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TEACHING EXPERIENCE: A PREREQUISITE FOR
EFFECTIVE COUNSELOR PERFORMANCE?

by

Carole G. Sorensen

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Psychology

Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1969

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INTRODUCTION

Purpose of the study

Previous teaching experience is one of the most discussed issues in today's pupil personnel services. We find ourselves in the milieu of a controversy in which we have advocates of one camp who propose that teaching experience can be a handicap in the effectiveness of a counselor; and in the other camp, that teaching experience is a vital prerequisite for counselor effectiveness.

The controversy has reached such proportions that some states, which previously held teaching experience as a necessary requirement for counselor certification, have either changed certification requirements or have worked around the issue by accepting practice teaching, intern teaching, or substitute teaching as evidence that the requirement has been satisfied.

Method of procedure

The methods employed in this study were threefold: (1) a very thorough review of the current literature, (2) study of counselor certification requirements in the Southwest; namely, Arizona, California, New Mexico, Nevada, Texas, and Utah, and (3) an independent survey of school administrators employed in major cities within each of the above mentioned states. The administrators included secondary school principals, directors of pupil personnel services, and superintendents of schools.

HISTORICAL BACKGROUND

History of school counselors

Historically, the school counselor has emerged from the chalk and blackboard jungle of the classroom to assume the role of school counselor. His monopoly on the position has risen from "association" in the school setting as well as from his "availability."

The purpose of this paper is to explore a current issue that has produced a dichotomy in the ranks of the professional counselors. Part of the issue revolves around the role of the school counselor and his subsequent professionalization; the other, around the standards of excellence in the preparation and performance of this individual.

A review of the literature since 1960 revealed sparcity of real research in to the problem in order to secure a firm position. The majority of stands are taken from a "confirmed" viewpoint of the observer. Part of this problem is related to misunderstandings as to the role of the counselor and what methods of evaluation we have to accurately measure the effective counselor.

Biggerstaff (6, p. 29) points out that "it should be noted before discussing this problem, that, in most states, teaching experience is required for certification as a school counselor."

Crow (11, p. 146) elaborated further by observing:

Most states have set minimum requirements for eligibility as a school counselor. A study of the provisions reveals that each state requires eligibility for teaching. All but two states require teaching experience ranging from one to three years. In addition, California, Georgia, Kansas, Kentucky, Minnesota, Nevada, Rhode Island, New York and Vermont prescribe a minimum of one year of business experience or its equivalent.

Elevating the counselor

The decade spanning the close of World War II and the mid-fifties brought an awareness and better understanding of the value of the counseling relationship. Techniques were refined and research delved into many avenues to help bring about a more professional status for the profession of counseling.

Stoughton (29, p. 1) reminded us that the real "shot-in-the-arm" for the profession came about because of the intense international crises and the resulting economic and sociological changes.

Beck (5, p. 36) enlightened us further when he said:

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 upgrading and expanding of counseling staffs in secondary and elementary schools. The chief goals of these moves were the conservation of talent and the early identification of interests and abilities as a means to strengthening our national defense.

The National Defense Education Act of 1958 came about because of the recognition that guidance and counseling were indeed essential services of our educational system.

Prior to the 1958 era, many people were engaged in guidance work who had little or absolutely no professional training. Generally, these were teachers who related well to students or who were assigned the position--usually on a part-time basis. Some had minimum certification requirements, but too many did not. Preparation for counseling was meager and largely ineffectual. An effort to educate and to provide "counselors" with specialized knowledge and skills manifested itself throughout the country in forms of in-service training sessions as well as the new NDEA institutes.

Tyler (31, p. 45) documented the procedures, selection, and assessments of the enrollees of the first fifty institutes. Regarding the selection of the enrollees for the institutes, she reported:

In order to make more explicit the decision as to who could be included in one or the other of these categories, the Office of Education set up the following criteria:

To meet the condition "engaged in counseling and guidance in a secondary school" it is necessary that the person be an employee of a secondary school who is devoting not less than half time to counseling and guidance. To meet the condition "preparing to engage in counseling and guidance" the person must be a regularly employed teaching in a secondary school who has successfully completed some graduate level preparation for counseling and guidance, and who can furnish additional evidence of intention to do counseling and guidance in a secondary school.

DISCUSSION OF TEACHER-COUNSELOR EQUIVALENCE

Teacher role and guidance

Bishop (7, p. 301) said:

The counseling function is strategic to the success of the educational enterprise. Whoever counsels touches the delicate web of individual decision making, personal adjustment, and self-image. Those who counsel may beacon, consult, or direct.

Research into various educational texts uncovered a very basic philosophy which indicated that teachers really do perform the counseling function and are expected to do so. Hutson (20, p. 42) recalled titles of various publications which indicated that teachers should be engaged in the activities of a guidance worker. Among these are: Ways of Studying Children: A Manual for Teachers, (Almay); The Teacher's Role in Career Development (Minnesota Department of Education); Teacher Counseling (Arbuckle); The Teacher as a Guidance Worker (Gordon); and The Role of the Teacher in Personnel Work (Strang).

Gordon (16, p. 66) stated his position thus:

Our point of view is that the teacher is not a professional counselor but that he serves in many situations as a front-line counselor: the reality factors of school life require him to know and to understand the counseling process and point of view and he can function effectively in helping individuals through the establishment of counseling relationships.

On interpretation of Arbuckle he (16, p. 68) maintained:

. . . the teacher who is a student of human behavior and who attempts to work with his students as an enabler does not need to have his role ambiguous or confused. He does not switch from "disciplinarian" to "counselor," from "friend" to "professional." There is consistency of behavior on his part, because his goals as a teacher and as a counselor are the same.

Gordon (16, p. 65) commented:

While there is this general agreement about the present lack of preparation of teachers for counseling, many counselors feel that having teachers work as counselors is a highly desirable goal. For example, Arbuckle believes: "Counseling should be performed by all teachers. This is the hoped for ideal, but when it does become an actuality . . . all teachers will be persons with training in the field of human development and adjustment."

Blair (8, p. 433) scored a point when he indicated that the psychologist and the guidance counselors are an integral part of the school wheel. A word of caution was issued when he noted that, although these services are valuable, they are of a very specialized nature and constitute only one cog in the total program. They are specialists in supplementing the mental hygiene program of the school, in setting up adequate testing procedures, and in assisting in the mental health of seriously disturbed students.

Teachers in the classroom will always have to do much of the counseling and guidance work regardless of whether a specialist is or is not available. When mental hygiene principles are extensively applied in classroom practice, the number of children needing the attention of a psychologist will become progressively fewer.

However well-intended the counseling services, Tyler (31, p. 8-9) has reminded us of the conditions existing prior to the NDEA Institutes:

A large proportion of the persons now engaged in guidance work in high schools have had 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. A person in this position, conscientious though he may be, can hardly be said to be doing counseling at all, since this work requires specialized knowledge and skills that are not in the repertory of the average person.

Teacher education could be a hindrance to the development of counselors who might effectively change attitudes and values. This is true because of the rightfulness and wrongness of things in teachers'

eyes when the only position that seems effective in value change is one which assists the person to explore values, with a minimum of evaluation . . . so reported Weary (32, p. 44) from the Counselors Educators' Workshop.

Arbuckle (2, pp. 533-534), apparently in a change of position, disgustedly reported:

The concept of, "must be a teacher first," however, still hangs on, even though it is evident that we do not have the luxury of time, and the young worker does not have the luxury of money so that he can prepare for one professional function and work in it for a few years before he can be considered for education in the profession which he had hoped to enter all along . . . The fact that a significant proportion of teachers and administrators feel that a counselor should have been a teacher first is, of course, an important fact of life.

Hudson (18, pp. 24-27) retaliated to this by observing:

It may be well to review some of the reasons for making teaching experience a prerequisite for counselors and to consider how this prerequisite can be achieved without reducing the supply of badly needed counselors . . . it is extremely doubtful whether graduate work in any phase of education should be undertaken without prior teaching experience. Some teachers know after a year in the classroom that for them there must be an easier way to earn a living. . . Better to discover this before spending an extra year in preparation. Prospective counselors must be made aware that there are definite advantages, in terms of long range professional growth and development, in getting teaching experience prior to becoming counselors. This does not mean that students should not begin their graduate work for two years; indeed, they should be encouraged to work toward their degrees summers while they are accumulating experience.

Paulson (28, p. 539) after reviewing Arbuckle, discussed dialogue and its advantage in a counseling position.

Common preparation and experience do, indeed, greatly facilitate dialogue. It is for that very reason that school administrators prefer counselors with a teaching background, since school counselors engage in dialogue with school teachers many times a day. The heart of dialogue, however, is inquiry and exploration; not predetermined exploration.

Dugan (12, p. 8) said:

Perhaps not all counselors need to rise from the teaching ranks; of course, existing state certification standards exert a restriction on our source of supply. New reservoirs of candidates with graduate ability and personal qualities for counseling may well be found in other academic fields related to education and for whom relevant social service experience may prove equivalent to the prerequisite of classroom teaching.

Hutson (20, pp. 40-44) felt it unnecessary to view teaching and counseling as a dichotomy.

It is more logical to think of two workers engaged in closely related and inseparable parts of the total educative process. The dichotomy is more in degrees of skill and depth of understanding than in the kind of work done. The counselor has more knowledge of educational and vocational opportunities than does the teacher, a better command of instruments for probing the pupil's interests, abilities, and personality, superior skill in the use of the interview . . . a wider understanding of the resources of the school and community which may be drawn upon for help with varied pupil problems. The counselor is himself the prime resource person for teachers in their counseling roles. And for his contacts with individual pupils he relies upon the teachers to bring to his attention the pupils with problems, and also for help in diagnosis and treatment.

Surely it has occurred to the reader that this conception of the counselor implies maturity and experience as necessary to winning the confidence and respect of his co-workers in the school, as well as for a satisfactory performance of the guidance function. These are foundational qualifications that the 22-year-old M.S. in psychology just does not have. The teaching apprenticeship is the best means by which the counselor can acquire them.

WEIGHING THE CONTROVERSY

Arguments against prior teaching experience

1. Teaching experience per se provides littler certainty that there will be effective counseling. Many teachers have had no other work experience so their knowledge of the world of work and the society around them may be almost totally lacking.

A professional person with experience and competence in the world outside the classroom may be equally effective in helping young people make realistic vocational choices and effective solutions on problems of human relationships and social adjustments.

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 them in an educational setting. (Johnson (21), p. 15)

2. There is no imperical evidence to indicate that being a teacher makes one a more effective counselor. (Arbuckle (3), p. 533)
3. The question of teaching and counselor experience, or both, as a prerequisite to entering public school counselor preparation was not supported in this study. If anything, prior teaching or counseling experience appeared to have a negative relationship to faculty ratings of potential success in public school counseling.

It is quite possible that extensive experience in working with people in school settings causes a firm viewpoint to develop which is detrimental to learning new and different approaches. (McGreevy (26), p. 56)

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 (27), pp. 350-361)
5. Some educators believe that previous experience as a school psychologist is equivalent to teaching, if not superior. Their feeling is that the psychologist may be free of some of the biases ofter characteristic of a teacher and that he can give sufficient understanding of classroom situations by observing teachers at work as part of his training. (Crow (11), pp. 153-154)

6. New reservoirs of candidates with graduate ability and personal qualities for counseling may well be found in other academic fields related to education and for whom relevant social service experiences may prove equivalent to classroom teaching. (Dugan (12), p. 81)
7. 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 experience as one is not absolutely necessary in order to become the other. (Johnson (21), p. 15)
8. Teacher education could be a hindrance to the development of counselors who might effectively change attitudes and values. This is true because of the rightfulness and wrongness of things in teachers' eyes when the only position that seems effective in value change is one which assists the person to explore values with a minimum of evaluation. (Weary (32), p. 44)
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. (Loughary (25), pp. 51-52)

Arguments in favor of prior teaching experience

1. Those who advocate abolition of the teaching apprenticeship admit that since the counselor functions in a school he should have knowledge of the school and the classroom. (Hutson (20), p. 41)
2. Does knowledge of psychology, sociology, and other sciences give counselors a base for effective understanding of other people? The most obvious answer is NO unless this factual knowledge is accompanied by some ideal model development for counselor behavior.

Is it possible that in our rush to take the teacherlike quality out of the counselor that we may have overlooked the fact that the teacher may still be the most effective value-change catalyst in the school? (Weary (32), p. 44)

3. Those who argue for teaching experience feel that a counselor cannot function well without knowing the school environment thoroughly. Whatever skills he possesses 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 specific to a student or students? . . . 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 (6), pp. 29-30)

4. Since most of his duties involve working directly with students and with 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.

As a teacher he will have an opportunity to note in a group setting the many ways in which individuals differ-- physical size, intelligence, abilities, interests, ambition, morals, social and economic background, parental aspiration-- the list could go on indefinitely.

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.

Teaching experience will help one decide whether or not to become a counselor and will serve as the foundation upon which formal counselor preparation is based. (Hudson (18), pp. 25-26)

5. Common preparation and experience do, indeed, greatly facilitate dialogue. It is for that very reason that school administrators prefer counselors with a teaching background since school counselors engage in dialogue with school teachers many times a day. (Paulson (28), pp. 539-540)
6. It was estimated that more than half the counselors responding were in favor of teaching experience for one reason or another. (Fitzgerald (14), pp. 36-37)
7. In our experience, for instance, we have found that superintendents tend to want the counselor who is mature, who has had experience in and understands the school situation. (Erickson (13), p. 46)

8. There are those who will say that the teacher cannot be an effective counselor because of his disciplinary role, and others may say that the teacher cannot be an effective counselor because the good teacher has a friendly relationship with the student, whereas one must maintain a professional relationship in order to do effective counseling. He disputes both these ideas. (Gordon (16), p. 267; reporting on Arbuckle)

9. Practicum ratings of 50 school counselors were examined in relation to administrators subsequent on-the-job-ratings of their performance. The relationship proved negligible. (Johnston (22), p. 16)

10. Instead of accepting Johnson's conception of two disciplines or functions being carried on by functionaries of disparate training, each working with unique tools at his unique job, it is more logical to think of the workers engaged in closely related and inseparable parts of the total educative process. The dichotomy is more in degrees of skill and depth of understanding than in the kind of work done. (Hutson (20), pp. 42-43)

RELATED STUDIES

Fredrickson and Pippert (15, pp. 24-27) conducted a study of the employment practices of superintendents, principals, and guidance directors in the secondary schools in the State of Massachusetts. The investigation was concerned with employment preferences. "The question of whether one can achieve the equivalent teaching experience by observing high school classes or by extended practicum experience in a school was not the intent of the survey." Answers were sought on the basis of preference for candidates with teaching experience.

Returns showed that the school principals stated that at least one year of teaching experience was necessary. Superintendents also preferred at least one year teaching experience. At least 89.5 per cent of the guidance directors preferred, with varying degrees, at least one year of teaching experience.

Conclusion read: "There appears to be little question that actual teaching experience is an important prerequisite for employment of school counselors."

The American School Counselor Association Study grew out of the need for school counselors as members of an emerging profession to describe the appropriate role and function. During the summer of 1962, Calvert W. Bowman appointed a National Planning Committee for the Counselor Role and Function Study. This committee was selected from six geographic regions throughout the United States. A policy statement was issued as a final outcome of the study. Each of the regions then formulated a report in which they made recommendations for change

of the tentative policy statement. Abstracts from each of the regions by Fitzgerald (14, pp. 35-36) are as follows:

New England Region. Of those that disagree, the majority took exception to the statement concerning the need for full-time residence training in counselor education and the failure to require teaching experience as a prerequisite for counselor certification.

Southern Region. We have omitted most of the congratulations on a job well done since I am sure that you are most concerned at this stage of the game with what changes should be made.

North Central Region. This study, as it stands, has a broad positive support for counselors in the fields within the North Central Region.

Western Region. The tabulation of the section by section reaction indicated that the secondary school counselors of the Western Region who participated in this phase of the ASCA Study agree with more than 92 per cent of the tentative statement.

Rocky Mountain Region. The tentative statement as printed was wholeheartedly accepted by the counselors of the Rocky Mountain Region, but the few changes indicated in the following report should be 100 per cent acceptable.

North Atlantic Region. Reactions to the ASCA Counselor Study Progress Report are generally very accepting. Most concerted reactions seem to deal with the need for teaching experience as a requirement for counselor certification.

Again quoting Fitzgerald (14, pp. 31-41) is the following:

The major issues of conflict were those concerning counselor education and teaching experience. (The tentative statement did not include teaching experience as a prerequisite to status as a school counselor.) It was estimated that more than half the counselors responding were in favor of teaching experience for one reason or another.

The following statements are reactions to Item 4 of the Professional Competencies section of the ASCA Statement of Policy which reads: "The School Counselor needs to understand the teaching relationship as experienced by teachers." Loughary (25, pp. 50-51) continued:

Research is needed to validate whether an understanding of the teaching situation can be attained adequately by means other than actual teaching experience.

Teaching experience is more valuable in working effectively with teachers than in counseling effectively with counselees.

Too many people in our area of work are telling teachers how to teach and handle young people in teaching-learning situations when they have no such experience.

In some cases the length of time involved for teaching requirement would vary. Some people have had other experiences which would make them sympathetic to the role of teachers.

There is nothing that replaces the actual trials and tribulations of teaching.

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 only 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 certificated 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.

It is not the worth of the argument that is being questioned, but the relevancy. 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 profession relatively meaningless.

Liddle and Reighard (24, pp. 342-348) in their national survey of Directors of Pupil Personnel Services, revealed this pertinent information in favor of teaching experience: "As a group, directors still strongly approve of previous teaching experience for counselors." The responses to a questionnaire rating teaching experience as: Very Important, Somewhat Important, or Not of Great Importance, points out that 82.6 per cent of the directors responded as rating teaching experience as Very Important.

A Factor Analysis of Measurements Used in the Selection and Evaluation of Counselors Education Candidates--a study conducted by C. Patrick McGreevy (26, p. 56), Arizona State University, gave evidence that if anything "prior teaching or counseling experience appeared to have a negative relationship to faculty ratings of potential success in public school counseling."

Stripling (30, p. 171) in studying selection of counselor candidates recorded:

The lack of research reported on selection may support Hill's statement that while other factors are important, initial admission is largely contingent upon admission to graduate school. Emphasizing that counselors are drawn largely from the teaching ranks, Hill characterizes selection as a process extending from a teacher's evidenced interest in guidance work to his evaluation during a practicum experience.

One factor of special concern is the notation by Stripling that Cohen and Lloyd-Jones recommended experimentation to gather needed evidence as to the real value of teaching experience.

PROFESSIONAL POSITIONS

In a position paper, Johnson (21, p. 16) made reference to the curriculum being based on the assumption that candidates will have had teaching experience before beginning counselor education. He noted:

Since the counselor functions in a school he must understand the school as an instrument of society. To achieve this understanding, he must acquire knowledge of educational philosophy, curricular patterns, and administrative relationships. Knowledge of the classroom and familiarity with broad educational practices form an important part of the counselors candidate's background in education. Such knowledge and familiarity may come through teaching, but other experiences are also suitable and acceptable.

In reaction to Johnson's position, Hummel (19, p. 21) reported:

In another vein of contradictory nature purely to phraseology, the author states, "it should be made clear that teaching experience per se provides little certainty that there will be effective counseling." Later it is maintained in discussing persons without teaching experience that "this latter person may be able to acquire a knowledge of the classroom and educative process in much the same way a teacher would have to acquire knowledge of the world outside the classroom." These statements tend to be typical of those who take this side of the issue today with such phraseology as "little certainty" for one but "may be" for the other.

Battle (4, p. 19) took a more objective stand:

To consider teaching experience as an essential element in counselor preparation seems no more tenable than to regard counseling experience as an essential element in teacher preparation. In either case, the added experience very likely would be a definite asset. Through experience in teaching the student of counseling has a unique opportunity to become intimately acquainted with education in action. Likewise, experience in business, industry, or social work might provide other understandings that also are helpful to the counselor.

Along these same lines, Weary (32, pp. 42-43) reported from the Counselor Educators' Workshop:

In many states teaching experience is a prerequisite for guidance certification. Should there not be more reciprocal exposure in professional curricula for both counselors and teachers? Counselor educators may need to provide more experiences designed to help the counselor-in-training understand his own behavior and attitudes and effect of these on others.

POSITIONS REGARDING FUTURE CONSIDERATIONS

Hill (17, p. 38) set the cogs in motion with some serious thought for our future consideration.

Since most school counselors now come from the teaching ranks, should the profession be content with this, or should active efforts be made to seek and to admit persons to counselor education who have neither teacher preparation nor teaching experience? What evidence is there as to the relative merits of teacher preparation and experience as a prerequisite to counselor preparation and guidance services? What evidence is there as to the merits of other sorts of pre-counseling training and experience?

Is it true that the profession is losing potentially promising counselor candidates by insisting on previous teacher preparation and experience? What evidence is there on this matter? . . . Is it possible that the issue regarding teaching cannot be resolved without first resolving the general list counseling psychologist issue?

Erickson (13, p. 46), of the Minnesota State Department of Education, proposed:

In the development of any standards for pre-service or experience consideration needs to be given to the employability of the counselor as affected by the perception of others. 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 student 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?

There also seems to be something of a discrepancy where, in the selection of counselors, commitment to a career in education is given as one of the criteria. At the same time it is suggested that candidates without preparation as teachers might be admitted. How can the commitment to education be assessed for these non-education candidates?

A voice from the wilderness presenting still another view was sounded by Anderson (1, p. 43) who revealed the feelings of the subject-- the school counselor.

I have found a distinct variation on the counselor's role, as I am sure every other counselor has discovered from what he has learned via the good and prescribed textbooks and lectures consumed in the university setting as compared to what actually happens on the job. It would seem rather different to determine the predictors of success in the work of the school counselor until we clarify the role he is playing and what adequately satisfies the counselor educators and administrators. If they cannot agree as to what they want, how can we set up criteria for success?

Arbuckle (3, p. 532) presented a new idea for a complete revamping of the professional training. He felt that there is great duplicity in our personnel services and that perhaps there should be sharper lines of distinction as to role of counselor, social worker, and psychologist. His article, "Counselor, Social Worker, Psychologist: Let's Ecumenicalize," gives some thought provoking suggestions.

Loughary inspected some aspects of certification and Dugan (12, Preface ii) suggested some inspection along these lines:

Should state level certification of school counselors be upgraded nationally to reflect quality and competence beyond minimal levels? Should some means of recognizing and/or accreditation be developed to distinguish between institutions that are qualified and those that are not qualified to prepare professional counselors? If so, what should be the role of APGA in relationship to established and accreditation agencies?

Cash (10, p. 261) again pointed up the lack of real research regarding the issue: "A special need is for research dealing with methods of supervision of counselors on the job rather than of supervision during the institutional training."

Arbuckle (2, p. 149) proposed that:

Approval of the counselor should be primarily in the hands of the institution rather than the state department of guidance. The state department of education should insist that the institution produce evidence of the high quality of its counselors education program. Once this is done, certification should be automatic for the graduate of such a program. . .

INDEPENDENT SURVEY

Introduction

In an attempt to obtain an indication of the current thinking of administrators employing school counselors, a questionnaire was constructed in an attempt to reveal not only current practices, but also to elicit some information as to future trends (see Appendix for the questionnaire).

Three major areas were covered in the seven question questionnaire:

1. Certification procedures;
2. Teaching experience; and
3. Future considerations.

The geographical area to be considered (Southwest--United States) was pre-determined in the proposal previously submitted.

Sampling procedure

The following states were participants in the survey: California, Nevada, Arizona, Utah, Texas, and New Mexico. Cities to be considered were selected on the basis of population. New Mexico, Utah, Nevada, and Arizona represented a unique problem in that the population is limited; therefore, three major cities in each of these states were selected as possible polling areas. Because of the geography and population of Texas and California, eight major cities within each state (distributed geographically) were selected for drawing purposes. Names of cities from each state were placed in a large covered con-

tainer and were thoroughly shaken about. Drawings for each state were conducted by persons other than myself.

Polling the cities

Each Director of Pupil Personnel Services was the recipient of a transmittal letter explaining the purpose of the survey. The letter requested that answers be obtained from three primary sources in order to obtain a cross-section of administrators: principals, superintendents, and guidance directors.

Directors also received a packet containing twelve questionnaires, a transmittal letter, and stamped self-addressed envelopes for the convenience of those participating.

Seventy-two questionnaires were mailed out and replies were received from forty-two. Resistance was met in one state--Texas. The assistant superintendent in charge of pupil personnel services completed one form and returned the remaining questionnaires with this following comment: "I am returning under separate cover the other questionnaires, which I believe is not necessary to have filled out by the school principals." New Mexico also displayed a very apathetic attitude and returned only two of the twelve sent to them. These states accounted for twenty-one of the "no response."

Nevada led the list with a 100 per cent return. Utah followed next with a return of 92 per cent, and California checked in at third with a return of 75 per cent.

Table 1. Distribution of replies to questionnaire

Participating City	Sent	Returned	Per Cent
Las Vegas, Nevada	12	12	100
Salt Lake City, Utah	12	11	92
Sacramento, California	12	9	75
Tucson, Arizona	12	7	58
Albuquerque, New Mexico	12	2	17
Dallas, Texas	12	1	8
TOTAL	72	42	58

Table 2. Total responses to items on questionnaire

Question	Yes	No	Other
1. Is teaching experience a prerequisite for counselor certification in your state?	31	4	7
2. Do you feel the state department of education should set the requirements for certification?	32	8	2
3. Do you feel state certification should be automatic with the completion of a state approved counselor education program?	19	23	0
4. Should counselor approval be primarily in the hands of the training institution rather than the state?	14	25	3
5. Do you feel teaching experience is an essential prerequisite for counselor effectiveness?	35	7	0
6. Have you ever employed a counselor who has had no actual classroom teaching experience?	6	36	0
7. Would you employ a counselor who has had no actual classroom teaching experience but who has served an internship under the guidance of a professional guidance counselor in an actual school setting?	18	22	2

Table 3. Distribution by state of responses to questionnaire items

State	Number of Question and Indicated Response																				
	1			2			3			4			5			6			7		
	Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Other
Arizona	1	-	6	3	4	-	1	6	-	6	1	-	7	-	-	1	6	-	2	4	1
California	7	2	-	8	-	1	5	4	-	3	6	-	6	3	-	-	9	-	1	7	-
Nevada	10	1	1	9	2	1	5	7	-	3	8	1	10	2	-	3	9	-	6	5	1
New Mexico	2	-	-	2	-	-	1	1	-	-	2	-	2	-	-	1	1	-	2	-	-
Texas	1	-	1	1	-	-	1	-	-	-	-	1	1	-	-	-	1	-	-	1	-
Utah	10	1	-	9	2	-	6	5	-	2	8	1	9	2	-	1	10	-	6	5	-
TOTALS	31	4	7	32	8	2	19	23	0	14	25	3	35	7	0	6	36	0	18	22	2

Table 4. Summary of counselor certification requirements for each state in the present study

State	Name of Certificate	Teaching Experience	Educ. Background	Other Certificates
Arizona	Guidance-Counselor Endorsement	3 years. 2 years of approved clinical may be accepted in lieu of Elem. or Spec. Cert.	MS (Completion of approved program of guidance. Include 30 sem. hrs. special guidance-counseling.)	Applicants completing approved counselor education program in Ariz. is eligible for cert. on recommend.
California	Standard Designated Services Credential	2 years teaching exp. 1 year pupil personal services.	MS in counseling.	None listed. Other: Field Work.
New Mexico	Four Year School Counselor Certificate	Valid New Mexico Teaching Certificate 1 year experience.	BS degree. 24 sem. hrs. in guidance and counseling.	None listed.
Nevada	Professional School Counselor Endorsement	Valid teaching certificate for appropriate level. 2 years successful teaching.	24 sem. hrs. credit in counselor preparation.	Standard school counselor. A valid teaching certificate and 1 yr. experience.
Texas	Professional Counselor	Valid Texas Teaching Certificate. 3 years teaching experience.	BS degree.	None listed. Other: Transcript to be evaluated by a sr. college in Texas
Utah	Professional School Counselor	2 yrs. approved educational experience. a. Teaching Cert. b. Internship. c. 3 yrs. counseling experience.	MS or 55 qtr. hrs. grad. credit. 36 qtr. hrs. min. of approved course work.	Basic Prof. Cert. Granted without teach. exp. or certificate. Other: Recommend by institution.

QUOTED RESPONSES TO ITEM #5 OF QUESTIONNAIRE

These quotes are responses to question #5. Do you feel teaching experience is an essential prerequisite for counselor effectiveness?

If yes, why?

In order to effectively counsel teachers, they need the practical experience that is only obtainable in the classroom situation for which the teacher is responsible.

Counseling involves teachers and students. Teaching experience is helpful in dealing with the problems of teachers and students.

The school counselor must have a feeling for what is going on in the classroom.

No one should be hired as a counselor without previous teaching experience. No counselor can understand the problems of a teacher and the students in the classroom without first being a teacher--you just can't learn it from a book.

How can you advise and counsel people if you don't have experience in this vital area?

It is the only experience which will effectively give a thorough understanding of a broad cross-section of counselees.

He must know the workings of the school.

Understanding of system organization can make a good counselor more effective.

Classroom viewpoint is not only helpful, but necessary.

In order to effectively counsel teachers they need the practical experience that is only obtainable in the classroom situation for which the teacher is responsible. One in a counseling position can become too academically oriented. A little uncommon "common sense" usually results from classroom experience. At least this is an excellent place in which to discover if a prospective counselor

relates well with students, parents and fellow teachers (those whose cooperation he must win to succeed in his chosen profession).

Classroom experience enhances greater insight into class necessities, school philosophy, etc., as well as a more complete picture of student-teacher-school relationships. I feel the class teacher's role is a fine intern program as far as learning student dynamics and motivations.

It gives a better understanding of problems that arise in a class situation. It results in better rapport with teachers.

Rapport with teachers is increased if teaching experience is required. It is difficult to get it otherwise.

Better understanding of students' problems in relation to the classroom. A feeling on the part of the teachers that counselors understand the problems of the classroom.

Better understanding of teachers' and students' problems in a group situation.

Because most problems are of an educational nature, counselor must have some understanding of teachers' problems.

So that the teacher will feel that the counselor will understand his problems as well as those of the child; and so that the counselor will understand the educational process better.

Not sure, but it would enable the counselor to understand the program and have more empathy with the staff.

Appreciation of the classroom teacher's role is an essential prerequisite.

A broader base for understanding the problems students face.

I can't imagine a person functioning as a counselor in a school setting without teaching experience.

Better understanding of the overall school situation. Provides a greater awareness of teacher-student situations.

To know staff problems and services. I feel it is important to be in the classroom and to know the problems of the teacher as well as what the school has to offer.

You KNOW the actual problems of the teacher.

Counselors can so much better understand the problems of students and teachers with whom he works for the problems are primarily educational ones.

Counselors should help students with educational problems closely related to classroom instruction--they are kind of "teacher." If you can't teach well, you can't counsel well!

To be effective one must know and understand through experience.

Only a person who has taught can understandingly assist children who have learning problems.

If no, why?

His effectiveness is related to his relationship to his counselees, not his ability to teach a subject effectively.

No one is a "born teacher or counselor." How can we be so authoratative and all knowing as to say something would be a failure before it was ever tried and studied in the schools? We may find it quite the opposite, so let's at least be willing to try it. Local school districts would still be the final word as to whether they could or would employ a counselor with or without teaching experience--regardless of certification. While this particular experience may be valuable, there may be other forms of teaching-learning situations that could substitute with no loss of effectiveness--perhaps even make counseling more effective. Supply and demand may, in the end, determine the answer to this problem. Poorer paying districts may have to hire those certified, not experienced in classroom teaching per se.

Because the counseling function is essentially the same and comes under a broader philosophical position that counseling is for the individual not the institution. I am a counselor with teaching experience. California requires two years minimum teaching experience for the credential.

If counseling standards are high and demanding--not necessary to have taught. UNDERSTANDING the teacher's role is imperative.

Not required for a good one to one relationship.

There is no imperical evidence to indicate that teaching experience is an essential prerequisite for counselor effectiveness. Counselors at the elementary level have been employed without teaching experience in _____ Schools. The new certificate requirements state, "experience at the elementary level," which may not be teaching experience.

No. For many persons have been counseling for many years on an informal basis.

I have counselor and psychologist certificates. I do not hire. I cannot answer the question except to say that I would hire them if theyhad served an internship.

RESULTS OF THE SURVEY

The survey pointed out that many administrators were unaware of their particular state's requirements for counselor certification.

According to 76% of the school administrators, the state department of education should continue to set the requirements for certification.

The issue concerning automatic state certification with the completion of a state approved counselor education program at the university level appeared to be a marginal issue with the NO's holding a slight edge.

As a whole, administrators rejected counselor approval being primarily in the hands of the training institution rather than the state. There is, however, an apparent nucleus forming in favor of this issue.

Administrators apparently felt that the teaching experience requirement is an essential prerequisite for counselor effectiveness. Eighty-three per cent (83%) of the administrators favored teaching experience. Some questionnaires contained rather adamant feelings; such as, "No, I would not employ a counselor without teaching experience--nor would I ever!"

The report revealed that 86% of the administrators have never employed a counselor who has had no classroom teaching experience. It is also interesting to note that two of the guidance directors who had previously hired counselors without teaching experience indicated that they would not do so again.

Item number seven revealed to us that again we had a marginal issue with the NO's holding a slight edge. Administrators felt that they would be flexible enough at least to give a try to employing a counselor without actual classroom teaching experience provided he has served an internship under the guidance of a professional guidance counselor in an actual school setting. Nevada and Utah seemed to be interested in giving such a program a try. California and Texas proved to be most rigid in their position of "NO."

DISCUSSION

Teaching experience as a prerequisite for effective counseling proved to be a subject of great interest to counselors interviewed informally by the writer on college campuses and in public school districts. Generally, the feeling was, "When is someone going to consult the man on the firing line? What does he think of the teaching experience prerequisite? What does he think of his graduate training in counselor education?"

The literature review revealed some very biased opinions by counselor educators and school administrators. One accusation leveled by counselor educators was that teachers are teachers and because they are, they live in a very small world. It was felt that these people were lacking in "world" or "outside" work experience. One counselor took exception to this point by observing: "Take a good look at the world of work. Members of every faculty find themselves 'moonlighting' in a variety of jobs including taxi cab drivers, musicians, retail clerks, disc jockeys, florists, recreation specialists, salesmen, karate instructors, and instructors in outside specialized services. Besides, what work experience does a student, who has been attending the university in order to obtain his masters in guidance and counseling, bring with him to the school?"

Another accusation leveled by counselor educators referred to the generally accepted opinion that teachers are dogmatic and authoritarian. "Well," announced one very amazed counselor, "that sort of shoots all the training I had regarding individual difference,

doesn't it? While it is certainly true that some teachers fit the description, it doesn't apply to every individual. I resent being pigeonholed that way!"

One counselor brought out in discussion another misconception that he felt needed correction. This was in reference to the view that former teachers are viewed as authority figures by their counselees. "Some of my current counselees are former students. I discussed this aspect of the counselor with them and this was the general reply I received. 'Well, somehow it's different. We never really think about your having been our teacher. But, when we think about it, we knew you were interested in us and in our achievement and personal problems even then. That's what really counts--to know that your teacher or counselor really cares!'"

"I wish," said one counselor, "that the schools and the counselor educators would get together on the role. How many counselor educators have really counseled in a school setting--an elementary, a junior high, or a high school? I think it would be a good program for counselor educators to have refresher years in the schools."

"On the other hand," retorted another, "I think it would be nice if administrators really understood the counseling process and what we are attempting. I'm tired of all the record keeping . . . I feel more like a private secretary or attendance clerk than a counselor."

"What makes educators think that the teaching experience is a magic wand?" asked another. "Why must a counselor fill the requirement of a number of years of successful teaching experience? What is meant by successful? I feel it is a truth that many people are not necessarily successful teachers in getting subject matter across to students, but who are very successful in their relationships with students. Perhaps

the teaching requirement refers to the fact that administrators would like to have counselors with teaching experience so that they understand the school plan and the dynamics of the classroom."

"I don't see how a person without teaching experience could possibly be an effective counselor--at least for the first couple of years," mused a woman counselor. "I honestly and objectively do not know how I would have handled many of the difficult situations presented to me this past year had I not had teaching experience. Examples are: The irrate teacher who feels she is being discriminated against on class load, the teacher who has a defensive class and doesn't understand what is wrong or how to correct it, the new teacher with a master's degree in English who asks for specific help in handling a classroom situation, and the teacher who begs for help in dealing with special education students who have had to be absorbed into the regular classroom. Well, the list could go on and on."

"I remember my classes in education!" voiced another counselor. "Remember the theory and the study regarding teaching experience? I don't know how many first year teachers have told me that they were discouraged because they really weren't prepared for the classroom. I feel sure the university feels it is adequately preparing the new teacher, BUT I seriously doubt that you can study group behavior in a classroom training situation and still have the feel of the situation. I studied, but my first year of teaching was a big shock. Therefore, I doubt very much that a counselor can UNDERSTAND the teacher or his role unless he has been there to experience the frustrations, the anguish, the joys, the pride, etc."

"Administrators are not very realistic either!" reported one bitter counselor. "What is your counseling load? The truth is that most of us are overburdened and end up doing a half-baked job. I work in a junior high school with an enrollment of 1435 students. There are two counselors. Believe me, our relationships are far from being on a one-to-one basis."

"My classes in therapy have been tremendous," said a new counselor; "however, we still need more training in this area. We need practical knowledge that can help us in dealing with various types of handicapped students. Psychologists are not always available for therapy of this type. It is a bare truth that only a minimum of time can be spent in individual therapy."

"What about personality assessment? I know teachers who have successfully completed counselor education programs and who will never be considered for counselor positions because of maladjustment. What responsibility should the educational institution have along these lines? What responsibility does the administrator have?" questioned one.

Generally, counselors felt that both administrators and counselor educators were "uneducated" as to the REAL role of the counselor.

Counselors indicated that they felt too much of the training is impracticable and entirely too theoretical for effective utilization. Some made suggestions as to course material that would be very beneficial in the establishment and maintenance of the counseling center. Suggested courses are listed below:

1. Scheduling. We need classes in scheduling. The point is not that we shouldn't be doing it but that we are required to do it and

are pathetically unprepared for the job.

2. Utilization of data processing. Basic knowledge of the computer cuts counselor time spent in such areas as grade reporting, student failure, honor role, etc.

3. Orientation programs. Teach various plans for orientation programs and require the potential counselor to submit a plan.

4. Counselor and the social agencies. Teach the counselor in greater detail where he can go with specific problems. Students should be given case studies and then should follow through to the most appropriate conclusion.

5. Law and the counselor. Where does the counselor stand in law?

6. Counseling the parent of the adolescent. Included in this study should be the alcoholic, the mentally disturbed, the handicapped, etc. Ideally, this would cover counseling both parent and child.

7. Methods of conducting group therapy. This should be a must in every counselor education program. Many counselors have had absolutely no training in this area. Counselors who do use this method find it a very valuable change catalyst. It is also very functional in crowded conditions.

8. Counseling minority groups. How to approach various minority groups.

CONCLUSIONS

Most authors seemed to feel that perhaps the issue was not really so vital as to produce the dichotomy observed in the many groups working in the ASCA project. Certainly all commented that until further objective research is completed, we are on a rather shaky foundation and that basic assumptions should be validated and tested.

Studies and surveys that have been conducted revealed that the school administrators do feel teaching experience is an essential prerequisite for effective counselor performance.

Counselors seemed to feel that the counselor role should be more clearly defined and that this was of more importance than the issue regarding the teaching experience requirement. The majority of experienced school counselors indicated that they favored the teaching requirement.

Generally, it was felt that the issues are of such a nature that they may never be completely resolved. There is a temptation to avoid them (until sufficient evidence is presented) due to the conflict involved and because there is a fear they may produce a division among professional counselors.

New research is definitely needed in this area.

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APPENDIX

QUESTIONNAIRE

Previous teaching experience as a prerequisite for counselor certification is one of the most discussed issues in today's pupil personnel services. Advocates of one group propose that teaching experience can be a handicap in counselor effectiveness; and in the other group, that teaching experience is a necessary prerequisite for counselor effectiveness.

This questionnaire is an attempt to secure the current thinking of the administrators who employ these services in the educational setting.

<u>YES</u>	<u>NO</u>	<u>Question</u>
_____	_____	1. Is teaching experience a prerequisite for counselor certification in your state's requirements?
_____	_____	2. Do you feel the state department of education should set the requirements for certification?
_____	_____	3. Do you feel state certification should be automatic with the completion of a state approved counselor education program?
_____	_____	4. Should counselor approval be primarily in the hands of the training institution rather than the state?
_____	_____	5. Do you feel teaching experience is an essential prerequisite for counselor effectiveness?
		If yes, why? _____

		If no, why? _____

_____	_____	6. Have you ever employed a counselor who has had no actual classroom teaching experience?
_____	_____	7. Would you employ a counselor who has had no actual classroom teaching experience but who has served an internship under the guidance of a professional guidance counselor in an actual school setting?

COMMENTS:

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