-5 Years Experience
Questions 1-10

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	8.0	22.0	2.0	38.0	30.0
2	16.0	36.0	20.0	20.0	8.0
3	14.0	36.0	14.0	28.0	8.0
4	24.0	28.0	10.0	28.0	10.0
5	20.0	38.0	6.0	28.0	8.0
6	32.0	30.0	8.0	28.0	2.0
7	18.0	30.0	18.0	22.0	12.0
8	10.0	20.0	18.0	30.0	22.0
9	30.0	26.0	20.0	16.0	8.0
10	54.0	38.0	4.0	2.0	2.0

The table below indicates, in percentages, how teachers as a whole with one to five years of experience answered each of the ten questions.

Table VIII

**Percentage Frequency of Answer Selection
All Teachers with 1-5 Years Experience
Questions 1-10**

SA	= Strongly Agree	D	= Disagree
A	= Agree	SD	= Strongly Disagree
U	= Undecided		

No.	SA	A	U	D	SD
1	12.8	44.7	8.5	27.7	6.4
2	40.4	44.7	8.5	4.3	2.1
3	40.4	40.4	10.6	6.4	2.1
4	48.9	36.2	8.5	4.3	2.1
5	8.5	19.2	2.1	40.4	29.8
6	53.2	40.4	6.4	0.0	0.0
7	23.4	25.5	21.3	25.5	4.3
8	6.4	8.5	4.3	55.3	25.5
9	36.1	38.3	14.9	8.5	2.1
10	17.0	31.9	29.8	4.3	17.0

per cent of the counselors undecided.

Most of the teachers, 25.1 per cent, with one to five years experience felt secondary teaching experience was needed. The other teachers, 6.4 per cent, felt that secondary teaching experience was not necessary. Only 8.5 per cent of the teachers were undecided. The difference between counselors and teachers with one to five years experience on agreement for having secondary experience was 31.1 per cent.

Question No. 10

Ninety-two per cent of the counselors favored one to two years of experience; 4.0 per cent felt three years experience was needed.

The teachers in 43.9 per cent of the responses felt one to two years experience was needed, and 21.3 per cent favored four to five years experience. The difference between counselors and teachers on having one to two years experience was 43.1 per cent.

The questions listed below were the questions that showed the widest variance in percentages between counselors and teachers with five to ten years of experience. For the sake of brevity, only the three questions that showed the widest variance in percentages will be discussed. (See Tables IX and X, pages 49 and 50)

Question No. 1

Some of the counselors, 41.3 per cent, with five to ten years experience felt a person could both teach and counsel effectively. The other counselors, 50.0 per cent, believed a person could not do both

The table below indicates, in percentages, how counselors as a whole with five to ten years experience answered each of the ten questions.

Table IX

Percentage Frequency of Answer Selection
All Counselors with 5-10 Years Experience
Questions 1-10

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	6.5	34.8	8.7	28.3	21.7
2	39.1	34.8	8.7	13.0	4.4
3	23.9	41.3	10.9	19.6	4.4
4	32.6	43.5	2.2	17.4	4.4
5	8.7	28.3	4.4	37.0	21.7
6	58.7	30.4	2.2	6.5	2.2
7	34.8	30.4	10.9	23.9	0.0
8	6.5	21.7	0.0	54.4	17.4
9	50.0	30.4	10.9	6.5	2.2
10	23.9	28.3	28.3	4.4	15.2

The table below indicates, in percentages, how teachers as a whole with five to ten years of experience answered each of the ten questions.

Table X

Percentage Frequency of Answer Selection
All Teachers with 5-10 Years Experience
Questions 1-10

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	21.6	29.7	5.4	24.3	18.9
2	37.8	37.8	8.1	10.8	5.4
3	29.7	40.5	8.1	16.2	5.4
4	40.5	37.8	5.4	10.8	5.4
5	5.4	24.3	8.1	43.2	18.9
6	46.0	32.4	16.2	5.4	0.0
7	40.5	18.9	24.3	10.8	5.4
8	5.4	10.8	13.5	56.7	13.5
9	37.8	35.1	8.1	13.5	5.4
10	24.3	21.6	21.6	10.8	21.6

teach and counsel. Only 8.7 per cent of the counselors were undecided.

The teachers in 51.4 per cent of the responses felt a person could both teach and counsel. The rest of the teachers, 43.2 per cent, disagreed with this statement. There were 5.4 per cent of the teachers undecided. The difference between the counselors and teachers on agreement for being able to do both teach and counsel was 10.1 per cent.

Question No. 6

In this question, 39.1 per cent of the counselors felt teaching experience fosters better relations between a counselor and a teacher. The other counselors, 3.7 per cent, disagreed with this statement. There were 2.2 per cent of the counselors undecided.

Seventy-eight point four per cent of the teachers agreed that teaching experience fosters better relations between a counselor and a teacher. The rest of the teachers, 5.4 per cent, disagreed with this statement. There were 16.2 per cent of the teachers undecided. The difference between the counselors and teachers on agreeing that teaching experience fosters better relations was 10.6 per cent.

Question No. 8

A few of the counselors, 28.3 per cent, agreed that military or work experience would substitute for teaching experience. The rest of the counselors, 71.7 per cent, disagreed with this statement. There were no counselors undecided on this question.

Even less than the counselors, the teachers in 16.2 per cent of

the responses agreed that military or work experience would substitute for teaching experience. The other teachers, 70.3 per cent, disagreed with this statement. There were 13.5 per cent of the teachers undecided. The difference between the counselors and teachers on agreeing with question number eight was 12.0 per cent.

The questions listed below were the questions that showed the widest variance in percentages between counselors and teachers with ten or more years of experience. For the sake of brevity, only the three questions that showed the widest variance in percentage will be discussed. (See Tables XI and XII, pages 53 and 54)

Question No. 2

Exactly 79.0 per cent of the counselors with ten or more years experience felt that elementary teaching experience was needed to counsel in the elementary school. The other counselors, 15.0 per cent, disagreed with this statement. There were 6.0 per cent of the counselors undecided.

Most of the teachers, 90.1 per cent, believed elementary teaching was needed before counseling. The rest of the teachers, 6.2 per cent, disagreed with this statement. There were 3.7 per cent of the teachers undecided. The difference between the counselors and teachers on agreement for elementary experience was 11.1 per cent.

Question No. 3

More than one half of the counselors, 66.0 per cent, felt junior

The table below indicates, in percentages, how counselors as a whole with ten or more years of experience answered each of the ten questions.

Table XI

Percentage Frequency of Answer Selection
All Counselors with 10+ Years of Experience
Questions 1-10

No.	SA	A	U	D	SD
1	19.0	39.0	3.0	19.0	20.0
2	38.0	41.0	6.0	12.0	3.0
3	26.0	40.0	11.0	21.0	2.0
4	48.0	38.0	4.0	11.0	2.0
5	11.0	29.0	6.0	29.0	25.0
6	54.0	41.0	3.0	1.0	1.0
7	27.0	35.0	17.0	18.0	3.0
8	4.0	9.0	14.0	47.0	26.0
9	45.0	35.0	8.0	8.0	4.0
10	16.0	22.0	38.0	5.0	19.0

The table below indicates, in percentages, how teachers as a whole with ten or more years of experience answered each of the ten questions.

Table XII

Percentage Frequency of Answer Selection
All Teachers with 10+ Years of Experience
Questions 1-10

SA = Strongly Agree		D = Disagree			
A = Agree		SD = Strongly Disagree			
U = Undecided					
No.	SA	A	U	D	SD
1	25.9	37.0	6.2	21.0	9.9
2	49.4	40.7	3.7	4.9	1.2
3	46.9	40.7	6.2	4.9	1.2
4	51.9	40.7	0.0	6.2	1.2
5	7.4	23.5	3.7	35.8	29.6
6	59.2	34.6	3.7	1.2	1.2
7	35.8	30.9	16.1	13.6	3.7
8	1.2	13.6	22.2	39.5	23.5
9	48.2	42.0	2.5	4.9	2.5
10	11.1	17.3	42.0	13.6	16.1

high teaching experience was needed. The other counselors, 22.0 per cent, felt teaching experience was not necessary. There were 11.0 per cent of the counselors undecided.

In comparison, 87.7 per cent of the teachers favored having junior high school teaching experience before counseling. The rest of the teachers, 6.2 per cent, felt teaching experience unnecessary in this instance. There were 6.2 per cent of the teachers undecided. The difference between the two groups on agreement for having teaching experience was 21.7 per cent.

Question No. 9

The counselors in 80.0 per cent of the responses felt a school counselor should be required to hold a valid teaching certificate. The other counselors, 12.0 per cent, did not feel a counselor must hold a valid teaching certificate. There were 8.0 per cent of the counselors undecided.

The majority of the teachers, 90.1 per cent, also believed a counselor should hold a valid teaching certificate. The rest of the teachers, 7.4 per cent, disagreed with this statement. Only 2.5 per cent of the teachers were undecided. The difference between the counselors and teachers was 10.1 per cent.

Chi Square Analysis

It was hypothesized that there would be a significant difference between counselors' and teachers' responses. Table XIII shows the

significance of difference in attitudes between counselors and teachers in their responses to the ten statements on the value of teaching experience. Examination of the table reveals that there were significant differences in attitude on seven of the questions.

Question No. 1

Forty-eight per cent of the counselors agreed with statement one, "A person may do both effectively, teach and counsel," while 61 per cent of the teachers agreed. The computed chi square of 15.6913 was significant at the .01 level of confidence.

Question No. 2

Most of the counselors, 71.0 per cent, agreed that elementary teaching experience was necessary before counseling. Eighty-five per cent of the teachers agreed with this statement. The computed chi square of 13.4040 was significant at the .01 level of confidence.

Question No. 3

The majority of the counselors, 62.5 per cent, agreed with the statement, "Junior high school teaching experience is needed to counsel in the junior high school," while 82.1 per cent of the teachers agreed. The computed chi square of 25.4948 was significant at the .01 level of confidence.

Question No. 4

"Secondary school teaching experience is needed to counsel in the

secondary school," statement No. 4, was agreed with by 73.3 per cent of the counselors and by 88.6 per cent of the teachers. The computed chi square for this statement was 16.9149 which was significant at the .01 level of confidence.

Question No. 5

In this question, 44.2 per cent of the counselors agreed "teaching experience is desirable but not necessary," only 30.4 per cent of the teachers agreed with this statement. The computed chi square of 9.5432 was significant at the .05 level of confidence.

Question No. 6

Eighty-four per cent of the counselors agreed with statement six, "Having teaching experience fosters better relations between a counselor and a teacher," while 89 per cent of the teachers agreed. The computed chi square of 12.3230 was significant at the .05 level of confidence.

Question No. 10

"If you feel teaching experience is essential for effective secondary school counseling how many years should be required?" Most of the counselors, 55.7 per cent, felt one to two years experience was needed. On the other hand, 37.5 per cent of the teachers felt one to two years was needed. The computed chi square of 16.8578 was significant at the .01 level of confidence.

It was interesting to note that there was no significant difference

in responses between female counselors and female teachers on the ten statements. On question No. 6 the computed chi square of 9.4691 was almost significant at the .05 level of confidence. This question was the only one that approached being significantly different for females. (See Tables XIII, XIV and XV, pages 60 through 65.)

Question No. 1

Forty-two per cent of the counselors agreed with statement one, "A person may do both effectively, teach and counsel," while 56 per cent of the teachers agreed. The computed chi square of 12.6825 was significant at the .01 level of confidence.

Question No. 3

The counselors in 61.0 per cent of the responses agreed that junior high teaching experience was necessary before counseling. Eighty-three per cent of the teachers agreed with this statement. The computed chi-square of 14.0166 was significant at the .01 level of confidence.

Question No. 4

"Secondary school teaching experience is needed to counsel in the secondary school," statement No. 4, was agreed with by 73 per cent of the counselors and by 90 per cent of the teachers. The computed chi square for this statement was 11.4719 which was significant at the .05 level of confidence.

Question No. 10

"If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?" In statement No. 10, 55.8 per cent of the counselors felt one to two years experience was needed. On the other hand, 40.4 per cent of the teachers felt one to two years experience was needed. The computed chi square of 12.3530 was significant at the .05 level of confidence.

Table XIII

**Significance of Difference Between the Responses
to Ten Statements on the Value of Teaching
Experience by Counselors and Teachers**

Statement	Obtained Values of Chi Square	Level of .05	Signif- icance .01	¹ NS	² DF
1. A person may do both effectively, teach and counsel.	15.6913		*		4
2. Elementary teaching experience is needed to counsel in the elementary school.	13.4040		*		4
3. Junior high school teaching experience is needed to counsel in the junior high school.	25.4948		*		4
4. Secondary school teaching experience is needed to counsel in the secondary school.	16.9149		*		4
5. Teaching experience is desirable but not necessary to be effective in counseling in the secondary school.	9.5432	*			4
6. Having teaching experience fosters better relations between a counselor and teacher.	12.3230	*			4
7. It is more important to have teaching experience if the counselor is under twenty-five years of age.	4.9041			*	4

¹NS=Not Significant

²DF=Degrees of Freedom

Table XII - Continued

Statement	Obtained Values of Chi Square	Level of .05	Signif- loance .01	¹ NS	² DF
8. Military service or work experience would substitute for teaching experience.	4.3028			*	4
9. School counselors should be required to hold a valid teaching certificate.	5.0245			*	4
10. If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?	16.8578		*		4

¹NS=Not Significant

²DF=Degrees of Freedom

Table XIV

**Significance of Difference Between the Responses
to Ten Statements on the Value of Teaching
Experience by Female Counselors and Female Teachers**

Statement	Obtained Values of Chi Square	Level of .05	Signif- icance .01	¹ NS	² DF
1. A person may do both effectively, teach and counsel.	5.3807			*	4
2. Elementary teaching experience is needed to counsel in the elementary school.	2.2804			*	4
3. Junior high school teaching experience is needed to counsel in the junior high school.	7.2005			*	4
4. Secondary school teaching experience is needed to counsel in the secondary school.	2.6824			*	4
5. Teaching experience is desirable but not necessary to be effective in counseling in the secondary school.	2.7078			*	4
6. Having teaching experience fosters better relations between a counselor and teacher.	9.4691			*	4
7. It is more important to have teaching experience if the counselor is under twenty-five years of age.	9.2913			*	4

¹NS=Not Significant

²DF=Degrees of Freedom

Table XIV - Continued

Statement	Obtained Values of Chi Square	Level of .05	Signif- icance .01	¹ NS	² DF
8. Military service or work experience would substitute for teaching experience.	1.8618			*	4
9. School counselors should be required to hold a valid teaching certificate.	5.0030			*	4
10. If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?	5.5484			*	4

¹NS=Not Significant

²DF=Degrees of Freedom

Table XV

**Significance of Difference Between the Responses
to Ten Statements on the Value of Teaching
Experience by Male Counselors and Male Teachers**

Statement	Obtained Values of Chi Square	Level of ,05	Signif- icance ,01	¹ NS	² DF
1. A person may do both effectively, teach and counsel.	12.6825	*			4
2. Elementary teaching experience is needed to counsel in the elementary school.	9.1016			*	4
3. Junior high school teaching experience is needed to counsel in the junior high school.	14.0166		*		4
4. Secondary school teaching experience is needed to counsel in the secondary school.	11.4719	*			4
5. Teaching experience is desirable but not necessary to be effective in counseling in the secondary school.	5.6973			*	4
6. Having teaching experience fosters better relations between a counselor and teacher.	6.7343			*	4
7. It is more important to have teaching experience if the counselor is under twenty-five years of age.	1.3012			*	4

¹NS=Not Significant

²DF=Degrees of Freedom

Table XV - Continued

Statement	Obtained Values of Chi Square	Level of .05	Signif- icance .01	¹ NS	² DF
8. Military service or work experience would substitute for teaching experience.	2.5311			*	4
9. School counselors should be required to hold a valid teaching certificate.	3.7496			*	4
10. If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?	12.3530	*			4

¹NS=Not Significant

²DF=Degrees of Freedom

CHAPTER IV

CONCLUSIONS, SUMMARY, RECOMMENDATIONS

Conclusions

The primary purpose of this study was to determine the opinions of counselors and teachers as to the value of having prior teaching experience before counseling. This paper was done in four parts: a. it presented some of the background information dealing with this topic; b. it surveyed by questionnaire the opinions of two groups of individuals, counselors and teachers, as to the value of having teaching experience; c. it discussed the information in an appropriate statistical fashion; d. it made recommendations or answered the question, "So what about it?".

Assuming that the data collected were accurate, the following conclusions will be drawn. First, almost one half of the counselors, 48.1 per cent, felt an individual may both teach and counsel. In comparison, 60.9 per cent of the teachers felt it was possible to teach and to counsel. Table I and II.

Second, both counselors and teachers in an overwhelming majority, 70.9 per cent and 84.8 per cent, respectively, thought it was imperative to have teaching experience to counsel in the elementary school. Table I and II.

Third, the largest significant difference between counselors and teachers on responses occurred on question three. Table XIII. In 62.4 per cent of negative responses, counselors believed teaching experience in junior high school was needed. The teachers, on the other hand, felt even more strongly, with 82.1 per cent favoring teaching experience in the junior high school. Tables I and II.

Fourth, the distribution of the answers given by the counselors and teachers, Tables I and II, indicates that 73.3 per cent of the counselors and 88.6 per cent of the teachers favored having secondary teaching experience to counsel in the secondary school.

Fifth, in question five 50.5 per cent of the counselors felt teaching experience is desirable, but not necessary to be effective in counseling in the secondary school. A majority of the teachers, 65.8 per cent, felt teaching experience was necessary. Tables I and II. There was a significant difference between counselors' and teachers' responses. Table XIII.

Sixth, as was indicated on Tables I and II, there was a slight difference of opinion in regard to teaching experience fostering better relations between a counselor and a teacher. Both counselors and teachers in a sizable majority agreed that teaching experience fosters better relations. The difference in agreement between counselors and teachers is 5.4 per cent which was significant. Table XIII.

Seventh, it was interesting to note that there were no significant differences in responses between female counselors and female teachers

on the ten statements. Table XIV.

Eight, there was a significant difference between male counselors and male teachers. It is evident by looking at Table XV that male counselors and male teachers expressed a difference on statements one, three, four, and ten.

Ninth, experience appeared to be an important aspect for answer selection. In the three categories of length of experience, 1-5 years, 5-10 years, and 10 plus years, both counselors and teachers differed in their responses. Tables VII, VIII, IX, X, XI, XII.

Tenth, in all combined categories both counselors and teachers believe teaching experience is necessary before counseling. The counselors by a slight majority, 50.5 per cent, and the teachers by a substantial majority, 65.8 per cent, deem teaching experience necessary before the onset of counseling.

Summary

This study has shown that, in the opinion of teachers, teaching experience is needed before counseling. The counselors are almost equally divided on the question of the necessity of prior teaching experience.

The following summary is the opinion of the writer. Today, most states require a baccalaureate degree in education plus one year of graduate work that would normally lead to the Master's degree. In equal respect, most states require one to two years of "successful teaching" experience. It seems ironic that an individual who has spent seven years in obtaining a doctorate degree in counseling might not secure a position in any secondary school in the country without teaching experience. Having had teaching experience has not proved its usefulness in counseling.

"Classroom teaching experience has become less important as a requirement for certification in school counseling. While the idea is sound that the school counselor should understand the processes of education and the school program, there are differences of opinion as to how such understanding can be satisfactorily achieved. Some have suggested that there may be a more efficient way of orienting the school counselor to the total school setting than requiring him to spend one or more years in actual teaching."¹

It seems feasible that an internship in school counseling, outside work experience, or one year of graduate work in counseling would more than suffice in preparation of school counselors. Teachers in their routine

¹Division of Counseling Psychology. The Scope and Standards of Preparation in Psychology for School Counselors. Washington, D.C., American Psychological Association, p. 6.

day all serve in some guidance function, and it would be equally as valid to require teachers to have counseling experience. It is time to recognize that counseling and teaching are two distinct professions, each with its own specialized training. The writer is of the opinion that a new trend is emerging, recognizing counseling for what it is and not merely as an extension of a teacher or teaching. Also, the writer feels that within twenty years, if not sooner, teaching experience as a requirement for counseling will cease and desist. Counseling and teaching could be compared to pediatrics. For example, it is not necessary to have a baby to be a good pediatrician. In equal respect, to be a good counselor does not necessitate teaching experience.

Recommendations

Based upon the findings of this survey, the writer recommends that the American Personnel and Guidance Association delineate a clear-cut statement and/or policy as to requiring teaching experience before counseling. The writer further recommends the use of this survey as one of many to serve as a guideline for altering or strengthening this requirement of certification. Individuals now entering counselor training should be made aware of the fact that once they have finished one year of graduate work, the chances are very great that an additional two years of teaching will be needed before the onset of counseling.

It is recommended that a survey be run on counselors without teaching experience and the results used to determine the value of teaching experience. Within the next two decades the writer feels that teaching experience as a requirement for counselor certification will be virtually non-existent.

In the next ten years the writer feels it would be significant to run a follow-up survey using counselors and teachers in determining their opinions on prior teaching experience. Recently, the writer signed a contract as a counselor in Freeport High School. It is interesting to note that the administrators and the Director of Guidance failed to comment at all on my lack of teaching experience. It would be interesting to survey administrators and guidance directors as to the value of having prior teaching experience.

Then so what about it? This issue of teaching experience in school

counseling must be resolved so that a unified program of counselor training is established. In this way, counseling as a profession and teaching as a profession can exist side by side and not be in opposition to each other.

APPENDIX
and
BIBLIOGRAPHY

APPENDIX

- A. Letter from Office of the Superintendent of Public Instruction
- B. IBM Answer Blank
- C. Zip Tone Sheet
- D. Questionnaire, First Method Used
- E. Questionnaire Used in Survey
- F. Cover Letter to Counselors Without Ten Cents
- G. Cover Letter to Counselors With Ten Cents
- H. Cover Letter to Teachers Without Ten Cents
- I. Cover Letter to Teachers With Ten Cents

State of Illinois

Office of the Superintendent of Public Instruction

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October 4, 1966

VOCATIONAL AND TECHNICAL EDUCATION DIVISION

JOHN A. BEAUMONT, DIRECTOR
ALFRED A. REDDING, ASST. DIRECTOR

Mr. L. E. Wilson, Graduate Assistant
Counseling Center
Eastern Illinois University
Charleston, Illinois

Dear Mr. Wilson:

The enclosed bulletin is sent in compliance with your recent request.

In your search for information concerning teaching experience as a requirement for the school counselor, you may wish to look at one of the recent issues of the quarterly published for members of the Association for Counselor Education and Supervision. I remember an article in either the Spring or Summer issue that examined the matter of a teaching experience requirement.

Sincerely,

W. Smith, Chief
Vocational Guidance Service

JWS:bmc

Enc.

APPENDIX C

Years of Experience 1 2 3 4 5 5-10 over 10

SEX M F

Teaching Field (or major)

Math Soc. Sci. Science Phys. Ed. Eng-Speech
Business Shop Art-Music Foreign Lang.

SA=Strongly agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

SA A U D SD

person may do both effectively, teach and counsel.

Elementary teaching experience is needed to counsel in the elementary school.

Junior high school teaching experience is needed to counsel in the junior high school.

Secondary school teaching experience is needed to counsel in the secondary school.

Teaching experience is desirable, but not necessary to be effective in counseling in the secondary school.

Teaching experience fosters better relations between a counselor and teacher.

It is more important to have teaching experience if the counselor is over twenty-five years of age.

Military service or work experience would substitute for teaching experience.

Secondary school counselors should be required to hold a valid teaching certificate.

If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?

1 2 3 4 5

For each teaching experience is necessary for effective secondary school counseling. Explain.

Please darken the appropriate space with a #2 pencil.

APPENDIX E

Years of Experience

1 2 3 4 5

5-10

over 10

SEX

M

F

Teaching Field (or major)

Math

Soc. Sci.

Science

P. E.

Eng.-Speech

Business

Shop

Art-Music

Foreign Lang.

SA=Strongly Agree

A=Agree

U=Undecided

D=Disagree

SD=Strongly Disagree

SA

A

U

D

SD

A person may do both effectively, teach and counsel.

Elementary teaching experience is needed to counsel in the elementary school.

Junior high school teaching experience is needed to counsel in the junior high school.

Secondary school teaching experience is needed to counsel in the secondary school.

Teaching experience is desirable, but not necessary to be effective in counseling in the secondary school.

Having teaching experience fosters better relations between a counselor and teacher.

It is more important to have teaching experience if the counselor is under twenty-five years of age.

Military service or work experience would substitute for teaching experience.

School counselors should be required to hold a valid teaching certificate.

If you feel teaching experience is essential for effective secondary school counseling, how many years should be required?

1

2

3

4

5

Prior teaching experience is necessary for effective secondary school counseling. Explain.

APPENDIX F

Dear Counselor,

The information which you furnish by completing the enclosed questionnaire will become an integral part of my master's thesis. I would appreciate it if you would take ten minutes of your time and answer the eleven questions. I am hoping to determine the value of having prior teaching experience before counseling in the secondary schools.

As time is vital to both of us, would you please return the questionnaire in the stamped return envelope as soon as possible. All information will be treated in a confidential manner. Thank you.

Sincerely,

Lynn E. Wilson

encl.

APPENDIX G

Dear Counselor,

The information which you furnish by completing the enclosed questionnaire will become an integral part of my master's thesis. I would appreciate it if you would take ten minutes of your time and answer the eleven questions. I am hoping to determine the value of having prior teaching experience before counseling in the secondary schools.

As a token of my appreciation, I have enclosed a dime for a cup of coffee. As time is vital to both of us, would you please return the questionnaire in the stamped return envelope as soon as possible. All information will be treated in a confidential manner. Thank you.

Sincerely,

Lynn E. Wilson

encl.

APPENDIX H

Dear Teacher,

The information which you furnish by completing the enclosed questionnaire will become an integral part of my master's thesis. I would appreciate it if you would take ten minutes of your time and answer the eleven questions. I am hoping to determine the value of having prior teaching experience before counseling in the secondary schools.

As time is vital to both of us, would you please return the questionnaire in the stamped return envelope as soon as possible. All information will be treated in a confidential manner. Thank you.

Sincerely,

Lynn E. Wilson

encl.

APPENDIX I

Dear Teacher,

The information which you furnish by completing the enclosed questionnaire will become an integral part of my master's thesis. I would appreciate it if you would take ten minutes of your time and answer the eleven questions. I am hoping to determine the value of having prior teaching experience before counseling in the secondary schools.

As a token of my appreciation, I have enclosed a dime for a cup of coffee. As time is vital to both of us, would you please return the questionnaire in the stamped return envelope as soon as possible. All information will be treated in a confidential manner. Thank you.

Sincerely,

Lynn E. Wilson

encl.

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