

A FOLLOW-UP STUDY OF THE
1952-1965 GRADUATES OF THE
DEPARTMENT OF GUIDANCE,
KANSAS STATE TEACHERS COLLEGE, EMPORIA

568

A Thesis

Presented to
the Faculty of the Division of Teacher Education
Kansas State Teachers College, Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Ronald D. Butts

May 1967

Thesis
1967
B

James L. Boylan
Approved for the Graduate Council

Harry J. Waters
Approved for the Major Department
Committee Chairman

Gene Casper
Committee Member

Richard F. Reichter
Committee Member

ACKNOWLEDGMENTS

This writer wishes to express his sincere appreciation to Dr. Harry J. Waters for his helpfulness throughout the study, and to Dr. Eugene Kasper and Mr. Richard F. Reicherter for their helpful suggestions. Also, a very special thanks to Mrs. Sally Lackey, the typist, for her help in the completion of this paper.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	1
Statement of the problem	1
Questions to be answered	2
Importance of the study	3
Limitations of the study	3
Definitions of Terms Used	4
Department of Guidance	4
Counselor education program	4
Graduates	5
Guidance	5
Counseling	5
Counselor	6
Teacher certification requirements	6
Counselor certification requirements	6
Design of the Study	6
General method	6
Subjects	7
Procedures	7
Instrumentation	8

CHAPTER	PAGE
Organization of Remainder of the Thesis	9
II. THE REVIEW OF THE LITERATURE	10
Follow-up Studies	10
Teacher Certification Requirements	17
Counselor Certification Requirements	20
Related Studies	22
III. FOLLOW-UP OF THE GRADUATES	28
Graduates, Year Graduated, and Degree Received	29
Respondents	37
Degrees Granted to Respondents	37
Present Positions of the Respondents	37
Locations of Respondents	41
Additional Education	45
NDEA Guidance Institutes	50
Decision to Enter Counseling	50
Teaching Experience	50
Counseling Experience	54
Counseling Courses Taken	54
Related Courses Taken	57
Would Attend Guidance Conference	57

CHAPTER

PAGE

Ways Department of Guidance Could Be Of

Help to Graduates 64

IV. RESPONDENTS' EVALUATION OF THE COUNSELOR

EDUCATION PROGRAM 68

Most Helpful Courses 69

Least Helpful Courses 78

Areas of Greatest Competency 85

Areas of Least Competency 93

Personal Philosophy of Counseling 99

V. RESPONDENTS' SUGGESTIONS FOR IMPROVING

THE COUNSELOR EDUCATION PROGRAM 108

VI. COUNSELOR CERTIFICATION REQUIREMENTS 116

Teacher Certification Requirements 116

Actual Classroom Teaching Experience 120

VII. SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS 130

Summary 130

Conclusions 135

Recommendations 137

BIBLIOGRAPHY 141

CHAPTER	PAGE
APPENDIX A	144
APPENDIX B	150
APPENDIX C	153

Respor

VI
VI
VI
IX
X
X

LIST OF TABLES

TABLE	PAGE
I. Number of Graduates Contacted and Number of Graduates Responding, 1952-1965	38
II. Degrees Granted to the Respondents in Guidance and Counseling by the Department of Guidance, Kansas State Teachers College, Emporia, 1952-1965	39
III. Number of Degrees Granted to Respondents by Year of Graduation by the Department of Guidance, Kansas State Teachers College, Emporia, 1952-1965	40
IV. Present Positions of Respondents	42
V. Respondents Included in the Miscellaneous Occupations in Table IV	43
VI. Location of Respondents by State or Foreign Country . .	44
VII. Additional Degrees Received by the Respondents	46
VIII. Areas of Study in Which Additional Degrees Were Received by the Respondents	47
IX. Degrees Respondents are Presently Working Toward . .	48
X. Areas of Study in Which Respondents are Presently Doing Additional Work	49

TABLE	PAGE
XI. NDEA Guidance Institutes Attended by the Respondents	51
XII. When the Respondents Decided to Enter Guidance and Counseling	52
XIII. Years of Teaching Experience Prior to Matriculation in the Counselor Education Program	53
XIV. The Respondents' Experience in Years as a Full- Time Counselor	55
XV. The Respondent's Experience in Years as a Part- Time Counselor	56
XVI. Courses in the Counseling Sequence Which Were Taken by the Respondents	58
XVII. Related Courses Taken by the Respondents	59
XVIII. Responses Concerning Attendance at a Kansas State Teachers College, Emporia, Guidance Conference	60
XIX. Courses the Respondents Felt to be the Most Helpful	70
XX. Courses the Respondents Felt to be the Least Helpful	79
XXI. Areas in Which the Respondents Felt the Greatest Competency Upon Graduation	86

TABLE	PAGE
XXII. Areas in Which the Respondents Felt the Least	
Competency Upon Graduation	94
XXIII. Number of Respondents Which Had Formed A Basic	
Personal Philosophy of Counseling Upon Graduation .	101
XXIV. Number of Respondents That Has Changed Their Basic	
Personal Philosophy of Counseling Since Graduation .	102
XXV. Suggestions by the Respondents for Improving the	
Counselor Education Program	109
XXVI. Respondents' Opinions Regarding the Necessity of	
Meeting Teacher Certification Requirements	117
XXVII. Respondents' Opinions Regarding the Necessity of	
Having Actual Classroom Teaching Experience . . .	121

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

For the past fifteen years, the Kansas State Teachers College has been engaged in the preparation of counselors. Through its counselor education program of the Department of Guidance have passed many of the counselors who are presently serving the youth of Kansas and other segments of the United States.

Out of deep-seated faculty concern regarding the effectiveness of this program in preparing counselors to meet the ever growing needs of students, this study has come about. It will represent an analysis of the opinions of graduates of the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, regarding the strengths and weaknesses of the program. The opinions and their implications will be reported, along with recommendations which may be of help in improving the program.

I. THE PROBLEM

Statement of the problem. Is the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, adequately meeting the needs of the guidance and counseling

majors who, upon graduation, become public school counselors? The purpose of this study was to provide the Department of Guidance with follow-up information concerning the graduates of the program, and to make recommendations which may be of value in improving its counselor education program. This was done by ascertaining the extent to which the counselor education program of the Department of Guidance has met the needs of its graduates. It was also a purpose of this study to ascertain the opinions of the graduates of the Department of Guidance as to the necessity of (1) meeting teacher certification requirements, and (2) actual classroom teaching experience before being certified as a public school counselor.

Questions to be answered. This study attempted to answer the following questions:

1. Where and in what positions are the graduates of the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, employed?
2. In the opinion of the graduates, does the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, provide adequate training and preparation for entry into the profession of counseling?
3. In the opinions of the graduates, how and in what areas could the counselor education program of the Department of Guidance,

Kansas State Teachers College, Emporia, be improved to better meet the needs of persons planning to enter the profession of counseling?

4. What are the personal opinions of the graduates of the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, concerning the counselor certification requirements of (1) meeting teacher certification requirements and (2) actual classroom teaching experience?

Importance of the study. Curriculum development is one of the most difficult problems with which the counselor educator is faced. It is the duty of the faculty of the Department of Guidance, Kansas State Teachers College, Emporia, and other schools alike to provide an educational opportunity that will help produce well qualified counselors.

This survey will furnish the Department of Guidance with follow-up information concerning the graduates of the program. It will also provide the Guidance faculty with opinions of the graduates concerning strengths and weaknesses of the counselor education program. From these opinions of the graduates, recommendations will be made for the improvement of the counselor education program

Limitations of the study. This study is limited:

1.) to 1952-65 graduates of the Department of Guidance, Kansas State Teachers College, Emporia, who completed and returned the questionnaire;

2.) by the accuracy and completeness of the records of the Graduate Division, Kansas State Teachers College, Emporia;

3.) by the accuracy and completeness of the records of the Placement Bureau, Kansas State Teachers College, Emporia;

4.) to the Department of Guidance, Kansas State Teachers College of Emporia, Emporia.

II. DEFINITIONS OF TERMS USED

Listed below are terms and their definitions as they pertain to this study.

Department of Guidance. "Department of Guidance" is the academic department at the Kansas State Teachers College, Emporia, which is responsible for preparation and training of public school counselors.

Counselor education program. "Counselor education program" is the academic program of instruction within the Department of Guidance, Kansas State Teachers College, Emporia, for the preparation and training of public school counselors. (Hereafter, counselor education program will be in reference to that of the Department of Guidance, Kansas State Teachers College, Emporia, unless indicated differently.)

Graduates. Those persons receiving either the Master of Science Degree or the Specialist in Education Degree between 1953 and 1965 from the Kansas State Teachers College, Emporia, with a major emphasis in guidance and counseling will be designated as "graduates."

Guidance. Throughout this study, the term "guidance" will be defined as

Helping a person to find and select the opportunities and activities that will yield maximum satisfaction and profit, especially in school (EDUCATIONAL GUIDANCE) and in his life work (VOCATIONAL GUIDANCE).¹

Counseling. In this study, the term "counseling" will be defined as

A relationship in which one person endeavors to help another to understand and to solve his adjustment problems. The area of adjustment is often indicated: educational counseling, social counseling, etc. . . . Counseling is a two-way affair involving both counselor and counselee.²

¹Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, Green and Company, 1958), p. 234.

²Ibid., p. 127

Counselor. A "counselor" is "a professionally trained person who does counseling."³

Teacher certification requirements. Throughout this study, "teacher certification requirements" will mean the requirements for certification as outlined for the State of Kansas on pages 59-60 of Requirements for Certification by Elizabeth H. Woellner and M. Aurilla Wood. (Listed on pages 17-20 of the review of the literature.)

Counselor certification requirements. Throughout this study, "counselor certification requirements" will mean the requirements for certification as outlined on pages 52-53 of the Certificate Handbook, State of Kansas, January 1, 1966. (Listed on pages 20-22 of the review of the literature.)

III. DESIGN OF THE STUDY

General method. In an attempt to ascertain the opinions and recommendations of the guidance and counseling graduates regarding the counselor education program of this Department of Guidance, Kansas State Teachers College, Emporia, the following general method was used: first, a general reading of the literature

³Ibid., p. 128

concerning follow-up studies has been done to provide this writer with a background for understanding problems that might be connected with the study. Secondly, a questionnaire concerning the counselor education program and a letter of transmittal was sent to all graduates of the Department of Guidance, Kansas State Teachers College, Emporia. The third step was a follow-up request for return of the questionnaire. Lastly, upon return of the questionnaire, the data were organized, tabulated, analyzed, and presented as a part of this final report.

Subjects. This study will include all graduates, Master of Science Degree or Specialist in Education Degree, from 1953 to 1965 of the Department of Guidance, Kansas State Teachers College, Emporia, who complete and return the questionnaire by May 1, 1967.

Procedures. The questionnaire and letter of transmittal with appropriate instructions were sent to all graduates of the Department of Guidance, Kansas State Teachers College, Emporia. The list of graduates was ascertained from the records of the Graduate Division, Kansas State Teachers College, Emporia. Current mailing addresses were taken from the records of the Placement Bureau, Kansas State Teachers College, Emporia. The letter of transmittal explained the purposes of the study, and requested that the questionnaire be completed

and returned in the enclosed, self-addressed, franked envelope not later than fifteen days after its receipt. Three weeks after the first mailing a second request was sent to the nonrespondents. The second mailing was a letter with a stronger plea for the completion and return of the initial questionnaire.

Instrumentation. This writer chose to use the questionnaire to gather data for this study. The questionnaire was selected due to the large number and widespread locations of many of the graduates of the Department of Guidance, Kansas State Teachers College, Emporia.

The questionnaire was prepared to survey the opinions and recommendations of the graduates. It was divided into the following three areas: (1) follow-up information about the graduates; (2) evaluation of the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia; and (3) personal opinions of the graduates concerning the counselor certification requirements of (a) meeting teacher certification requirements and (b) actual classroom teaching experience.

The follow-up information included present address, present employment and job duties, and additional education and/or training beyond the last degree received in guidance and counseling from the Kansas State Teachers College, Emporia. Evaluative information

covered the opinions and recommendations of the graduates concerning the strengths and weaknesses of the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia. The last section of the questionnaire covered their personal opinions regarding the necessity of the two previously mentioned counselor certification requirements.,

Prior to the completion of the final draft of the questionnaire, a preliminary draft was formulated and distributed to fifteen of the graduates and this writer's committee members. The questionnaire was then discussed with them to help this researcher avoid poor wording or ambiguous questions.

IV. ORGANIZATION OF REMAINDER OF THE THESIS

The second chapter of this thesis is a review of the literature. Chapter Three includes follow-up information about the graduates of the Department of Guidance. Chapter Four will present the opinions of the respondents concerning strengths and weaknesses of the program. Recommendations of the respondents for improving the counselor education program will be included in Chapter Five. Chapter Six will present the respondents' personal opinions concerning counselor certification requirements. Chapter Seven will be the summaries, conclusions, and recommendations of this study.

CHAPTER II

REVIEW OF THE LITERATURE

The review of literature has been divided into the following areas: (1) conducting of follow-up studies in general; (2) a listing of the certification requirements for teaching in the public schools of Kansas and counseling in the public schools of Kansas; and (3) similar or related studies.

Follow-up Studies

According to Baer and Roeber,

The purposes and uses of follow-up studies have varied considerably. Survey results, for instance, have been employed for research only, for evaluating educational and guidance services, for indicating the need for new policies and services, and for offering further assistance to school leavers.⁴

Baer and Roeber stated that the need for an evaluation of the educational programs offered in a school seemed to be the principle reason for conducting follow-up studies. They indicated that important data concerning the value of school subjects, teaching methods, and school policies are often yielded from such a study.⁵

⁴Max F. Baer and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, Incorporated, 1958), p. 233.

⁵Ibid., p. 235.

In conducting a follow-up study, Baer and Roeber pointed out, that even though no master step-by-step plan has been derived, there are several steps which need to be taken at the outset of such a project.⁶ "Satisfactory results from a follow-up study depend to a large degree upon the careful planning of activities before the survey actually gets under way."⁷ According to Baer and Roeber, the planners must decide upon the purposes of the study, the methods to be employed, and the necessary personnel to be involved. They also included the development of questions to be answered, the drafting of all letters and forms, the construction of tabulation forms, and the publicity as other activities which are the responsibility of the planners.⁸ "It is obvious that these presurvey activities are varied and should proceed concurrently as the total process of the study takes shape."⁹

As Baer and Roeber also pointed out, "it is necessary for some individual or some group to assume the inertia which all too often confronts those initiating this type of project."¹⁰ They stated that this

⁶Ibid., p. 233.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

leadership must continue through the successful completion of the project.¹¹

With reference to the collection of the data, Rummel credited Schluter with the following list of four basic procedures:

1. Personal observations of phenomena under actual or real conditions.
2. Personal observations of phenomena under artificial or arbitrarily created conditions.
3. Personal interviews.
4. Personal correspondence, which includes the use of letters and mailed questionnaires.¹²

Rummel stated that one of the basic considerations in research is the selection of one or more of these methods for collecting the necessary evidence. He indicated that the most valid approach is by personal observations because the researcher knows what he is looking for. To use the interview approach, according to Rummel, it is necessary to ask someone else his point of view. He stated that the interview is subject to misrepresentation and misinterpretation. Rummel pointed out that the questionnaire permits the researcher to collect data from sources that are inaccessible to him by other methods. He indicated

¹¹Ibid.

¹²J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 61, citing W. C. Schluter, How to Do Research Work (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1926), pp. 78-79.

that it also permits the collection of data from large numbers at a small cost and a relatively short period of time.¹³ "Gathering the data via questionnaire is a simple process if the questionnaire, accompanying letter, and the mailing list have been carefully planned and worked out."¹⁴

Van Dalen stated that "questionnaires are widely used by educators to obtain facts about current conditions and practices and to make inquiries concerning attitudes and opinions."¹⁵ Rummel pointed out that the legitimate use of the questionnaire is limited to preferences or opinions and facts which are known only to the respondent.¹⁶

If a questionnaire is to be used as a basic technique for collecting data, Baer and Roeber stated that it has to be accompanied by a letter of explanation. They suggested that the letter should explain the purposes of the study and urge a prompt reply.¹⁷ Rummel agreed with Baer and Roeber, but added that the letter of transmittal should be concise and should solicit the help of the individual. He continued

¹³Ibid.

¹⁴Baer and Roeber, op. cit., p. 253.

¹⁵Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill, Incorporated, 1966), p. 301.

¹⁶Rummel, op. cit., p. 87.

¹⁷Baer and Roeber, op. cit., p. 244.

to state that the form of the letter of transmittal and the questionnaire should be dignified and look well prepared. He also suggested that the researcher should avoid busy periods such as holidays, vacations, the opening and closing of school, and examination periods in sending out questionnaires.¹⁸

According to Van Dalen, a researcher may cast questions in a closed, an open, or a pictorial form. He stated that he can use one type exclusively or a combination of them. According to this source, the closed form is easy to administer and complete, and will facilitate the tabulation and analysis. However, he indicated that it may not accurately express all of the respondent's ideas, and it may not discriminate between fine shades of meaning. He indicated that the open-form questionnaire does not force the respondent to choose between rigidly limited responses. Van Dalen pointed out that it permits the respondents to answer freely and fully within their own frame of reference. However, he stated that categorizing, tabulating, and summarizing of the many different and detailed responses may be extremely difficult and time consuming. The picture form of questionnaires, according to Van Dalen, is used primarily with children

¹⁸Rummel, op. cit., pp. 99-101.

and adults with limited reading ability.¹⁹ Rummel pointed out that "a major consideration in planning the types of items in the questionnaire is the degree of objectivity necessary or desirable in tabulating the responses."²⁰

"In preparation of a questionnaire, it is usually wise to formulate a preliminary draft and to secure expert criticism of its make-up and content."²¹ Rummel suggested that the researcher let a few individuals complete a copy and then discuss it with them. He stated that this may help avoid ambiguous questions and wording which may cause confusion or misunderstanding. Also, he pointed out that questions which the tryout group tends to leave out or answer superficially can be revised.²²

According to Baer and Roeber, the return of questionnaires seems to be affected by many conditions. They indicated that the percentage of return varies directly with the degree of achievement shown by school leavers; a higher percentage is returned by girls than boys; and return is affected by length of time since graduation.

²⁰Rummel, op. cit., p. 89.

²¹Ibid., p. 98.

²²Ibid.

They continued to state that it is frequently necessary to send non-respondents a second or third letter or card.²³ Travers stated that return of questionnaires rarely reaches the forty per cent level even after these second and third contacts.²⁴

"The correspondence method has not only been the most popular in extent of usage in research work, but it has also been the most misused method."²⁵ Rummel cited Abelson's list of most frequent misuses:

1. Requests for information which is available in other sources.
2. Sheer length of response often expected tends to discourage the busy recipient.
3. Failure to arouse any motive to answer.
4. Frequent inclusion of questions of apparent unimportance.
5. Employment of questions which, because they are suggestive or because they naturally encourage responses which favor the respondents, results in misleading answers.
6. Common occurrence of equivocal questions.²⁶

Whitney cited G. M. Whipple, Secretary of the National Society for the Study of Education, for the following list of seven

²³Baer and Roeber, op. cit., pp. 241-242; 254.

²⁴Robert M. W. Travers, An Introduction to Educational Research (New York: The Macmillan Company, 1964), p. 297.

²⁵Rummel, op. cit., p. 87.

²⁶Ibid., p. 88, citing Harold H. Abelson, The Art of Educational Research.

sensible criteria to follow in the drafting of a questionnaire:

1. It should be within the comprehension of those who are to answer it.
2. It should demand a minimal amount of writing.
3. It should be directed primarily to matters of ascertainable fact and less often to matters of opinion.
4. It should elicit unequivocal replies, especially if these are later to be subjected to statistical treatment.
5. It should deal with matters that are worth investigating and that will seem to be recipients to be worth investigating.
6. Although demanding only brief replies, it should stimulate supplementary communications from the recipients.
7. It should promise the respondent a copy of the published results.²⁷

As Baer and Roeber had stressed previously, there are many purposes for follow-up studies.²⁸ They stated that if curriculum planning or evaluating various school services is a purpose of the study, "the report and interpretations of the data bear directly upon courses, and other activities making up the school's program."²⁹

Teacher Certification Requirements

Woellner and Wood listed the following requirements for certification as a public school teacher in the State of Kansas.

²⁷Frederick Lamson Whitney, The Elements of Research (New York: Prentice-Hall, Incorporated, 1937), p. 236, citing G. M. Whipple, "The Improvement of Educational Research."

²⁸Baer and Roeber, op. cit., p. 267.

²⁹Ibid.

KANSAS

Elementary School

- I. Elementary Teachers' Provisional Certificate.
 (Valid from date issued to following June 30).
- A. Graduation from High School.
- B. Professional requirements:
1. Bachelor's degree
 2. Resident credit 90
 3. Elementary School Methods
and related subjects 12
- C. Certificates on less than a degree
 issued since 1-1-60 may be renewed
 on an additional 8 semester hours credit.
- II. Degree Elementary Certificate
- A. General Education, semester hours. 50
1. Oral and written communications,
literature and foreign languages 12
 2. The natural sciences and
mathematics 12
 3. History and the social and
behavioral sciences 12
 4. Electives from the above and/or
from religious education,
philosophy, and art and music
history, literature and
appreciation 14
- B. Professional Education--
 semester hours 24
1. Understanding the individual 6
 Courses in Educational Psychology,
 Child Psychology, Child Develop-
 ment, Human Growth and Development,
 the Nontypical Child, Guidance,
 Theory of Personality, etc
 2. Understanding the function of the
 school as a social institution 6
 3. Competence in instruction at the
 elementary level, including 5
 semester hours in directed
 teaching 8
 4. Electives 4

- C. Specialized courses designed to deal with content and method of the elementary school exclusive of courses used in this section in item 1 -- semester hours 15
- D. Bachelor's degree.

High School

I. Secondary Certificate

- A. Bachelor of Arts, B.S., B. Ed., or B. Ph. from an accredited four year college.

Note: This is a blanket certificate legally qualifying the holder to teach any subject in the secondary schools in which subject or field requirements are met.

- B. General Education -- see Elementary School II, A.

- C. Professional Education -- semester hours 20

- 1. Such courses as Educational Psychology, Child Psychology, Child Development, Human Growth and Development, the Nontypical Child, Guidance, Theory of Personality, etc 6
- 2. Understanding the school as a social institution 6
- 3. Competence in instruction at the secondary level, including 5 in directed teaching 8

D. Academic Requirements.

- 1. English -- 15 semester hours in basic English (minimum of 6 in the particular subject taught, including debate, dramatics, speech, literature, composition, and journalism) 24
- 2. Foreign Language.
 - a. Latin -- semester hours 15
 - b. Modern -- semester hours 24 or 15 in the modern language to be taught if the teacher holds 24 in another modern language.

- | | |
|---|----|
| 3. Mathematics -- semester hours | 18 |
| 4. Sciences -- semester hours
(minimum of 12 semester hours
in the particular subject taught) | 24 |
| 5. General Science -- semester hours | 24 |
| 6. Social Science -- semester hours
(minimum of 6 hour in each
subject taught) | 24 |
| 7. World History -- semester hours in
social sciences with 6 hours in
Early Roman or early Greek history,
together with modern European
history and American history. | |
| E. Classes Minimum -- Schools meeting school
standards satisfactorily and whose
teachers have at least 15 college hours
with at least 5 in specific subject. | 30 |

Counselor Certification Requirements Effective July 1, 1963

The Kansas State Board of Education listed the following requirements for certification as a public school counselor in the State of Kansas.

Secondary School Counselors: (Effective September 1, 1963) Standard Qualifications (Counselor I)

The Counselor shall:

1. hold a valid teacher's certificate at the secondary school level or be eligible for it.
2. have had at least two years of successful teaching experience in an accredited school.
3. have completed a pre-professional nucleus of at least fifteen semester hours in supporting areas as determined by the recommending institution.

³⁰Elizabeth H. Woellner and M. Aurilla Wood, Requirements for Certification (Chicago: The University of Chicago Press, 1966), pp. 59-60.

4. have completed a master's degree with a minimum of eighteen (18) semester hours or equivalent in professional guidance courses at the graduate level. He must have a minimum of two semester hours in each of the following areas:
 - (a) Basic course in guidance and counseling (this may be at the undergraduate level).
 - (b) Individual and group appraisal (measurements in guidance, tests and other psychological measurements).
 - (c) Occupational, educational, and sociological (environment) information and observation.
 - (d) Counseling theory and techniques.
 - (e) Supervised practice in counseling.
 - (f) Program planning of guidance services.
5. accompany his request for approval as a guidance counselor with a recommendation of the parent institution that he be so approved.³¹

Elementary School Counselors: (Effective July 1, 1967)

The Counselor in the Elementary School shall:

1. hold a valid teacher's degree certificate at the elementary school level or be eligible for it;
2. have had at least two years of teaching and/or counseling experience in an accredited elementary school;
3. have completed a pre-professional nucleus of at least 15 semester hours in supporting areas as determined by the recommending institution;
4. have completed a master's degree with a minimum of 18 semester hours or equivalent in appropriate professional guidance courses at the graduate level, with preparation in each of the following areas:
 - (a) basic concepts in guidance;
 - (b) educational measurements (basic understanding of educational measurement concepts and use of standardized tests);

³¹Kansas State Board of Education, Certificate Handbook (Topeka: Robert R. (Bob) Sanders, State Printer, 1965), pp. 52-53.

- (c) child study and appraisal (use of cumulative records, sociometric techniques, case studies, and other psychological measurements.)
 - (d) individual intelligence testing (verbal and performance);
 - (e) counseling theory and techniques (appropriate for counselors in the elementary school);
 - (f) supervised practicum in guidance and counseling in the elementary school;
 - (g) development and operation of guidance services in the elementary school.
5. accompany the request for approval as an elementary school counselor with a recommendation of the parent institution that he be so approved.³²

Related Studies

Thorton, in evaluating the counselor training program of the Department of Guidance and Special Education, Texas Southern University, found that it:

... can not be said that the counselor training program at Texas Southern University has achieved an altogether satisfactory record of developing counselors who are (1) competent in understanding individual students and their problems, (2) proficient in the use of the tools and techniques of counseling, (3) effective in their relationship with students, parents, other faculty personnel, and community agencies, (4) resourceful in terms of securing information regarding occupations and educational matters, and (5) well-grounded in the basic principles and concepts of guidance.³³

³²Ibid., pp. 53-54.

³³Peter B. Thorton, "Analysis of the Counselor-Training Program at Texas Southern University" (unpublished Doctor's dissertation, Colorado State College, Greeley, 1962), p. 101.

Thorton stated that from the analysis the greatest strengths appeared to be in the indoctrination courses -- basic principles and concepts of guidance. He pointed out that ninety per cent of those interviewed felt that they were adequately prepared in this area. He also indicated that they were competent in securing and using occupational and educational information. However, he stated that the graduates were not competent in conferring with parents, faculty personnel, and community agencies.³⁴ "As to their attitudes regarding their competency in helping individual students, only forty-four per cent of the graduates felt capable of performing this function."³⁵

According to Thorton, the greatest weakness of the program was the preparation of the graduates in the use of the tools and techniques of counseling. He pointed out that the ineffectiveness of the graduate's training was in the inadequacy of the supervised practice. He pointed out that the graduates indicated that a more adequate, supervised practice course would have re-enforced their learning of the various skills. Thorton also indicated that the graduates suggested that they would have preferred more practical experience in testing. He reported that the

³⁴Ibid., p. 102.

³⁵Ibid., p. 103.

graduates had indicated that the schools of apprenticeship had inadequate facilities, and that the physical facilities of Texas Southern University's counselor training program were inadequate.³⁶

From his research, Thorton made the following recommendations to the Department of Guidance and Special Education, Texas Southern University:

1. That the course "Tools and Techniques of Counseling and Guidance" be divided into two courses, each carrying three semester hours;
2. That at least two other courses in testing be added;
3. That the off-campus practicum be carried on only in schools which have adequate counseling facilities;
4. That more on-campus practice in counseling techniques be offered; and
5. That the University increase its facilities for on-campus training experiences by setting up a well-equipped counseling laboratory.³⁷

Hogan, in following-up graduates of the Industrial Arts Department, Kansas State Teachers College, Emporia, found that the graduates suggested a need for the addition of particular courses to the present curriculum. He also pointed out that the graduates would have preferred more practical experience.³⁸

³⁶Ibid., pp. 103-105.

³⁷Ibid., p. 105.

³⁸Robert D. Hogan, "Follow-up Study of 1948-1963 Graduates of Kansas State Teachers College, Emporia, with Twenty or More Hours in Industrial Arts" (unpublished Specialist's field study, Kansas State Teachers College, Emporia, 1965), p. 58.

Cooke, in evaluating the business education curriculum of the Division of Business and Business Education, Kansas State Teachers College, Emporia, discovered that the graduates felt that they were not properly instructed in the methods of instruction for high school business courses. He also pointed out that the graduates did not feel that they were properly oriented in the responsibilities of sponsoring extra-curricular activities.³⁹

Fujii, in a similar study to Cooke's, stated that the graduates would have preferred more on-the-job training in their particular areas of specialization. He also pointed out a need for the use of more supplementary materials for classwork. He indicated that this could make the class more interesting and it would provide students with a better perspective of the subjects.⁴⁰

Pierce evaluated the sales and insurance programs of the Division of Business and Business Education, Kansas State Teachers College, Emporia, by contacting graduates of the two programs. From

³⁹Harvey J. Cooke, "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in Business Education," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 75.

⁴⁰Wallace Fujii, "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in General Business Education," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 87.

his research, he recommended the addition of specific courses in both areas in an attempt to make the programs more complete.⁴¹

Trimble, in reviewing the accounting curriculum of the Division of Business and Business Education, Kansas State Teachers College, Emporia, pointed out that the graduates suggested the addition of a course in practical work experience. He indicated that the graduates felt that such a course would have better met their needs. He also recommended the addition of certain other courses, the revision of certain courses, and the deletion of still other courses. He stated that the graduates would have preferred more emphasis be placed on theory.⁴²

Seth, in evaluating the business programs of the College of Emporia, stated that the graduates felt that there was too much of an emphasis on theory. He continued to say that the graduates would have preferred more actual work experience. However, according to Seth, a majority of the graduates felt that they had received adequate preparation

⁴¹Robert B. Pierce, "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in Sales and Insurance" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 50.

⁴²Richard L. Trimble, "A Follow-up Study of the Graduates of the Division of Business and Business Education Directed Toward Curriculum Revision in Accounting" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), pp. 61-63.

for entry into the business world. He pointed out that the graduates felt that certain specified courses should be added, and that they indicated that some of the courses in which they were required to enroll were not challenging. Also, according to Seth, the graduates pointed out a need for more professors with actual work experience in the areas that they are teaching.⁴³

⁴³Laryl Eldon Seth, "A Follow-up Study of the Graduates of the Department of Business and Business Education of the College of Emporia from 1930 to 1960" (unpublished Master's thesis, Kansas State Teachers College, 1966), pp. 58-63.

CHAPTER III

FOLLOW-UP OF THE GRADUATES

Follow-up information pertaining to the graduates of the Department of Guidance, Kansas State Teachers College, Emporia, will be presented in this chapter. The information will include the following: graduates by year graduated and degree received; total number of graduates and number responding; degrees the respondents received; number of the respondents graduating by year; present positions of the respondents; location by state of the respondents; additional education of the respondents; attendance at NDEA Guidance Institutes by the respondents; when the respondents decided to enter guidance and counseling; the respondents' teaching experience prior to matriculation in the counselor education program; counseling experience of the respondents; counseling courses taken by the respondents; related courses taken by the respondents; the respondents' willingness to attend a guidance conference at the Kansas State Teachers College, Emporia; and suggestions of the respondents as to how the Department of Guidance could be of help to them now.

I. GRADUATES, YEAR GRADUATED, AND DEGREE RECEIVED

Following is a list of all the graduates of the Department of Guidance, Kansas State Teachers College, Emporia, between the years 1952 and 1965. The list is arranged alphabetically by year of graduation and degree received.

1952

Master of Science
Gooch, Paul Henry
Holmberg, Willis John

1953

Master of Science
Colaw, Mary Ellen (Gunzelman)
Warmsrganas, Eldor J.

1954

Master of Science
Cobb, Henry Robert Jr.
Hilton, Willard H.

1955

Master of Science
Haney, Gerald L.
Wiens, Ester Agnes

1956

Master of Science
Bodnarchuk, Steve
Ezell, Doroyln J.
Huffman, Robert F.
Kasper, Eugene C.
McGaughey, Jay
Porter, Malion E.
Roberts, Rae D.

1957

Master of Science

Friesen, Walter S.
Greenlee, Robert Henry
Hughson, Bonnie E.
Ingwerson, Donald Wayne
Luthi, Raymond A.
Reid, Virgil C., Jr.
Wall, Clarence R.

1958

Master of Science

Fahring, Stan L.
Harper, Paul Franklin
Jorgenson, Edwin C.
Long, Leland R.
Moreland, Edwin Charles
Vallier, Stanley Kenneth
Williams, Robert V.

1959

Master of Science

Anders, Maurice C.
Bulkey, Tom M.
Cheney, John Alfred
Curchy, Joseph
Dixon, Carl L.
Flohrschulz, Keith Edward
Fowler, Mary J.
Gibson, Dale Lynn
Harter, Carl L.
Hudson, James A.
Hudson, Robert Paul
Keely, Merlin S.
Lawrence, Louise D.
Mattioda, Louis Frank
Moritz, Donald M.
Mullenburg, Elizabeth Clare (Schnatterly)
Norris, Roy Allen
Schmidt, A. Burton
Sells, Margalee Ann
Stegman, Wilbur Nuel

(continued)

1959 (continued)Master of Science

Stone, Lloyd A.

Swanson, Kenneth LeRoy

Specialist in Education

Lange, Royal L.

1960Master of Science

Blew, Lyle B.

Bowen, James K.

Browning, Roy W., Jr.

Conroe, Margaret Louise

Dutton, Maurice A.

Erwin, Dana L.

Gassen, Dorris Elizabeth (Hamilton)

Grandstaff, Marvin E.

Hanna, Keith

Heinrich, Carl Lee

Lodle, Robert Arthur

Marinellie, Ethel G.

Markowitz, Fred A.

Murphy, Geraldine C.

Norris, Harold R.

Reichart, John Holbrook

Ridgeway, Selma Marjorie (Rice)

Roach, Rita Estella (Fell)

Wheat, Thomas Dumford

Zumalt, Clifford Raymond

1961Master of Science

Adkins, Ronald Lee

Berg, Orrin D.

Brown, Wesley

Conklin, John L.

Crum, Glenn Oliver

DeVivo, Paul P.

Fry, Bernice E.

Guild, Donald E.

Hanks, Dorothy M.

(continued)

1961 (continued)Master of Science

Headrick, Mary F.
 Higgins, Maurice L.
 Johnson, Betty M. (Cremer)
 Koehn, James Willard
 Lee, Wilma G.
 Lindahl, Charles W.
 Locke, Albert W.
 Murphy, Mable B.
 Noll, Mary H.
 Perkins, John B.
 Ramey, Reva Jean (McCoy)
 Ramsey, Betty Maxine (Cremer)
 Robertson, James B.
 Rudy, Duane Douglas
 Thomas, Lowell J.
 Thompson, William P.
 Trendel, Robert E.
 Tucker, William Vincent
 Webb, Fred Lewis
 Williams, J. Warren

Specialist in Education

Long, Melvin A.
 Murphy, Geraldine C.
 Pengergraft, Loren D.

1962Master of Science

Arnold, Kent R.
 Barrett, Robert Edward
 Boice, Ray L.
 Bridgewater, Owens A.
 Brown, Joe Peter
 Brunsell, Ruth Maxine (Prickett)
 Burgardt, John Marvin
 Crane, Claude Neil
 Dungan, David S.
 Frederking, Robert C.
 Gabrielson, Kenneth Wesley
 Gassert, Leland Calvin

(continued)

1962 (continued)Master of Science

Green, Roger D.
 Hanley, Robert J.
 Heinson, Ada Clare (Latta)
 Heyka, Lorene Elizabeth
 Hudson, Delores Ann (Jones)
 Huffman, William J., Jr.
 Khaoneum, Praneet
 Medford, Robert Evan
 Miller, Shirley L.
 Minford, Marie Margeret
 Muck, Steven J.
 Oblander, Richard L.
 Palmer, Ethel M.
 Quackenbush, John L.
 Remple, Edwin F.
 Scales, William R.
 Stucky, Marjorie Eleanor
 Terrill, Wallace Norman
 Wade, Milton C.
 Wyrick, Thomas J.

Specialist in Education

Ashley, Theda Fayne (Inslee)
 Jost, Viola White (Klassen)

1963Master of Science

Adamson, Gary Wayne
 Aueinheimer, Roy Alfred
 Bailey, Donis J. (Edmonds)
 Baird, Robert L.
 Beck, Clark Ralph
 Calderwood, Don H.
 Case, Helen E.
 Childs, Jennie Frances (Meyers)
 Church, Gary Theodore
 Dillen, Thomas S.
 Dix, Anella Marie (Ewing)
 Dunn, John Edward
 Ebberts, Ray Lee

(continued)

1963 (continued)Master of Science

Eisiminger, Dolly Marie
 Eklund, Donald Dean
 Elrod, Wilma B.
 Engle, Robert Edward
 Ferguson, Charles W., Jr.
 Johnsmeyer, Earl W.
 Leedy, Harold
 Lillian, Gerald L.
 May, Robert Wallace
 Metz, Ezra J.
 Mohler, John H. Jr.
 Moreland, Jimmie D.
 Oyer, Wesley D.
 Paramore, James Lewis
 Roberts, Loren G.
 Schmiedeler, Mary Ann
 Schulthess, Glenn Perry
 Shores, Robert D.
 Snyder, Duane Hugh
 Stephenson, Muriel A.
 Tegethoff, Harold L.
 Temple, Don L.
 Thralls, Shirley Ann

Specialist in Education

Ahmad, Dabir

1964Master of Science

Bichet, Frederick Arthur
 Blackwood, Jack C.
 Bocquin, Donald
 Brown, Jerome Frank
 Butler, Robert Edward, Jr.
 Chester, William P.
 Forsyth, Don M.
 Halpern, Ronald A.
 Hawkins, Richard Lee
 Hazen, Winnifred (Garrett)
 Holthouse, Rita Joan (Howell)

(continued)

1964 (continued)Master of Science

Janne, Keith Wayne
 Jennings, Robert Dean
 Johnson, Robert A.
 Kerwin, Leo Vincent
 Laird, Leo E., Jr.
 Länzrath, Larry G
 Lee, Alex Bell
 McCoy, Viola R. (Steiner)
 McGinness, Francis L.
 Melehi, Mohamed A.
 Monson, David L.
 Munn, Polly (Wood) (Meade)
 Philbrick, James Robert
 Rector, David Vernon
 Rhodd, William D.
 Sneed, Gary D.
 Staton, John T.
 Strahm, Delores Irene (Schmidt)
 Walter, Jerry Lee

Specialist in Education

Burris, Norris Frank
 Goff, Maurice Leo
 Greenlee, Robert Henry
 Norris, Roy Allen
 O'Rourke, Robert Dean

1965Master of Science

Bayless, Jerry Allen
 Berg, Virgie M. (Larson)
 Bingesser, Jon Carlos
 Borders, Bernice Nadine (Davis)
 Cammin, John H.
 Chai, William
 Dayton, Linda Leigh (Rezac)
 Dirksen, Donald James
 Eberhart, Tonah Jeanne (Taylor)
 (continued)

1965 (continued)Master of Science

Fairbank, Paul D.
 Fisher, Donald Paul
 Froese, Sandra Ann (Warner)
 Fukami, Ronald N.
 Hall, Gerald W.
 Hunsberger, Jon Howard
 Kabance, Galen
 Kawanagh, John T.
 Larwick, Larry Joseph
 Norton, Alice B.
 Paddock, Elsie Lurene
 Phisclaphong, Wanpen Khaneekun
 Poage, Bill E.
 Ratzlaff, Clifford N.
 Reynolds, Ronald L.
 Roberts, James W.
 Somers, Paul B.
 Steele, Benny R.
 Strausbaugh, Jerald Gene
 Sullivan, Ronald G.
 Swartz, David Michael
 Taylor, Benton DeWayne
 Tedrow, Floyd Keith
 Vanderbilt, Norman Eugene
 Walker, Jim J.
 Wolf, Pattie Dell (Lange)
 Woolf, Charles Lee
 Yoder, Norman L.
 Young, Roy Lee, Jr.

Specialist in Education

Ashlock, Robert Allen

Appendix C, page 153 contains a complete list of all degree recipients from 1952-1965 in alphabetical order. This list includes the following information: home address, present position, employer, additional education, and attendance at NDEA Guidance Institutes.

II. RESPONDENTS

Table I, page 38, points out that all two hundred and forty-six graduates between 1952 and 1965 were sent questionnaires and asked to return them. Of the two hundred and forty-six graduates, one hundred and fifty-seven, or 63.82 per cent, completed and returned the questionnaire. This study was based on the responses of these one hundred and fifty-seven graduates, hereafter referred to as respondents.

III. DEGREES GRANTED TO RESPONDENTS

As pointed out in Table II, page 39, only ten of the one hundred sixty degrees granted to the respondents were Specialist in Education Degrees. Three of the respondents received both the Master of Science Degree and the Specialist in Education Degree. Table III, page 40, shows the number of respondents receiving degrees for each year surveyed. The median year of graduation was 1962, and the years 1964 and 1965 are the bi-modes. One hundred and two, or 63.74 per cent, of the respondents received their degree after 1961.

IV. PRESENT POSITIONS OF THE RESPONDENTS

The graduates were asked to give their present positions. The positions are listed in Table IV, page 42. Positions which were named

TABLE I

NUMBER OF GRADUATES CONTACTED AND
NUMBER OF GRADUATES RESPONDING
1952-1965

Graduates	Number	Percent
Contacted	246	100.00
Responding	157	63.82

TABLE II

DEGREES GRANTED TO THE RESPONDENTS
 IN GUIDANCE AND COUNSELING BY THE
 DEPARTMENT OF GUIDANCE, KANSAS
 STATE TEACHERS COLLEGE, EMPORIA
 1952-1965

Degree	Number Granted
Master of Science	150
Specialist in Education	10
Total	160

TABLE III

NUMBER OF DEGREES GRANTED TO RESPONDENTS
 BY YEAR OF GRADUATION BY THE DEPARTMENT
 OF GUIDANCE, KANSAS STATE TEACHERS COLLEGE, EMPORIA
 1952-1965

Year	Number of Degrees Granted	Percent of Degrees Granted
1952	2	1.25
1953	2	1.25
1954	1	.63
1955	1	.63
1956	2	1.25
1957	4	2.50
1958	6	3.75
1959	13	8.12
1960	11	6.88
1961	16	10.00
1962	<u>23 median</u>	14.38
1963	21	13.12
1964	<u>29 mode</u>	18.12
1965	<u>29 mode</u>	18.12
Total	160	100.00

only once were included under the title miscellaneous. The miscellaneous positions are listed in Table V, page 43.

As shown in Table IV, the largest number of respondents were employed as high school counselors. Thirty-two, or 20.33 per cent, were employed in this capacity. However, thirty-nine, or 24.84 per cent were employed as counselors in either elementary schools, junior high schools, senior high schools, or in higher education. Seventeen, or 10.84 per cent, were in high schools in a teacher-counselor capacity. Positions as high school teachers included fifteen, or 9.55 per cent, of the respondents. Twelve, or 7.64 per cent, were serving as teachers on college faculties. The position of high school director of guidance encompassed eleven, or 7.01 per cent, of the respondents, as did administrative positions on college faculties. The other positions included in Table IV were mentioned less than ten times.

V. LOCATIONS OF RESPONDENTS

As pointed out in Table VI, page 44, one hundred and fourteen, or 72.61 per cent, were residing in the state of Kansas. Nine, or 5.73 per cent, were residents of California, and five, or 3.18 per cent resided in Illinois. All other states were mentioned less than five times. Four, or 2.56 per cent were residing in foreign countries.

TABLE IV
PRESENT POSITIONS OF THE RESPONDENTS

Present Position	Number	Percent
High School Counselor	32	20.38
High School Teacher-Counselor	17	10.84
High School Teacher	15	9.55
College Faculty (Teaching)	12	7.64
High School Director of Guidance	11	7.01
College Faculty (Administration)	11	7.01
Elementary Teacher	7	4.46
High School Administrator	4	2.55
High School Teacher-Coach	4	2.55
Housewife	4	2.55
College Faculty (Counselor)	3	1.91
Elementary Counselor	3	1.91
Junior High Counselor	3	1.91
Junior High Teacher	3	1.91
Pastor	2	1.27
Vocational-Technical School Administrator	2	1.27
Elementary Administrator	2	1.27
Dormitory Director (College)	2	1.27
High School Teacher-Counselor-Coach	2	1.27
High School Administrator-Teacher-Counselor	2	1.27
School Special Education Teacher	2	1.27
Miscellaneous (one response)	14	8.93
Total	157	100.00

TABLE V

RESPONDENTS INCLUDED IN THE MISCELLANEOUS
OCCUPATIONS IN TABLE IV

Present Position	Number	Percent
County Superintendent of Public Instruction	1	.637
Financial Development Officer	1	.637
High School Business Manager	1	.637
Job Corps Counselor	1	.637
Junior High Administrator	1	.637
Military Service (USAF)	1	.637
Psychologists-Counselor	1	.637
Recreation Director	1	.637
Rehabilitation Counselor	1	.637
Salesman	1	.637
Social Worker	1	.637
Superintendent of Schools	1	.637
Vocational-Technical School Counselor	1	.637
Weight Officer-Farmer	1	.637
Total	14	8.918

TABLE VI
 LOCATION OF RESPONDENTS BY
 STATE OR FOREIGN COUNTRY

State	Number	Percent
Kansas	114	72.61
California	9	5.73
Illinois	5	3.18
Missouri	4	2.54
Colorado	3	1.91
Oklahoma	3	1.91
Iowa	2	1.26
New Mexico	2	1.26
Alaska	1	.64
Arizona	1	.64
Arkansas	1	.64
Florida	1	.64
Hawaii	1	.64
Louisiana	1	.64
New Jersey	1	.64
New York	1	.64
Texas	1	.64
Washington	1	.64
Wisconsin	1	.64
Canada	1	.64
India	1	.64
Japan	1	.64
Nigeria	1	.64
Total	157	100.00

VI. ADDITIONAL EDUCATION

As shown in Table VII, page 46, seven respondents have received additional degrees beyond those they were awarded at the Kansas State Teachers College, Emporia. Five of the respondents have received the degree Doctor of Education. One received the degree Specialist in Education, and one received the Bachelor of Divinity Degree. As Table VIII, page 47, points out, three of the respondents who have received additional degrees studied in the area of guidance and counseling. Two other respondents did their work in secondary education; one in educational psychology; and the other in theology.

Table IX, page 48, points out that thirty-eight of the respondents are presently working toward an additional degree. Nineteen are seeking the degree Specialist in Education. Eleven are working toward the Doctor of Education Degree. There are less than five working toward any one of the other degrees mentioned. As pointed out in Table X, page 49, eleven of the thirty-eight presently working toward an additional degree are continuing their studies in guidance and counseling. Eight others are doing work in the area of psychology, and seven are studying in administration. The other areas listed included less than five of the respondents.

VIII
TABLE VII WHICH
SEES WERE
ADDITIONAL DEGREES RECEIVED
BY THE RESPONDENTS

Degree	Number
Doctor of Education	5
Specialist in Education	1
Bachelor of Divinity	1
Total	7

TABLE VIII
AREAS OF STUDY IN WHICH
ADDITIONAL DEGREES WERE
RECEIVED BY THE RESPONDENTS

Area of Study	Number
Guidance and Counseling	3
Secondary Education	2
Educational Psychology	1
Theology	1
Total	7

TABLE IX

DEGREES RESPONDENTS ARE
PRESENTLY WORKING TOWARD

Degree	Number
Specialist in Education	19
Doctor of Education	11
Doctor of Philosophy	3
Doctorate	3
Master of Arts	2
Total	38

TABLE X

AREAS OF STUDY IN WHICH RESPONDENTS
ARE PRESENTLY DOING ADDITIONAL WORK

Area of Study	Number
Guidance and Counseling	11
Psychology	8
Administration	7
Student Personnel	4
Higher Education	3
Education	2
Curriculum and Instruction	1
Sociology-Demography	1
Teaching Specialist-Elementary	1
Total	38

VII. NDEA GUIDANCE INSTITUTES

Table XI, page 51, points out that twenty-three, or 14.65 per cent of the respondents have attended a NDEA Guidance Institute; sixteen of the twenty-three attended an institute on the secondary level. Three respondents attended an institute in higher education, and four did not indicate the type of institute they attended. No respondent indicated attendance of an elementary level institute.

VIII. DECISION TO ENTER COUNSELING

As pointed out in Table XII, page 52, ninety-one, or 58.59 per cent, of the respondents decided to enter guidance and counseling after they had begun teaching. Thirty-one, or 19.75 per cent, made this decision as a college senior. Eighteen of the respondents did not answer this question. All other responses were listed less than ten times.

IX. TEACHING EXPERIENCE

Table XIII, page 53, indicates that over half of the respondents began the counselor education program before their fourth year of teaching. The mode for teaching experience prior to matriculation in the program is one year.

TABLE XI

NDEA GUIDANCE INSTITUTES
ATTENDED BY THE RESPONDENTS

Type	Number
Elementary	0
Secondary	16
Higher Education	3
Did Not Indicate Type	4
Total	23

TABLE XII
WHEN THE RESPONDENTS DECIDED
TO ENTER GUIDANCE AND COUNSELING

When Decision Was Made	Number
While Teaching	91
Senior in College	31
While in Military Service	5
Junior in College	4
While doing Graduate Study	4
Before College	1
Freshman in College	1
While in High School Administrator	1
While Pastoring	1
No Response	18
Total	157

TABLE XIII
YEARS OF TEACHING EXPERIENCE PRIOR
TO MATRICULATION IN THE COUNSELOR
EDUCATION PROGRAM

Years Experience	Number	Years Experience	Number
0	25	14	0
1	27 mode	15	1
2	17	16	2
3	18 median	17	0
4	11	18	2
5	9	19	0
6	4	20	1
7	3	21	0
8	4	22	1
9	3	23	1
10	6	24	0
11	3	25	1
12	3	26	1
13	2	No Response	12
Total			157

X. COUNSELING EXPERIENCE

Seventy of the respondents indicated some experience as a full-time counselor. As pointed out in Table XIV, page 55, the median in years of counseling experience was eleven. The mode was one year. In total, the respondents had two hundred and sixty-one years of full-time counseling experience. Table XV, page 56, indicates that seventy of the respondents had also had experience as a part-time counselor. The median for part-time counseling experience was two years. The mode was one year. By figuring part-time as one-half of full-time, the part-time counselors had had ninety-eight and one-half years of counseling experience. In sum total, the respondents had had three hundred and fifty-nine and one-half years of counseling experience.

XI. COUNSELING COURSES TAKEN

As pointed out in Table XVI, page 58, one hundred and forty-nine, or 94.90 per cent, of the respondents had taken Principles of Guidance. Counseling Techniques was taken by one hundred and forty-seven, or 93.63 per cent, of the respondents. One hundred and forty-three, or 91.08 per cent, took Measurements of Interests, Aptitudes, and Abilities, as well as Organization and Administration of Guidance Programs. One hundred and thirty-three, or 84.71 per cent, took

TABLE XIV
 THE RESPONDENTS' EXPERIENCE IN YEARS
 AS A FULL-TIME COUNSELOR

Years Experience	Number	Total Years Experience
1	17 mode	17
2	10	20
3	11 median	33
4	8	32
5	9	45
6	8	48
7	2	14
8	1	8
9	0	0
10	1	10
11	2	22
12	1	12
Totals	70	261

TABLE XV

THE RESPONDENTS' EXPERIENCE IN YEARS
AS A PART-TIME COUNSELOR

Years Experience	Number	Total Years Experience
1	23	23/2 = 11.5
2	20	40/2 = 20.0
3	9	27/2 = 13.5
4	7	28/2 = 14.0
5	4	20/2 = 10.0
6	2	12/2 = 6.0
7	1	7/2 = 3.5
8	2	16/2 = 8.0
9	1	9/2 = 4.5
10	0	—
11	0	—
12	0	—
13	0	—
14	0	—
15	1	15/2 = 7.5
Totals	70	98.5

Occupational and Educational Information. Supervised Practicum (Secondary) was taken by one hundred and twenty-one, or 77.07 per cent, of the respondents. The other courses in the counseling sequence were taken by less than one hundred of the respondents.

XII. RELATED COURSES TAKEN

Table XVII, page 59, points out that fifty-six, or 35.67 per cent, of the respondents took Theories of Personality. Forty-nine, or 31.21 per cent, took Statistics, and forty-six, 29.30 per cent, took Clinical Mental Tests I (Binet). Seminar in Childhood and Adolescence was taken by forty-five, or 28.66 per cent. Forty-one, or 26.11 per cent, took abnormal psychology, and forty, or 25.48 per cent, took Clinical Mental Tests II (Wisc). All other courses were listed by less than forty of the respondents.

XIII. WOULD ATTEND GUIDANCE CONFERENCE

As pointed out in Table XVIII, page 60, ninety-five, or 60.51 per cent, of the respondents would attend a guidance conference sponsored by the Department of Guidance, Kansas State Teachers College, Emporia. Forty-two, or 26.75 per cent, indicated they would not attend such a conference. Eight, or 5.10 per cent, were not sure whether or not they would attend, and twelve, or 7.64 per cent, did not reply to the question.

TABLE XVI

COURSES IN THE COUNSELING SEQUENCE
WHICH WERE TAKEN BY THE RESPONDENTS

Course	Number of Respondents	Percentage of Respondents
Principles of Guidance	45	
Undergraduate	41	
Graduate	43	
Counseling Techniques	147	94.90
Measurements of Interests, Aptitudes, and Abilities	143	93.63
Organization and Administration of Guidance Programs	143	91.08
Occupational and Educational Information	133	84.71
Supervised Practicum I (Secondary)	121	77.07
Seminar in Guidance	78	49.68
Guidance in the Elementary School	43	27.39
Supervised Practicum I (Elementary)	19	12.10
Supervised Practicum II	17	10.83

TABLE XVII

RELATED COURSES TAKEN BY THE RESPONDENTS

Courses	Number of Respondents	Percentage of Respondents
Theories of Personality	56	35.67
Statistics	49	31.21
Clinical Mental Tests I (Binet)	46	29.30
Seminar in Childhood and Adolescence	45	28.66
Abnormal Psychology	41	26.11
Clinical Mental Tests II (Wisc)	40	25.48
Social Anthropology	29	18.47
Guidance of the Exceptional Child	10	6.37
Reading	7	4.46
Theories of Learning	7	4.46
Adolescent Psychology	5	3.18
Mental Hygiene	5	3.18
Special Education	4	2.55
Child Psychology	4	2.55
Theories of Motivation	3	1.91
Projective Techniques	2	1.27
Social Psychology	2	1.27
Advanced Counseling Theory	1	.64
Advanced Educational Psychology	1	.64
Advanced Sociology	1	.64
Psychology of Social Work	1	.64

TABLE XVIII

RESPONSES CONCERNING ATTENDANCE AT A
KANSAS STATE TEACHERS COLLEGE, EMPORIA
GUIDANCE CONFERENCE

Reply	Number	Percent
Yes	95	60.51
No	42	26.75
Not Sure	8	5.10
No Response	12	7.64
Total	157	100.00

Listed below are the recommendations of the respondents concerning the program which they would like presented at the Kansas State Teachers College, Emporia, Guidance Conference.

Aids-Tests-Interpretations-Automation

Counseling and guidance activities; extra activities of counselors; enrollment procedures

Conference on disciplinary cases

Counselor's role at the various curricular levels in light of the current movement towards identification and development of the culturally different youngster.

Administration-Personnel Services Relationships

Since elementary guidance was little covered when I was there, I'd like some presentation of the work in this area.

Discussion groups concerning counselor preparation, and post-masters courses in counseling

Vocational Guidance

Vocational-Technical Education-People in the field of guidance need to know more in this area.

Seminar type with the sharing of problems and practical experiences

Guidance as it pertains to the position of an elementary principal.

An advanced program for experienced counselors

Experience counselors have had with students going to area vocational-technical school. How successful have the federal programs (youth opportunity, etc.) been for drop-outs and unsuccessful students.

Good speakers on the elementary level

Testing and interpretations

A discussion on scholarship criteria . . . perhaps a discussion on the Higher Education Act.

Discussion of counselor training programs with emphasis on a two year program, and the role of a counselor in secondary education

Something on what the college is doing to improve guidance courses offered.

A noted speaker (s) in the field

This would be an opportunity to review problems and meet with ideas.

Some help or decisions on how to deal with students whose school problems--academic and otherwise--seem to stem from the home, i. e., broken homes, etc.

Refresher in current trends

Meeting of the needs of the lower 25%

Seminar in nature

Perhaps a panel of professors or others who might have attended the National Guidance Association meeting . . . and would share and discuss the best of it.

Guidance in the small school, junior high guidance

Statutes and laws concerning or involving juveniles

General information about guidance and counseling

Discuss (therapy) each counselor's problems; its success and failures. The techniques and methods used. Discuss the handling of counseling situations

Ways to improve communications between colleges and other state credentials verification groups

Program should be under institute type of arrangement with specialists in the various areas of guidance and counseling as special advisors in attendance; (outside of College staff and faculty)

A conference on relationships between college teaching-counselors-administration would be good.

Roundtable of administrators describing what they expect of their counselor.

New research and development in the field

A series of panels where former students could discuss some of their actual problems that they have encountered in guidance.

Be appropriate for elementary personnel; more analysis techniques or diagnostic techniques

When in college there was very little known about counseling the mentally retarded. It is a wide open field and not much information on how to do it.

Have Dr. Roy Menninger speak on group counseling.

The program should encompass problems encountered by recent graduates of KSTC.

We need a more realistic approach. Perhaps speakers who are actively engaged in counseling in the public schools.

Concerning the organization of counselors into a closely knit organization apart from teachers (as far as organization goes). Also to discuss some major problems in the field of guidance.

XIV. WAYS DEPARTMENT OF GUIDANCE

COULD BE OF HELP TO GRADUATES

Listed below are the responses to the question concerning the ways the Department of Guidance, Kansas State Teachers College, Emporia, could be of help to its graduates.

Probably as a counselor to know the people in the department since we place about 50% of our graduates there

Help establish a counselor certificate and help get state reimbursement for a school counselor equal to that for a psychologist.

No--I don't think of any way at present. However, thanks for the offer.

Through visitations and consultation on some things I'm doing now in relation to what I gained there.

Primarily as a friendly consultant as I try to influence changes in our counselor education program

Referral (There was one other very similar response.)

By sending out announcements of recent publication in the field

Indoctrination of school boards and administrators so that they would understand the philosophy developed in the student so the philosophy could be used

By supplying information as to some of the best test (diagnostic) available

Probably by more in-service training conferences

Source of reference when the counselor needs counseled on cases

By written communications as to trends, courses offered; also, please send copies of research projects.

By keeping "quacks" or malpractitioners out of the profession. Not so much a service to me, but a service to education in general and the student.

Provide information when needed.

By providing consultative services and conducting workshops in various areas

Put the student needs in better perspective. Train vocational counselors.

By keeping graduates informed on activities, perhaps a periodic survey of recent literature coming from the department

How about getting the Educational-Vocational Guide for Kansas School Counselors revised, (as promised in 1961!)?

By conducting short workshops in, for example: (1) military obligations and problems, (2) federal financial programs, etc.

Personnel in our school district have a good working relationship with the KSTC Department of Counselor Education.

Perhaps periodic communications on what's new or different in counseling

Send materials (list of current literature in the field) to help counselors keep abreast in the field.

Keep me informed on what is being done in counseling on the elementary level.

We need more visitations from personnel (if possible a closer communication is needed.)

Help with student referrals.

Provide at least one NDEA Guidance Institute during the year.

Keeping us informed concerning new trends in counseling and guidance

Visits for consultation (as done by Dr. Waters) be continued.

An advanced practicum course which would not be with regular practicum course

Maybe some type of refresher course to bring counselors up on current trends in guidance and counseling

Recommendations of choice publications or latest books that would prove helpful. Perhaps provide seminars in guidance as a refresher course.

Maybe use you more as consultants. You do this already I think but maybe more could be done along this line.

As a consultant

By pushing for more testing courses for classroom teachers. At least one testing course should be required of all who teach.

I would be interested in knowing changes in program, results of successful studies (or even unsuccessful), new areas of study available.

Send new trends, ideas and counseling situations

Providing consulting services if and when needed

By establishing institute programs--by bringing in professionals in the field of psychology and counseling and guidance in order to broaden my knowledge and abilities

Yes--send information (any) pertinent to the field and results of any valuable studies undertaken. Also make recommendations concerning various tests (according to staff at KSTC)--and alternate tests aiming at the same results.

By periodic visits to the school

Extension courses or workshops for counselors in the area

I would appreciate receiving a bulletin now and then containing pertinent information in the field.

Hold a workshop in the summer for a week and go over new problems.

Keep persons in the field up to **date** on latest important ideas in the area of guidance and counseling--A "newsletter approach"

Guidance Institute

A specialized course (s) in counseling with mentally retarded individuals

By offering extension courses on an area basis

By utilizing persons actively engaged in secondary education as resource persons at meetings

CHAPTER IV

RESPONDENTS' EVALUATION OF THE COUNSELOR EDUCATION PROGRAM

The graduates were asked to give their opinions on six questions to help the Department of Guidance conduct a self-evaluation of the counselor education program. These questions included: (1) most helpful courses; (2) least helpful courses; (3) area of greatest competency upon graduation; (4) area of least competency upon graduation; (5) if they had formed a basic personal philosophy of counseling upon graduation; and (6) if their basic personal philosophy had changed since graduation. The opinions of the respondents are included in this chapter.

I. MOST HELPFUL COURSES

As pointed out in Table XIX, page 70, seventy, or 44.59 per cent, of the respondents felt that the practicum course was the most helpful course they took in the counselor education program. Counseling Techniques was listed by fifty-six, or 35.67 per cent, and twelve, or 7.64 per cent, mentioned Organization and Administration of Guidance Programs. All other courses listed were mentioned by less than ten of the respondents.

Following is a list of comments of the respondents concerning the most helpful course they had taken in the counselor education program.

Practicum

I could tie some of the related courses together.

Because of the instructors and more individual help

Experience centered

These courses were new to me and it gave you different ideas and the practical experiences in carrying out some of the techniques.

These seem to be more practical courses that you feel like you are putting to work.

Most practical

The kind of work we are most deeply involved in as counselors.

excellent instructor who had something to say

An excellent teacher (Dr. Baznik) and practical knowledge

Practical experience in the techniques of counseling

Because of practical application and good quality of instruction

The best and most realistic course

There is nothing like performing the actual task.

Because one became involved with real problems.

TABLE XIX
COURSES THE RESPONDENTS FELT TO
BE THE MOST HELPFUL

Course	Number	Percent of Respondents
Practicum	70	44.59
Counseling Techniques	56	35.67
Organization and Administration of Guidance Programs	12	7.64
Principles of Guidance	9	5.73
Measurements of Interests, Aptitudes, and Abilities	9	5.73
Clinical Mental Tests I (Binet)	7	4.46
Clinical Mental Tests II (Wisc)	6	3.82
Occupational and Educational Information	6	3.82
Statistics	6	3.82
Seminar in Guidance	5	3.18
Guidance in the Elementary School	3	1.91
Social Anthropology	3	1.91
Theories of Personalities	2	1.27
Mental Hygiene	1	.64
Theories of Learning	1	.64
Seminar in Childhood and Adolescence	1	.64

Afforded actual experiences of working real problems

It proved to be the most practical course offered.

Actual contact with students

First hand experience

Learning while under supervision

More applicable to what I'm presently doing

Because of practical experience

It tied together all the other courses and gave me help in applying what I had been taught.

Gave me a greater insight into counseling and guidance and needed practice to improve technique and understanding.

Because this was putting into effect what we learned and directly corresponds to what we are doing now.

It helped draw or tie things together to give a better meaning to just what is involved.

This is the basis for helping others.

It was the most practical course I took. What was learned there was used each day.

Concentrated individual help, advice, and criticism

It is a chance to "get your feet wet."

This is where the greatest challenge is.

Good practice--close to actual work

All staff members were involved and I received much help and direction.

Actual experience

Supervised experience

Teaches how and gives experience

Practical experience with constructive criticism proved very helpful.

Learning the actual situations

I was able to apply what I had learned.

While being an artificial situation, it did give us an opportunity to obtain some first hand experience.

Because I use this information most often.

It was the culmination of and encompassed all previous courses.

It allowed you to use what other courses had taught you.

Provided practical experiences

Because it gave me actual guidance and counseling situations.

Gained valuable experience and first hand knowledge

Traumatic but invaluable

They were the classes that were the most like what I'm actually doing now.

Counseling Techniques

It came closest to really dealing with what counseling is.

Gave insight into how to have a conference

Most used

Provided useful information

Gave good base for practice

These courses were new to me and it gave you different ideas and the practical experiences in carrying out some of the techniques.

Teachers of these subjects were strong--covered material well ,

A tremendous instructor

Most Practical

The kind of work we are most deeply involved in as counselors .

Excellent instructor who had something to say .

An excellent teacher (Dr. Baznik) and practical knowledge

Because of practical application and good quality of instruction

Because of the instructor, Dr. Baznik. It dealt with the theory of counseling but related to practical counseling situations.

We covered items that were put into use.

Seemed to tie the loose ends together (outstanding instructor)

More applicable to what I'm presently doing

Practical

Provided a philosophical background as well as technical background

Really learned what I am now practicing

This assisted me in knowing my place as a counselor.

It gave methods useful with both parents and pupils.

This is the basis for helping others.

I can use what I learned with my teaching.

Good practice--close to actual work

Gave practical experience in use of learned techniques

Method by which course was presented

Methods used that were considered good

Teaches how and gives experience

I was able to apply what I had learned.

Class was organized with practical and interesting information imparted plus an opportunity to hear and participate in interviews.

Ways to counsel were actually taught and practiced rather than theorizing about a technique.

This course seemed to make all other related courses jell together and give them meaning.

Gave me a more realistic approach to counseling than the others

Most helpful course after actually entering counseling situation

Organization and Administration Of Guidance Programs

These seem to be more practical courses that you feel like you are putting to work.

I started our program.

I am much involved in this.

Because we put into practical use all we learned in other courses. More or less we looked at it as a program in motion.

Principles of Guidance

Good introduction to field

As an elementary principle, the content of these courses has been the most practical in working with students and teachers.

Teachers of those subjects were strong--covered material well.

Because, I feel that the instructor, who seemed to be impersonal and arrogant, did an excellent job of teaching and provided an excellent foundation for the courses that followed.

They gave me the first basic picture of guidance and testing.

Several case studies were explored, analyzed, and opportunities for comparison with the instructor's views were made.

Because it gave me a basic foundation in the guidance program.

Measurement of Interests, Aptitudes, and Abilities

They gave me the first basic picture of guidance and testing.

Because I use this information most often.

Clinical Mental Tests I (Binet) and II (Wisc)

Gives more insight than anything (Binet)

Many students with problems are poor readers--
Binet is a great help to get a better insight and understanding of them. (Binet)

The basic philosophy in courses helps in giving confidence. (Both)

Because they heightened understanding of the individual. (Both)

Provided useful information (Both)

Occupational and Educational Information

Because of its practical application to student counseling.

Provided information which was useful

I am not a counselor and I find the knowledge gained enable me to inform students of work and educational opportunities.

Statistics

Most used

Because of practical application and good quality of instruction

Seminar In Guidance

It enabled me to pass the comps.

Dr. Waters tied in everything that had been learned in guidance into this one course and the manner in which it was taught was very conducive to learning.

Allowed time for the development and strengthening of ideas and concepts and times and freedom to stray from theory and discuss practical application of what we had learned in course work. Complete freedom from anxiety and pressure was especially helpful for learning and developing firm concepts.

Exchange of ideas and feelings (student oriented)

Good review of all phases of guidance programs

Guidance In the Elementary School

I can use what I learned with my teaching.

Social Anthropology

A very lively and broadening course

Newer insights

Theories of Learning

Course basic to counseling which is a learning situation.

Personal Development of Mental Hygiene

As an elementary principle, the content of these courses has been the most practical with students and teachers.

General Comments

Because they were beginning courses, I consider all of them to have been helpful.

All were helpful. (There was nine other very similar responses.)

None--I have felt a very fine preparation in general.

None specifically - The program had good balance.

Nearly all really--they were practical.

I don't feel that I can answer. They have all been helpful in the classroom.

Each course helped complete the counseling educational preparation.

You need them all.

I feel that all of these courses have been valuable in helping to aid me in understanding the individual.

Each course was very beneficial to me.

I don't feel that any one or a group of courses gave more help--The program as a whole must be complimented. All courses were pertinent.

II. LEAST HELPFUL COURSES

As pointed out in Table XX, page 79, twenty-seven, or 17.20 per cent, of the respondents felt that Occupational and Educational Information was the least helpful course they took in the counselor education program. Organization and Administration of Guidance Programs was listed by fifteen, or 9.55 per cent. Fourteen, or 8.92 per cent, felt that Measurements of Interests, Aptitudes, and Abilities was the least helpful, and thirteen, or 8.28 percent, indicated Principles of Guidance. All other courses listed were mentioned less than ten times.

TABLE XX

COURSES THE RESPONDENTS FELT TO
BE THE LEAST HELPFUL

Course	Number	Percent of Respondents
Occupational and Educational Information	27	17.20
Organization and Administration of Guidance Programs	15	9.55
Measurements of Interest, Aptitudes, and Abilities	14	8.92
Principles of Guidance	13	8.28
Guidance in the Elementary School	8	5.10
Supervised Practicum	4	2.55
Social Anthropology	3	1.91
Theories of Personality	3	1.91
Clinical Mental Tests II (Wisc)	2	1.27
Counseling Techniques	2	1.27
Clinical Mental Tests I (Binet)	1	.64
Projective Techniques	1	.64
Guidance of the Exceptional Child	1	.64
Reading	1	.64

Following is a list of comments of the respondents concerning the least helpful course they had taken in the counselor education program.

Occupational and Educational Information

A waste of time

Poor instructor. The least helpful course I have ever had in college.

Good instruction--But the course needs some attempt to make it "alive" and real. In the field this subject will demand a great deal of the counselor.

The course didn't teach me anything; its approach was impractical.

Because I already knew how to file.

Some attention needed in the area but not a whole course; too much time devoted to an area which changes rapidly.

Poor instructor

Due to nearly incompetent instruction

First hand experience is the best information in most instances such as these.

Detailed material which could have been learned from reading. Sociological aspects of occupations was helpful, however.

This course could easily be incorporated into other guidance courses. A semester is too much time to give to no more material than was presented.

I had already been doing this for two years.

Would be useful in senior high

The course was not properly structured.

Course content had minimum of "carry over" value.

Poor instructor and there is not much material there for a course.

Poor instructor

to generalized

could have studied text on my own with as much benefit

It was too little participation on the instructor's part.

We weren't given enough concrete information.

Didn't gain too much from the class--have learned most of this on the job.

Organization and Administration of Guidance Programs

I don't remember its significance.

It was taken by arrangement and the class seldom met.

Nothing useful taught; poor content; poor teaching

A waste of time and repetition of much of Principles of Guidance.

Too much unimportant detail

Due to nearly incompetent instruction

Seemed to repeat much of what we had in Principles of Guidance.

Maybe it would be useful in a large school system.

Too general

Too generalized

Because of the way in which they were structured.

Because most of the information I could have acquired from the book.

Measurements of Interests, Aptitudes, and Abilities

I can't remember anything about the course and particular any relationship at the time I took it, to the kind of things I would be doing as a counselor. Hopefully it's changed by now.

It was technical but not too practical, that year!

Too watered down

I think this could be a very useful course but the instructor at the time I took it also seemed to be so vague in his approach or else he was above my head in the material.

Too much repetition in the Fundamentals of Statistics. Most of this I had previously in undergraduate Tests and Measures.

Repetitions of other courses

Did not relate enough to the guidance situation

Learned same material in undergraduate work or related counseling. Needs beefed up. More basic statistics.

Because of the way in which they were structured

Doesn't include materials necessary for guidance work

Not practical for guidance person

This course would have had more meaning to me if it had not been so similar to Tests and Measures.

Could have been more beneficial if approached through an actual guidance setting.

The teaching method and course content were not adequate.

Principles of Guidance

Just not much of anything. This course is good for teacher education but not of much value to the counselor in training.

The teacher was useless.

I should have had it as an undergraduate.

Personally did not feel need for these courses.

The course was too general for a counselor--it was good for the classroom teacher.

Course was taught on a very narrow course not enough exposure to the whole field of guidance.

This was primarily due to its being taken as a graduate rather than an undergraduate.

After completing the course, I had no more understanding of the guidance field than when the course started.

Because it took me awhile to do my best course work.

Guidance in the Elementary School

Never worked in an elementary school.

Not in this area

Loosely knit course--not appropriate to my counseling field.

I have never been required to work with elementary children.

It was more for classroom teachers.

Prior to Dr. Hetlinger's teaching and manner in which it was taught was uninteresting and too much rote learning.

Most of this course proved to be repetition of previous courses.

Memorizing paragraphs from a text has little practical value.

Supervised Practicum

No supervision of an actual practicum case was done, nor was there an opportunity for such a case.

Personally did not feel need for these courses.

Situation set up didn't seem to apply to average high school counseling situation.

The tension was too great to be an effective course. Students were warned from the first day that a certain per cent would have to take the course again.

Sets up a truly artificial situation. I found it impossible for myself to function properly under the conditions imposed.

Theories of Personality

It could have been taught in a more interesting and meaningful way.

Very poor instruction--gained same by merely reading the text

Clinical Mental Tests I (Binet) and II (Wisc)

I have not had any use for it as the testing is done by a psychologist in California. (Both)

Had to give the test too many times in summer session. Poor instruction. Could have, with proper instruction, learned more and given test 1/8 as many times.

Counseling Techniques

Simply a matter of "no investment" on the part of the teacher who I nevertheless admire intensely. (It wasn't his fault.)

General Comments

I can't answer this for I haven't felt adequate from the courses I did take.

I made use of every course I had.

They were all helpful. (There were eight other very similar responses.)

All added something to my knowledge.

I feel they all had their place in a guidance curriculum.

I use them all.

I don't feel that any one or a group of courses were most helpful -- The program as a whole must be complimented. All courses were pertinent.

I feel all were important.

I wouldn't want to have eliminated any of them.

Each course had its place.

Difficult to distinguish

All beneficial

This is impossible to say. I feel I gained from each course.

I feel every course I took necessary and valuable.

III. AREAS OF GREATEST COMPETENCY

Table XXI, page 86, points out that sixty-four, or 40.76 per cent, of the respondents indicated that, upon graduation, they felt the greatest competency in the area of counseling. Thirty-six, or 22.93 per cent, felt most competent in appraising the individual. The information service was the third ranking area of competency. Twenty-three or 14.65 per cent, listed this service. Placement and referral was listed by only six, or 3.82 per cent, of the respondents, and only five, or 3.18 per cent, felt competent in follow-up.

Following is a list of comments of the respondents concerning the areas they felt the greatest competency upon graduation.

Counseling

The course that I took in Counseling Techniques has held me in great stead.

The supervised practicum and counseling technique courses were of most help here.

Had the "feel and also had other exposures.

Because of the rapport made, I could establish with the individual.

TABLE XXI

AREAS IN WHICH THE RESPONDENTS FELT THE
GREATEST COMPETENCY UPON GRADUATION *

Area	Number	Percent of Respondents
Counseling	64	40.76
Appraisal of the Individual	36	22.93
Information Service	23	14.65
Placement and Referral	6	3.82
Follow-up	5	3.18

*All respondents did not answer this question. Others indicated two or more areas.

It helps me in my church work.

Very good instruction on techniques--methodology.

Better background

Because of practicum course and speech major.

Opportunity to do real thing at KSTC.

Because I was trained in this area and had previous experience.

Because of most training

Good teacher

Because I worked under psychiatric supervision in the Bureau.

My practicum and techniques courses were well taught.

I felt there was more emphasis in this area and this is our major job--other of these areas tie in with this field.

Best course

Because had more course work in this and also the very best of instructors.

Competent instruction

Due to Dr. Baznik's excellent leadership

More practical experience through observation and practice in the Practicum Class

Because of my internship in the Bureau

Practicum; counseling techniques

With the Techniques Class and the Practicum, I felt I had a good background for the actual counseling interview.

Good counseling techniques course and practicum

I felt we had an excellent instructor.

I felt I could adequately communicate with the students.

I was confident I could do it.

Dr. Baznik did an excellent job of teaching counseling techniques

Most emphasis placed on this area.

I felt at ease in this capacity.

Here because I use this most in my work.

Fair training; I also believe a sincere interest in every youngster and a solid belief in Christian values are essential.

One-to-one relationship skills were high.

Because of experiences in counseling techniques and practicum

Because 60% of my time is in direct counseling and because two seminars for junior high counselors with the Menninger Foundation with Dr. Roy Menninger and Dr. Edward Greenwood and others have been most helpful.

I felt quite confident because of training.

Presented all methods

Practicum course

Practicum was very helpful.

Did a lot of this and was judged accordingly

High desire to counsel plus what I felt was adequate training.

Personal motivation in this area

Good instruction

I was more interested in this particular area.

Most work spent here--the "real thing"

I think the instructor presented excellent material and outstanding teaching ability.

Developed confidence--tied together the total guidance program

I feel class work on this area so beneficial.

I felt I had enough background and practice to do a good job.

Because of practicum I felt fairly secure but not competent.

This is the area in which I have the most practice and in which I read the most about.

More detailed instruction--fine group of individual instructors

Because of training I received in the counseling office.

Appraisal of the Individual

Practicum and testing

Good, but I learned a lot in the last 10 years.

Because of good knowledge of psychology and human nature.

Tests and Measures, Clinical and Mental Tests I & II

Tremendous courses offered.

Probably because it's the area of my strongest interest.

Basic knowledge was adequate.

Experience had been conclusive to gaining confidence in this area.

Because I worked under psychiatric supervision in the Bureau.

This was well covered in several courses.

Enjoyed test interpretation

because classroom teaching and course in Measurements of Interests, Aptitudes, and Abilities helped a great deal.

Testing was highly emphasized in Principles of Guidance, Measurements of Interest, Aptitudes, and Abilities and in the practicum.

Appears to be the major function of guidance program

Felt this was covered quite well in courses at KSTC.

In practicum we studied many test and had a chance to interpret them.

I feel KSTC does a good job on evaluation and interpretation.

Because of my psychology background and the nine hours of testing course I took.

Because of the experience I received at Roosevelt High as a graduate assistant.

I felt greatest competency in this as I work with elementary children.

Practicum course and Test and Measures

Good background in this area

Elementary guidance stresses this area more than the others listed here.

I read and studied extensively in this area.

More experience in this area

Seemed to be stressed more in training

Because this area is probably easiest to perform.

Because this is an area which may be put down in black and white -- less intangibles.

Information Service

This area did not require as much experience as other areas.

Basic knowledge was adequate.

Could study and learn

If a person can gather, organize, and purchase, then make available to the students, this area is fairly easy.

Most information available

Practical application

Because of extensive course work in this area

I felt quite confident because of training.

Specific material, not based on experience

Seemed to be stressed more in training

Most time was spent familiarizing myself with this area.

Placement and Referral

Mostly self-taught and experience gained through teaching and the problems in the classroom.

Basic knowledge was adequate.

Because I worked under psychiatric supervision in the Bureau.

Follow-up

Good, although this is a neglected area.

Basic knowledge was adequate.

I spent a great deal of time in research in the area of the Follow-up.

General Comments

I feel fairly competent in all these areas.

I can't say--I felt that I was reasonably well qualified in all.

Upon graduation I felt that I could do equally well in all these areas.

Without experience I'm really not qualified to give an intelligent response.

About equal in all

Since I have not used tools in practice, I would not know.

I haven't had a chance to use the techniques of counseling since I graduated, so therefore, I believe my opinion would not be valid in judging these areas.

I must admit I felt very little competency in any area upon graduation.

IV. AREAS OF LEAST COMPETENCY

As shown in Table XXII, page 94, there is not much difference in the areas that the respondents felt the least competency upon graduation. The most responses for least competency in an area were listed under follow-up. Thirty-one, or 19.75 per cent, of the respondents felt least competence in this area. Twenty-seven, or 17.20 per cent, indicated the area of placement and referral. Counseling was mentioned by twenty-six, or 16.56 per cent, of the respondents. Twenty, or 12.74 per cent, felt least competent in the appraisal of the individual, and the same number listed the information service.

Following is a list of comments of the respondents concerning the area (s) in which they felt the least competency upon graduation.

Follow-up

This is a neglected area.

Because of time limitations of my teaching scheduling

TABLE XXII

AREAS IN WHICH THE RESPONDENTS FELT THE
LEAST COMPETENCY UPON GRADUATION *

Area	Number	Percent of Respondents
Follow-up	31	19.75
Placement and Referral	27	17.20
Counseling	26	16.56
Information service	20	12.74
Appraisal of the Individual	20	12.74

*All respondents did not answer this question. Others indicated two or more areas.

Probably need more emphasis on the practical aspects of follow-up.

I didn't take much that really offered this area.

We never discussed it.

Because we had the students for such a short time in the summer.

It was mentioned often enough but techniques were never discussed.

Not covered

Because I had little practice in this area.

Not stressed in counselor education program

Learned techniques but find this is not practical in field.

I am not sure that follow-up is feasible or meaningful.

Because of little time spent on it in courses

Perhaps it is my fault, but I don't seem to have the time or energy to direct in this area.

No experience here

Little emphasis during training

Placement and Referral

Not emphasized enough in program

Very little was covered in classes on this area.

Least training

I lacked information.

I think this has to be learned by the counselor in his own local community.

I feel very inadequate in this area.

The administration took care of these matters and I had little practice.

Little time in classes was spent on this

Not enough specific instruction and examples, etc.

It seems that we just touched on this and didn't follow-up in more detail.

Less or no emphasis placed on this area.

Probably because I did very little of this on the job.

Was not emphasized in courses

Some colleges have a course entitled college prep counseling. We need it.

Not enough information and practical knowledge

Probably paid more attention to other areas

My courses didn't cover this area with much depth.

College course work didn't cover this area much.

This is an area which requires much experience and I have none.

Was not aware of referral sources available.

Counseling

No experience in face-to-face counseling

This is very much learned on the job--or by experience.

Because of highly structured practicum

At first you must know all the other areas before counseling might take place.

Not enough practicum

I feel that confidence and competency in counseling comes only with time and experience.

To be competent in this area more training and practice than other areas listed.

We did not work enough with role playing or actual counseling in techniques or practicum.

I have a limited background in psychology.

Takes more experience

Because practicum was not realistic experience.

Not enough actual counseling

Competency can come only with years of experience.

I had difficulty applying knowledge to actual situation.

The counseling techniques which I learned were for secondary pupils (mainly) and not elementary.

Need more understanding of the individual

I did not take practicum courses so this left me with a lack of experience in this area.

Actual on the job situation appears to be far removed from the classroom situations represented.

Information Service

Just didn't feel that the course was adequate.

Poor course

There is so much that has to be learned and can only be done by actual job situation.

Very poor instructor

One doesn't truly learn about this area until he must use the materials.

Little realistic training

Very little practical experience

I think because it is difficult to see the need for the wide variety of information until you are faced with the many and varied requests which are made of you.

Lack of experience in working with this area.

I didn't work in the state of Kansas. As a result I felt I knew little that would actually help me.

Because I did not feel this area is a static one. It will (and has) changed much. I feel it will continue and you have to study and adapt to your situation.

This area was dealt with least in my training.

Appraisal of the Individual

I've never been much interested in testing or diagnosis for one thing.

Because of not having enough knowledge of case studies,
etc.

Insufficient background

Objectivity is a weakness I have!

Because we never learned to make accurate appraisals.

Poor course work in measurements

More study of individuals--general and specific pro-
blems--and a practical approach to counseling situations.

Individual testing and projectives not required.

My course work did not include enough work in test
intrepretations and statistics.

I needed some work in individual analysis.

Reason--could be weak teaching and a weak student.

Not enough hours

not enough training

Insufficient training in this area.

need practice

Needed to know more about individual mental testing.

I feel I gained knowledge of tools, but not enough on
intrepretation of information gained or data accumulated.

V. PERSONAL PHILOSOPHY OF COUNSELING

As pointed out in Table XXIII, page 103, one hundred and thirty-
seven, or 87.26 percent, of the respondents indicated they had formed a

personal basic philosophy in counseling upon graduation. Eleven, or 7.01 per cent, felt they had not yet formed a personal philosophy, and nine, or 5.73 per cent, did not reply to the question.

Table XXIV, page 102, points out that sixty-five or 41.40 per cent, of the respondents had changed their personal philosophy of counseling since their graduation. Seventy-three, or 46.50 per cent indicated that their basic personal philosophy has remained the same, and nineteen, or 12.10 per cent, made no response to this question.

Listed below are the comments of the respondents regarding where the counselor education program failed in providing them with a basic personal philosophy of counseling.

Y It did not influence me one way or the other.

N It is very difficult, I believe, to formulate a sound philosophy before an individual has at least five years experience in the field of guidance.

Probably did not do very good job of pulling together Learning Theory, Personality Dynamics (theory) Educational Philosophy, and Counseling Theory.

Too general and overall--didn't get into the heart of counseling like they did at the Institute at Missouri.

Not enough background into the various types of philosophies so that one could really develop his own personal philosophy.

My program was spread over a 2 1/2 year period. I picked up a lot of pieces but not a co-ordinated philosophy.

TABLE XXIV

TABLE XXIII

NUMBER OF RESPONDENTS WHICH HAD
FORMED A BASIC PERSONAL PHILOSOPHY
OF COUNSELING UPON GRADUATION

Response	Number	Percent
Yes	137	87.26
No	11	7.01
No Response	9	5.73
Total	157	100.00

TABLE XXIV

NUMBER OF RESPONDENTS THAT HAVE
CHANGED THEIR BASIC PERSONAL
PHILOSOPHY OF COUNSELING SINCE GRADUATION

Response	Number	Percent
Yes	65	41.40
No	73	46.50
No Response	19	12.10
Total	157	100.00

I cannot say if it was the program or the way in which I followed my course of study.

This takes much time to be formed. KSTC did not fail. I received guide lines.

Too non-directive. Too wide a span of opinion within the department.

Could offer objective course in philosophies of counseling.

Listed below are the comments of the respondents regarding the reasons why their basic personal philosophy of counseling has changed since their graduation.

To a degree--have become more understanding

The variety of the schools of those that I have attended since.

Practical experience. Not a drastic change.

Counseling with students as individual human beings

Modified but not changed basically

Students' needs

I feel my philosophy tends to change from year to year and from group to group.

Actually working with these students.

Experiences have taught me that I must operate somewhere between the Rogers and Williamson philosophies.

Visiting with other counselors in how their job has been handled in different situations.

I formed my own after a few years of experience.

Changed very little because I was working as a classroom teacher while I took the courses.

Being acquainted with counselors in the school system.

Actual experience (There were ten other very similar responses.)

After working in these areas for a few years.

Working in the Job Corps Program

NDEA summer institute, in-service training, and current literature in the area of guidance and counseling.

The type of work I am in made me change my structure of counseling and possibly my philosophy.

Dr. Roy Menninger

Reading--basically Williamson at Minnesota.

Structures and demands of the school

I have changed somewhat but feel that it is maturity and a different outlook than the one I had on leaving college.

Simply because things just don't happen the way we would like to see them happen.

Working with masses of students--many teachers and parents.

Somewhat--reading--experience--maturity

Working in counseling and the NDEA institute helped me put the pieces together.

The realities of actual counseling duties in schools.

One does change, I suppose, to some degree, due to the conditions, but not radical.

The local situation may cause this to way or change

Third Force Psychology. I have received training from Dr. Art Combs and Dr. Ted Landsaman.

As I have become more confident, I have become more directive.

Experience and additional course work

Better results from indirect counseling

Administrative pressures and lack of sufficient time to administer program properly

Just being more involved in working with these young people.

The theory doesn't always work in actual practice.

Basically there is too much emphasis on non-directive counseling which I feel is philosophically unsound.

Realizing that the standard counselor's job would not allow sufficient time for personal counseling according to my philosophy.

Experience as principal--more directive

My basic philosophy has not actually changed so much but has been adjusted to better fit the situation in which I work.

Having children of my own

Modified somewhat in the day-to-day experiences of a psychology clinic

Reality

I am now more practical.

I find on the job practice different from the classroom situation.

I feel in H.S. Guidance one cannot be non-directive all the time, but in many counseling sessions he can.

RECOMMENDATIONS FOR THE

EDUCATION PROGRAM

to make suggestions:

The responses are:

1. 11.11, page 85, suggested, or 11.11,

and the need for more practical experi-

ence, or 9.55 per cent, suggested the addition

of, or 7.77 per cent, suggested the re-

duction, or 6.37 per cent, of the response

needed to be up-

times by the

suggestions of

the counselor

is as follows:

CHAPTER V

RESPONDENTS' SUGGESTIONS FOR IMPROVING THE COUNSELOR EDUCATION PROGRAM

The graduates were asked to make suggestions for improving the counselor education program. The responses are presented in this chapter.

As pointed out in Table XXV, page 109, fifty-two, or 33.13 per cent, of the respondents indicated the need for more practical experience in counseling. Fifteen, or 9.55 per cent, suggested the addition of certain courses while eleven, or 7.00 per cent, suggested the revision of certain courses. Ten, or 6.57 per cent, of the respondents felt that the course content needed to be upgraded. All other suggestions were mentioned less than ten times by the respondents.

Following is a list of suggestions the respondents made concerning the improvement of the counselor education program.

Experiences -- psychology -- practicum

I feel there should be an internship in counselor education.

More practical experience (There were sixteen other very similar responses.)

Supervised practicum in a high school is a must. A course in college placement and group guidance is essential. Visits to high schools to see guidance department in operation.

TABLE XXV

SUGGESTIONS BY THE RESPONDENTS FOR
IMPROVING THE COUNSELOR EDUCATION PROGRAM

Suggestions	Number of Respondents	Percent of Respondents
More practical experience (practicum)	52	33.13
Addition of courses	15	9.55
Counseling Techniques	5	
Group Guidance	4	
Vocational-Technical Education	3	
Basic Courses	1	
Elementary Guidance	1	
Higher Education	1	
Revise Courses	11	7.00
Occupational and Educational Information	6	
Measurements of Interests, Aptitudes, and Abilities	3	
Organization and Administration of Guidance Programs	1	
General Revision	1	
Upgrade Course Content	10	6.57
Include more courses in testing and interpretation	9	5.74
Add an internship program	8	5.10
Increase the emphasis placed on placement and referral	8	5.10
Present a more realistic setting in practicum (Too much pressure)	7	4.46
Require more psychology	6	3.82
Upgrade Instruction	4	2.57
Provide more continuity, organization, and cohesiveness in the program	3	1.91
Require more learning theory	3	1.91
Upgrade curriculum	3	1.91
Provide better screening for entry into the program	2	1.28

TABLE XXV
(continued)

Suggestions	Number of Respondents	Percent of Respondents
Require more theory of motivation	2	1.28
Require more statistics	2	1.28
Form a closer association between the psychology and counseling departments	1	.64
Place more emphasis on college placement counseling	1	.64
Place more emphasis on the professional ethics of counselors	1	.64
Place more emphasis on related courses	1	.64
Let Dr. Waters' philosophy permeate every counselor	1	.64
Provide closed circuit T. V. for viewing actual interviews	1	.64
Provide more faculty examples of counseling interviews	1	.64
Provide more opportunities to work with abnormal children	1	.64
Provide students with the opportunity to visit with psychiatrists	1	.64
Require fewer reaction reports	1	.64
Require psychology major	1	.64
Require social science major	1	.64
Require two-year counselor education program	1	.64
Upgrade the subjective grading system	1	.64

More counseling type experience in a non-threatening atmosphere. More cohesiveness in the total program.

Few programs, including KSTC's do anywhere really good enough job in two foundations: Learning theory and personality development.

Additional courses in learning theory, motivation, psychology.

Let the philosophy of Dr. Waters permeate all counselors.

Perhaps more emphasis could be placed on psychology and on placement and referral

Course content and experiences (There were five other very similar responses.)

Experience

Experience and research on placement activities, opportunities, requirements, etc.

Experiences --Realizing Individuals --Potentials and Limitations

Require a major in Social Science for admittance into the Counselor program.

More work with the abnormal phase

Curriculum, because of vocational education.

Perhaps the internship program should be adopted. Practical experience in "counseling"

More practicum or internship.

Practicum

A more intense practice in counseling.

Make the counselors aware of the need and value of vocational and technical education to our high school and post-high people.

Course content--more emphasis on related courses.

More courses for the Elementary Teacher, Counselor, Administrator.

The area of Measurement was the weakest.

Course on placement and referral

Need work in group counseling and an internship.

More techniques courses and more supervised practice.

More experience with students and interviews

Greater breadth in curriculum--need more than 1 or 2 good teachers

More intensive work in techniques, practicums, occupational information, and testing.

Perhaps the practicum should be more realistic, if possible, with less pressure and more experiences.

More counseling philosophy

There should be more emphasis on professional ethics involved in the counseling process.

Clinical Mental Tests should be required.

More emphasis on counseling.

Require more psychology.

I would like to see more experience in actual guidance departments showing the many duties involved with that department.

Practicum was excellent but should have more opportunity to work with students.

Information courses

Testing

needs to include something for the college level

Not enough information on referral sources and helping students with home problems.

Have a very competent teacher for each course.

The practicum should provide experiences beyond test interpretations.

An internship in guidance

Hire and retain a staff that would provide continuity and carry-over of ideas from one class to another.

group guidance techniques

More statistics would be useful

More courses in the area of counseling

More relaxed counseling classes.

Revise the content of Organization and Administration of Guidance Programs.

More psychology courses should be required

More experiences in the guidance situation

1. College prep guidance
2. More counseling experience (practicum)

Need more information on how to work with school psychologist.

I feel the supervised practicum should include field work.

Use actual counseling experiences instead of practicing on select students

I believe if a program could be worked out to put a student counselor out in the field with an experienced counselor for about six weeks (such as student teaching) much could be learned.

I believe the area of individual testing needs serious study.

I feel there should be a closer association between the psychology and counseling departments.

Course content needs to be more organized and thorough.

More group counseling work

By requiring a good background (at the undergraduate level) in psychology before entering the program.

More preparation for interpreting data received in individual analysis

Too much emphasis is put on practicum.

More intensified practicum course

Try to arrange for more practice in counseling under less frightening conditions.

I think that the material in courses presented today are too similar in content. They tend to overlap.

There should be some means for screening other than the practicum course.

The counselor education program should be made to include more basic courses.

An internship in counseling should be included in the program.

XVI. page 11

CHAPTER VI

COUNSELOR CERTIFICATION REQUIREMENTS

The graduates were asked to give their personal opinions concerning the necessity of (1) meeting teacher certification requirements and (2) actual classroom teaching experience before being certified as a public school counselor. The opinions of the respondents are included in this chapter.

I. TEACHER CERTIFICATION REQUIREMENTS

As pointed out in Table XXVI, page 117, one hundred and twenty-four, or 79.00 per cent, of the respondents felt that it is necessary for counselors to meet the requirements for teacher certification. Twenty-one, or 13.35 per cent, did not feel that it is necessary. Five, or 3.19 per cent, indicated they did not have an opinion regarding this requirement and seven, or 4.46 percent, did not respond to the question.

Comments of the respondents concerning the necessity of meeting the requirement for teacher certification are listed below.

Yes

How else can you know the problems faced by the classroom teacher?

TABLE XXVI
 RESPONDENTS' OPINIONS REGARDING
 THE NECESSITY OF MEETING TEACHER
 CERTIFICATION REQUIREMENTS

Opinion	Number	Percent
Yes	124	79.00
No	21	13.35
No Opinion	5	3.19
No Response	7	4.46
Total	157	100.00

If the teacher education requirements make good teachers, they will make better counselors.

They need to know how a school functions from a teacher's point of view.

You can be more helpful in doing more accurate counseling. You know the whole person.

I feel this makes the individual a better counselor.

To understand the needs of teaching, need the knowledge and background of teaching

If for no other reason, to help them be a part of the "teaching" staff.

Better understanding of the learning process

To better understand the problems of the teacher as well as of the student

All counselors should have a better understanding of teacher problems so that he can be a better counselor.

Basic to their understanding of children, teachers, curriculum and community involvement.

Some may need this experience and some may not. (Individual differences) In general it is probably helpful that they do hold a teaching degree to familiarize them with the classroom situation.

A counselor needs to understand the problems of the teacher to be a successful counselor.

After all you are a part of the educational team of a particular school system.

It would give them a broader background and a better understanding of both pupil and teacher.

You need all the information and background you can get for this type of work.

They need the same as all educators.

Know the basic philosophy of education

In order to relate to staff members better

To better relate to the total school situation.

Counseling and teaching are closely related.

Working knowledge

Good background

It is necessary for the individual to have a basic understanding of the educational process.

No

(XVII, page 121.

While I believe rather strongly in this principle that counselors must identify with education as a personal profession if they wish to work in education (most guidance still in classroom teacher contacts), I do feel there are many good counselors coming with other patterns of background.

Some of the teacher education courses would be of value and highly desirable but more psychology and guidance courses would serve counselor needs better.

It's main value is public relations with teachers; the time could be better spent preparing to be a better counselor.

Should be based on individual merit.

Too many unnecessary courses are required of teachers.

This is a special field.

I don't feel a counselor should teach.

Too often counseling positions are used as promotional stepping stones to administrative positions.

Although it is a good idea to meet teacher education requirements, I feel a person can perform necessary counseling duties and be adequate.

Many of the courses are not pertinent to counseling.

I believe there should be "counselor" education requirements with an emphasis on personality development, adjustment of the individual, etc.

II. ACTUAL CLASSROOM TEACHING EXPERIENCE

As pointed out in Table XXVII, page 121, one hundred and nineteen, or 75.80 per cent of the respondents felt it is necessary to have some actual classroom teaching experience before being certified as a public school counselor. Twenty-seven, or 17.20 per cent, did not feel this experience should be required. Four, or 2.57 per cent, did not have an opinion regarding this requirement, and seven, or 4.43 per cent, did not respond to the question.

Comments of the respondents concerning the necessity of actual classroom teaching experience are listed below.

TABLE XXVII
 RESPONDENTS' OPINIONS CONCERNING THE
 NECESSITY OF HAVING ACTUAL CLASSROOM
 TEACHING EXPERIENCE

Opinion	Number	Percent
Yes	119	75.80
No	27	17.20
No Opinion	4	2.57
No Response	7	4.43
Total	157	100.00

Yes

Handling the kids needs tact and experience. This cannot be gotten from a book.

To gain insight of the total counseling and guidance program

To obtain a better understanding of children in a classroom situation.

And perhaps it might be important to have him continue to teach in the school until he has oriented himself with the school atmosphere itself.

You see the student in many of his problems.

I feel there are other very acceptable patterns of experience. However, I think the general and most common entrance should be via classroom teaching.

It would be desirable so that the counselor is familiar with classroom procedures and classroom problems.

One must understand the problems of the classroom teacher if he is going to work with him.

He at least needs to know youngsters, school organization, etc. He is a part of the staff--not a "Junior Analyst" over in one little room.

The teaching experience cannot be substituted.

Should know problems of classroom teacher.

To better understand the school's problems.

Experience

If he has had no other experience

I feel a counselor should have several years of classroom experience just to help him relate to the faculty.

He will better understand some of the students' ideas.

Needs an understanding through actual experience of the problems which children face in learning. Also, appreciate the frustrations sometimes experienced by teachers and administrators in their effort to work effectively with children and parents.

A counselor must have the teacher on his side to be successful. To do this he must have teaching experience.

Difficult to obtain full benefit from program without teaching experience.

More aware of individual differences and problems pertinent to individual children as student.

School counselors are not clinicians.

Better understanding of students.

Counseling must always be a learning situation--with teaching experience, one is in a better position to understand the teacher-student relationship.

No text book or college course can give the wisdom that can be given by experience.

Teaching provides some of the necessary experiences which are important in the counseling process.

I think teaching experience gives the counselor a better understanding of what "makes kids tick."

You need to know what the classroom situation is.

Without this experience, I feel that they would not be adequately prepared for their work as counselors.

He needs the experiences of the classroom climate to understand both "sides of the desk."

He has a first hand knowledge of the individual problems and gets insights into group behavior of children.

To realize the needs and problems of students and teachers better.

to understand the classroom teacher--problems, etc., development of teacher--counselor relationships

To gain an inside point of view of the student, as a group and individual.

I also feel they should teach one class while counseling. This would prevent them from becoming eccentric in their views concerning some classroom problems.

He must have demonstrated some skill in dealing with students and administration.

Mostly to see how the "other half" lives and its kinds of problems.

The counselor should be aware of the problems a teacher faces in the classroom.

Good for personal relations; Able to understand teachers' problems.

So he can understand the problems of both students and teachers.

By actual practice, --I have only one counselor who has not had classroom experience. This man, an excellent counselor in practicum, etc., cannot relate himself to classroom problems of his counselees. He lacks the understanding that is so important.

No

I believe it is a waste of time. Why sneak in through the back door?

Again some may others may not. In general I would rather counselors didn't teach because teaching tends to not be very helpful in developing counseling skills. At the worst, I would accept one year of teaching experience.

I feel it may be helpful but not a necessity.

Teaching is not their specific field.

helpful but not necessary

Generally it seems they do not deal in group dynamics as much.

This is not to say that it is not better for a person to have taught, but not necessary.

I taught for two years in public schools and can see no more value in teaching experience as a prerequisite than I can for sales experience, factory experience, etc. Of course, any general experience is useful, but not as useful as counseling experience

Too many years as a teacher can and does prejudice teachers into stereotyping certain behavior patterns.

Teaching experience will not make him a better counselor if he has good ability in the beginning.

I don't feel it's absolutely necessary, but I can't help but think it would be helpful.

All outside experiences are of tremendous importance.

But can be very helpful to understand the total school problems and activities.

I think it would be helpful but not necessary. A person should be trained to handle counseling duties through the counselor education program.

I feel a school counselor should be a specialist in his own field.

The goals of the teacher and the counselor in their relationship to the student are probably the same but the methods and techniques in accomplishing these goals should be different. Counseling should not be a "step-up" in the teaching field, but should be parallel to, complement, and supplement the diversified subject matter taught.

Following are comments of the respondents that were used to answer both questions concerning counselor certification requirements.

Yes

A counselor works within the framework of the school-- therefore you should be a competent teacher before you can be a competent counselor. Even if research does or doesn't bear this out--your teachers feel this way. Your success is based in part on the confidence they place in you.

Counselors have to work with and have respect of teachers-- I do not feel they can be as valuable without this experience.

Understanding the teachers role and job makes for more effective staff relationships and better guidance.

The public school counselor needs to be completely aware of the many problems arising out of classroom instruction. He needs to be cognizant of the problems of the teacher as well as the student.

I feel a counselor should have classroom experience before starting to be able to understand children.

It is inconceivable to me that a public school counselor could be effective without certification and classroom experience.

It would help in understanding the picture of the total school situation.

I feel that a counselor must be an educator and in order to understand the intricate relationships of the classroom teacher with the student, he should have some training and experience in this line.

I feel a counselor must be a teacher "at Heart" first and then a counselor. I feel the classroom experiences, and knowing the teachers problems are of extreme importance.

Candidly--It gives a person time to develop--to understand the teacher's role--to "dry-out" behind the ears.

I feel that this is the best way for a counselor be become aware of the classroom situation, where the student spends most of his day.

So he will gain better acceptance by the teaching faculty.

Better rapport with faculty--appreciation of classroom situations.

To understand the problems of the classroom teacher

After teaching two or three years the counselor would better understand the problems of teachers and children. Where else could he get such experience and information!

To be a successful counselor one must have a background and knowledge of young people.

It gives the counselor more insight into classroom problems, helps in working with and understanding teachers.

You need to understand the school setting from the classroom teacher's side of the fence.

One needs that frame of reference and point of view of a teacher.

For professional relations with other teachers

Help to understand the total situation better

The counselor must work closely with and relate to teachers.

So they would be able to experience the teacher's point of view and understand how children react in school.

In order to obtain a better understanding of the teacher and their problems.

So much work in counseling is closely related to knowledge of classroom experiences, I feel a counselor's effectiveness would be seriously hampered by not having teaching experience.

Only through experience as a teacher can you know classroom problems which confront the student.

To understand teachers and how they think.

To better understand teachers, teaching methods, and students. A school system is built around the classroom and the counselor should have a better understanding of the classroom and classroom procedures.

So you can better understand teacher problems and have some idea how students perform in the classroom.

Better understanding of the student in school life.

No

Certification doesn't mean that much in his ability to counsel. It might be wise to require certain courses relating to professional education so that the counselor is in equal footing with his fellow workers.

Counseling is a distinct service. Counselors should be familiar with education and teacher concerns.

Because counseling is not teaching.

Not necessary but helpful because you have a better understanding of classroom situations.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was: (1) to provide the Department of Guidance, Kansas State Teachers College, Emporia, with follow-up information; (2) to make, from the suggestions of the graduates, recommendations for improving the counselor education program; and (3) to ascertain, in the opinion of the graduates, the necessity of (a) meeting teacher certification requirements, and (b) having actual classroom teaching experience before being certified as a public school counselor.

The information gathered from the questionnaires is presented below in summary form.

1. Questionnaires were sent to the two hundred and forty-six graduates between 1952-1965. One hundred and fifty-seven, or 63.82 per cent, of the graduates completed and returned the questionnaires.

2. The one hundred and fifty-seven respondents had received one hundred and sixty graduate degrees from the Kansas State Teachers College, Emporia. Of the one hundred and sixty degrees received by the respondents, ten were the Specialist in Education Degree.

3. The median year of graduation for the respondents was 1962.

The bi-modal years were 1964 and 1965.

4. Of the one hundred and fifty-seven respondents, only thirty-two, or 20.38 per cent, were employed as full-time high school counselors. Seventeen, or 10.84 per cent served as a high school teacher-counselor.

5. One hundred and fourteen, or 72.61 per cent, of the respondents were residing in the state of Kansas. Of the remaining forty-three respondents, thirty-nine lived in eighteen other states, and four lived in foreign countries.

6. Seven of the respondents had received additional degrees, and thirty-eight others were working on additional degrees. Five respondents had completed the Doctor of Education Degree. Three, who had completed degrees, did their additional study in Guidance and Counseling. Nineteen of those working on additional degrees are seeking the Specialist in Education Degree. Of the thirty-eight working on additional degrees, eleven are doing their advanced study in Guidance and Counseling.

7. Twenty-three of the respondents had attended a NDEA Guidance Institute. Sixteen of the twenty-three attended an institute on the secondary level.

8. Ninety-one of the respondents decided to enter the counselor education program while they were teaching. The median of years of teaching experience prior to matriculation in the program was three. The mode of years teaching experience was one.

9. Seventy of the respondents had had experience as a full-time counselor. The median of years of full-time counseling experience was three. The mode was one. The total years of full-time counseling experience of the respondents was two hundred and sixty-one. Seventy of the respondents also indicated some part-time counseling experience. The median of years of part-time counseling experience was two. The mode was one. The total years of part-time counseling experience (figuring part-time as one-half time) was ninety-eight and one-half years. The respondents had a total of three hundred and fifty-nine and one-half years of actual counseling experience.

10. Principles of Guidance, Counseling Techniques, Measurements of Interests, Aptitudes, and Abilities, Organization and Administration of Guidance Programs, Occupational and Educational Information, and Supervised Practicum I (Secondary) were courses in the counseling sequence taken by more than seventy-five per cent of the respondents.

11. Theories of Personality, Statistics, Clinical Mental Tests I (Binet), Seminar in Childhood and Adolescence, Abnormal Psychology and Clinical Mental Tests II (Wisc) were related courses taken by more than twenty-five per cent of the respondents.

12. Ninety-five, or 60.51 per cent, of the respondents would attend a guidance Conference sponsored by the Kansas State Teachers College, Emporia.

13. Practicum and Counseling Techniques were the courses that the graduates felt were the most helpful to them. These two courses were listed by over thirty-five per cent of the respondents.

14. Occupational and Educational Information was the only course listed as the least helpful course by more than ten per cent of the respondents. Organization and Administration of Guidance Programs, Measurements of Interests, Aptitudes, and Abilities, Principles of Guidance, and Guidance in the Elementary School were listed by over five per cent of the respondents.

15. Sixty-four, or 40.76 per cent, of the respondents felt competent in the area of counseling upon graduation. The other four areas were listed by less than twenty-five per cent of the respondents.

16. Regarding areas of least competency, none of the five areas of the guidance program were listed by more than twenty per cent of the respondents, but all were listed by over ten per cent.

17. One hundred and thirty-seven, or 87.26 per cent, of the respondents had formed a personal philosophy of guidance and counseling upon graduation. Only eleven, or 7.01 per cent, indicated they had not formed such a philosophy.

18. Sixty-five, or 41.40 per cent, pointed out that they had changed their personal philosophy of guidance and counseling since graduation. However, seventy-three, or 46.50 per cent, indicated that their personal philosophy had not changed.

19. Fifty-two, or 33.13 per cent, of the respondents felt that more practical experience (practicum) would improve the counselor education program. Fifteen, or 9.55 per cent, felt there is a need for additional courses.

20. One hundred and twenty-four, or 79.00 per cent, of the respondents felt that it is necessary for counselors to meet the teacher certification requirements before being certified as a public school counselor.

21. One hundred and nineteen, or 75.80 per cent, of the respondents felt that it is necessary for counselors to have actual classroom teaching experience before being certified as a public school counselor.

II. CONCLUSIONS

The following conclusions were made from an analysis of the questionnaires of the respondents.

1. The majority of the graduates of the Department of Guidance Kansas State Teachers College, Emporia, are not employed solely as counselors, but do have additional responsibilities.
2. The vast majority of the respondents elected to remain in the state of Kansas.
3. Approximately one-fourth of the respondents have continued their education.
4. The vast majority of the respondents decided to enter Guidance and Counseling as a college senior or within their first three years of teaching.
5. The majority of the respondents had had actual counseling experience.
6. Over one-half of the respondents would attend a guidance conference sponsored by the Department of Guidance, Kansas State Teachers College, Emporia.
7. The courses that are directly related to the area of counseling are the most beneficial courses to the respondents.

8. The Occupational and Educational Information Organization and Administration of Guidance Programs, Measurements of Interests, Aptitudes, and Abilities, Principles of Guidance, and Guidance in the Elementary School courses are the least beneficial courses.

9. The respondents felt the greatest competency in the area of counseling upon graduation.

10. The respondents felt less competency in the areas of placement and referral and follow-up upon graduation.

11. The counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, provided the respondents with the opportunity to form a personal philosophy before graduation.

12. The present counselor education program does not provide enough actual practical experiences.

13. The Department of Guidance, Kansas State Teachers College, Emporia, does not maintain adequate communication with the graduates.

14. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, has not availed itself, to the graduates, completely for the purposes of consulting and referral.

15. The entire program in counselor education needs to be evaluated for purposes of curriculum, and course content. It also needs an evaluation to be sure that one area is not over-emphasized at the expense of another.

16. The requirements for teacher certification are important to effective counseling.

17. The requirement of actual classroom teaching experience is important to effective counseling.

18. In the opinion of the respondents, the counselor education program of the Department of Guidance, Kansas State Teachers College, Emporia, generally does provide adequate training and preparation for entry into the counseling profession.

III. RECOMMENDATIONS

Based upon the findings and conclusions of this study, the following recommendations are made:

1. The Department of Guidance, Kansas State Teachers College, Emporia, should plan to hold a guidance conference for the graduates. The program should include: (1) a session for small group discussion; (2) a session for a panel discussion covering common points of interest; and (3) a noted speaker in the field of guidance and counseling.

2. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, should make itself available for the purposes of consulting and referral. The faculty should also make an attempt to personally visit the graduates presently in the counseling profession.

3. The Department of Guidance, Kansas State Teachers College, Emporia, should establish better communications with its graduates. A quarterly newsletter is recommended. It could include recent publications or articles pertaining to counseling, tests and the use of them, new trends and ideas, and the results of studies important to the counselor.

4. The valuable content of the Practicum and Counseling Techniques courses should be perpetuated.

5. The content of the Occupational and Educational Information course should be evaluated and should include study in the areas of placement and referral and follow-up.

6. The content of the Organization and Administration of Guidance Programs and Principles of Guidance courses should be evaluated and revised.

7. The content of the Measurements of Interests, Aptitudes, and Abilities courses should be evaluated. If the course cannot be

revised, the Department of Guidance, Kansas State Teachers College, Emporia, should add a course in guidance testing.

8. The emphasis presently being placed on the area of counseling should be perpetuated.

9. Additional emphasis should be placed on the areas of placement and referral and follow-up in an attempt to provide the graduates with greater competency in these areas.

10. The counselor education program should provide more practical experiences (practicum). It is recommended that an advanced practicum, separate and distinct from Practicum I, be included in the curriculum.

11. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, should evaluate the present counselor education curriculum for shortcomings in the program.

12. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, should strive to upgrade the course content of each class.

13. A screening process should be derived by the faculty of the Department of Guidance, Kansas State Teachers College, Emporia, for admission to the counselor education program.

14. The requirements for teacher certification should be required for admission to the counselor educational program.

15. Actual classroom teaching experience should remain as a requirement for certification as a public school counselor.

16. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, should read the comments of the respondents which are included in this study.

17. The faculty of the Department of Guidance, Kansas State Teachers College, Emporia, should accept the responsibility of seeing that a similar study is conducted every five years.

BIBLIOGRAPHY

E
B
R
T
V
W
F
Y
L
C

Roeber. Occupational
Associates

Production to Research
Harper and Brothers

Production to Education
Company, 1966

Understanding Educational Research
1, Incorporated, 1966.

BIBLIOGRAPHY

M. Adkins Wood. Requirements
The University of Chicago

BIBLIOGRAPHY

A. Primary Sources

Books

Baer, Max F., and Edward C. Roeber. Occupational Information. Chicago: Science Research Associates, Incorporated, 1958.

Rummel, J. Francis. An Introduction to Research Procedures in Education. New York: Harper and Brothers, 1958.

Travers, Robert M. W. An Introduction to Educational Research. New York: The Macmillan Company, 1964.

Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill, Incorporated, 1966.

Woellner, Elizabeth H., and M. Aurilla Wood. Requirements for Certification. Chicago: The University of Chicago Press, 1966.

Publications of the Government

Kansas State Board of Education. Certificate Handbook. Topeka: Robert A. (Bob) Sanders, State Printer, 1965.

Unpublished Materials

Cooke, Harvey J. "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in Business Education." Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1969.

- Fujii, Wallace. "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in General Business Education." Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959.
- Hogan, Robert D. "A Follow-up Study of 1948-1963 Graduates of Kansas State Teachers College, Emporia, with Twenty or More Hours in Industrial Arts." Unpublished Specialist's field study, Kansas State Teachers College, Emporia, 1965.
- Pierce, Robert B. "A Follow-up Study of the Graduates of the Division of Business and Business Education from 1918 to 1958 Directed Toward Curriculum Evaluation in Sales and Insurance." Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959.
- Seth, Laryl Eldon. "A Follow-up Study of the Graduates of the Department of Business and Business Education of the College of Emporia from 1930 to 1960." Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1966.
- Thornton, Peter B. "Analysis of the Counselor-Training Program at Texas Southern University." Unpublished Doctor's dissertation, Colorado State College, Greeley, 1962.
- Trimble, Richard L. "A Follow-up Study of the Graduates of the Division of Business and Business Education Directed Toward Curriculum Revision in Accounting." Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959.

B. Secondary Sources

Books

- Rummel, J. Francis. An Introduction to Research Procedures in Education. New York: Harper and Brothers, 1958.
- Whitney, Frederick Lamson. The Elements of Research. New York: Prentice-Hall, Incorporated, 1937.

tion of the X
for a self-eve
education p
ators and Su
n. To make
sely to know
of its graduates

of Sciences Degree in
degree, I am asking a
top and evaluative inform

if you would take a small
APPENDIX A as possible
tions where you feel they

sch graduate wil
len. However
e questionnaire

Kansas State Teachers College
Emporia, Kansas

145

April 15, 1966

Dear Graduate:

The Department of Counselor Education of the Kansas State Teachers College, Emporia, is presently preparing for a self-evaluation of their program. A self-evaluation of each counselor education program is highly suggested by the Association of Counselor Educators and Supervisors of the American Personnel and Guidance Association. To make a thorough evaluation of an educational program, it is necessary to know the opinions, attitudes, suggestions, and recommendations of its graduates.

I am presently working on a Master of Science Degree in Guidance and Counseling. As a partial requirement for this degree, I am making a survey of the graduates of this program to provide follow-up and evaluative information for the Department of Counselor Education.

We would appreciate it very much if you would take a small amount of your time and complete this questionnaire as accurately as possible. Please feel free to write in comments and suggestions where you feel they are needed.

The follow-up information on each graduate will be made available to the Department of Counselor Education. However upon its receipt, I will separate Part I from the remainder of the questionnaire. The information in Parts II and III will appear as a part of total responses in the final written report. No names or schools will be used in connection with the last two parts, and all information will be treated as strictly confidential.

Your cooperation in this study would help in making a more objective and accurate evaluation of the counselor education program. Please take time now to complete the form and return it to me in the self-addressed, postage-free envelope.

Respectfully,



Ronald Butts

KANSAS STATE TEACHERS COLLEGE
Emporia, Kansas

146

AN EVALUATION OF THE COUNSELOR EDUCATION PROGRAM
AT THE KANSAS STATE TEACHERS COLLEGE, EMPORIA

I -- FOLLOW-UP INFORMATION

Name _____
(Last) (First) (Middle) (Maiden)

Home Address _____
(Street) (City) (State) (Zip Code)

Employer _____
(School or Business) (Administrator)

Employment Address _____
(Street) (City) (State) (Zip Code)

Present Position _____

Brief Description of Job Duties _____

Which degree at KSTC did you receive in guidance and counseling?
M.S. _____ Ed.S. _____
(Month) (Year) (Month) (Year)

Have you received or are you presently working on a degree beyond the one listed in Question 7.
Degree _____ Year Granted _____ Year Expected _____

Institution _____

Field of Study _____

Have you attended a NDEA Guidance Institute?
When _____
Where _____

Type _____ Elementary _____ Beginning _____
_____ Secondary _____ Intermediate _____
_____ Higher Education _____ Advanced _____

Do you plan to remain in your present position during the 1966-67 school year?
(If your plans are not definite, would you please contact us when they are.)

 Yes No If yes, Address _____

Position _____

Employer _____

Would you attend a conference of KSTC Graduates in guidance and counseling?

 Yes No If yes, recommendations for the program: _____

II -- EVALUATION INFORMATION

When did you decide to do graduate work in guidance and counseling?

() as an undergraduate Fr. Soph. Jr. Sr.

() while teaching

() other _____

How many years of teaching experience did you have when beginning the counselor education program? years. If pertinent, before you became a counselor? years.

How many years have you been a counselor? Full-time: years; Part-time: years.

Which of the following courses in the counseling sequence have you had at KSTC?

Related courses? (please check)

Counseling Sequence

 Principles of Guidance (As an undergraduate As a graduate)

 Guidance in the Elementary School

 Occupational and Education Information

 Organization and Administration of Guidance Programs

 Counseling Techniques

 Supervised Practicum in Counseling, Secondary

 Supervised Practicum in Elementary Guidance Services

 Advanced Supervised Practicum in Counseling, Secondary

 Seminar in Guidance

 Measurements of Interests, Aptitudes, and Abilities

Related Courses

 Theories of Personality

 Theories of Motivation

 Theories of Learning

 Statistics

 Seminar in Childhood and Adolescence

 Abnormal Psychology

 Social Anthropology

 Clinical Mental Tests I (Binet)

 Clinical Mental Tests II (WISC)

 Other _____

15-1. Which of the above courses were most helpful to you? Why? _____

15-2. Which of the above courses were least helpful to you? Why? _____

In which of the following areas did you feel the greatest competency upon graduation?
Why? Least competency? Why:

Appraisal of the Individual _____

Information Service _____

Counseling _____

Placement and Referral _____

Follow-up _____

Did you have a basic personal philosophy of counseling when you received your degree?
 Yes No

17-1. If no, where did the counselor education program of KSTC fail in helping you
form a philosophy? _____

17-2. If yes, has your philosophy changed since graduation? Yes No What has
been influential in causing this change? _____

In what areas do you feel the counselor education program at KSTC could be improved?
(Curriculum, course content, experiences, etc.) _____

How, if at all, could the Department of Counselor Education be of help or service to you now? _____

III -- PERSONAL OPINIONS

Do you feel it is necessary that a school counselor meet the teacher education requirements before being certified? Yes No Why? _____

Do you feel it is necessary that a school counselor participate in classroom teaching before being certified? Yes No Why? _____

APPENDIX B

of weeks six
and from you,
winder.

do not find their way here
graciate it if this one would
school and me a great service
APPENDIX B
ideas.

time NOW to complete the qu
me in the self-addressed
comments will be of
your help.

Kansas State Teachers College
Emporia, Kansas

151

May 3, 1966

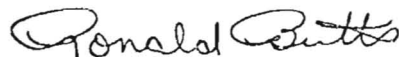
Hello Again!

It has been a couple of weeks since I first wrote; and since I have not heard from you, I thought I would send you a little reminder.

Questionnaires often do not find their way home. I would sincerely appreciate it if this one would. You will be doing the school and me a great service if you will take time from your busy schedule and give us your comments and ideas.

Please take the time NOW to complete the questionnaire and return it to me in the self-addressed, postage-free envelope. Your comments will be of value, and I surely will appreciate your help.

Sincerely,



Ronald Butts

P. S. If you did not receive or if you have misplaced the questionnaire, please let me know and I will rush you another one.

POST CARD

PLACE
STAMP
HERE



LABORATORY PRIMARY ART
The Kansas State Teachers College, Emporia

THE KANSAS STATE TEACHERS COLLEGE, EMPORIA

BARRETT, ROBERT EDWARD	M	1962
1429 South Feazel, Harrisburg, Illinois		62946
Educational Counselor, Forest Service, Job Corps Center, Golconda		
Attended NDEA Guidance Institute at Kansas State College, Pittsburg, 1964		
Working on Specialist in Education Degree in Guidance and Administration at Fort Hays, Kansas State College, Hays.		
BAYLESS, JERRY ALLEN	M	1965
Assistant Head Resident, Kerr Hall, Oklahoma State University, Stillwater, Oklahoma		74074
Working on Doctor of Education Degree in Student Personnel at Oklahoma State University, Stillwater.		
BECK, CLARK RALPH	M	1963
309 Acadia, Wichita, Kansas		67212
Counselor, Wichita High School North		
Working on Specialist in Education Degree in Guidance and Counseling at Kansas State Teachers College, Emporia.		
BERG, ORRIN D.	M	1961
1217 Sinaloa Avenue, Pasadena, California		91104
Counselor, Christian Counseling Center, Pasadena.		
BERG, VIRGIE M. (Larson)	M	1965
428 North Third Street, Lindsborg, Kansas		67456
School Psychologists, McPherson Unified School District		
Working on Specialist in Education Degree in School Psychology at Kansas State Teachers College, Emporia.		
BICHET, FREDERICK ARTHUR	M	1964
1503 North Adams, Hutchinson, Kansas		67501
Teacher, Morgan Elementary School, Hutchinson		
BINGESSER, JON CARLOS	M	1965
Solomon, Kansas		67480
Teacher - Coach, Solomon High School.		

BLACKWELL, JACK C.	M	1964
403 North Alleghany, El Dorado, Kansas		
Principal, El Dorado Grade School		
Attended NDEA Guidance Institute (Secondary)		
at Ohio State University, Athens, 1965.		
BLEW, LYLE B.	M	1960
12707 Elmcraft Avenue, Norwalk, California		
Teacher-Counselor, West Junior High School, Downey.		
BOCQUIN, DONALD	M	1964
926 Oxford Drive, Emporia, Kansas		
Counselor, Flint Hills Area Vocational-Technical		
School, Emporia		
Working on Specialist in Education Degree in		
Administration at Kansas State Teachers College, Emporia.		
BODNARCHUK, STEVE	M	1956
7 Onka Drive, Somerville, New Jersey		
Director of Guidance, South Brunswick High School,		
Monmouth Junction.		
BOICE, RAY L.	M	1962
1503 Maple, Shenandoah, Iowa		
Director of Special Education, Northwest Missouri		
State College, Maryville, and Consultant in		
Psychology, Page County High Schools, Clarinda, Iowa.		
BORDERS, BERNICE NADINE (Davis)	M	1965
Box 163, Fort Wingate, New Mexico		
Supervisory Teacher Guidance, Wingate High School.		
BOWEN, JAMES K.	M	1960
625 North Ninth, DeKalb, Illinois		
Assistant Director of Admission, Northern Illinois		
University, DeKalb		
Received Doctor of Education Degree in Educational		
Guidance from University of Wyoming, Laramie, 1964.		
BRAUN, WESLEY	M	1961
137 Kendall, Topeka, Kansas		
Teacher, Washburn Rural High School, Topeka.		

BRIDGEWATER, OWENS A	M	1962
2738 North Madison, Wichita, Kansas		
Teacher, Mathewson Junior High School, Wichita.		
BROWN, JEROME FRANK	M	1964
c/o Maur Hill High School, Atchison, Kansas		
Teacher-Coach, Maur Hill High School, Atchison.		
BROWN, JOE PETER	M	1962
4709 North Highland, North Kansas City, Missouri		
Counselor, North Kansas City High School		
Attended NDEA Guidance Institute (Secondary)		
at University of South Dakota, Vermillion, 1965.		
BROWNING, ROY W., JR.	M	1960
5631 West 15th Street, Topeka, Kansas		
Teacher, Capper Junior High School, Topeka.		
BRUNSELL, RUTH MAXINE (Prickett)	M	1962
1015 North Elm, McPherson, Kansas		
Teacher, Unified School District #418, McPherson.		
BULKEY, TOM M.	M	1959
701 Bronwyn, Anaheim, California		
Teacher, Western High School, Anaheim.		
BURGARDT, JOHN MARVIN	M	1962
1020 Croco Road, Topeka, Kansas		
Director of Guidance, Hayden High School, Topeka.		
BURKE, NORRIS FRANK	S	1964
6111 Perryton, Wichita, Kansas		
Counselor Coordinator, Wichita Heights High School.		
BUTLER, ROBERT EDWARD, JR.	M	1964
Rural Route #2, Nortonville, Kansas		
Superintendent of Schools, Unified School District #339		
Nortonville.		
CALDERWOOD, DON H.	M	1963
Missionary in Pakistan.		

CAMMIN, JOHN H.	M	1965
1002 South Maple, McPherson, Kansas		
Director of Development, Central College, McPherson.		
CASE, HELEN E.	M	1963
102 South Arthur, El Dorado, Kansas		
Teacher, El Dorado High School.		
CHAI, WILLIAM	M	1965
Kamehameha Schools, Honolulu, Hawaii		
Teacher-Coach, Kamahameha Schools, Honolulu.		
CHENEY, JOHN ALFRED	M	1959
Gilman, Colorado		
Principal, Battle Mountain Junior-Senior High School, Eagle County School District RE-50J, Minturn.		
CHESTER, WILLIAM P.	M	1964
2702 Wilson Avenue, Leavenworth, Kansas		
Special Education, Leavenworth School System.		
Working on Specialist Education Degree in Psychology at Kansas State Teachers College, Emporia.		
CHILDS, JENNIE FRANCES (Meyers)	M	1963
4759 North Armstrong, Wichita, Kansas		
Librarian, Wichita Elementary Schools.		
CHURCH, GARY THEODORE	M	1963
824 Northeast Fourth Avenue, Gainesville, Florida		
Teaching Assistant, University of Florida, Gainesville		
Attended NDEA Guidance Institute at Kansas State College, Pittsburg, 1964.		
Working on Doctor of Education Degree in Personnel Services at the University of Florida, Gainesville.		
COBB, HENRY ROBERT, JR.	M	1954
209 North Oakwood Drive, Wood Dale, Illinois		
Director of Guidance, Fenton High School, Bensenville		
Has completed sixteen hours in Guidance at Northern Illinois University, DeKalb (no degree objective).		

COLAW, MARY ELLEN (Gunzelman)	M	1953
2821 Indian Trail, Topeka, Kansas		66614
Director of Guidance, Washburn Rural High School.		
CONKLING, JOHN L.	M	1961
21390 Clarion Lane, Waukesha, Wisconsin		53186
Teacher, New Berlin School System.		
CONROE, MARGARET LOUISE	M	1960
736 Oak Street, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia (Roosevelt High School).		
CRANE, CLAUDE NEIL	M	1962
341 South Sherman, Lyons, Kansas		67554
Counselor, Lyons High School.		
Attended NDEA Guidance Institute (Secondary) at Kansas State College, Pittsburg, 1963.		
CRUM, GLENN OLIVER	M	1961
156 Van Arsdale, Haysville, Kansas		67060
Counselor, Unified School District #261, Haysville.		
Attended NDEA Guidance Institute at Kansas State College, Pittsburg, 1964.		
CURCHY, JOSEPH	M	1959
Rural Route #2, Lindsborg, Kansas		67456
Counselor, Lindsborg Rural High School		
DAYTON, LINDA LEIGH (Rezac)	M	1965
1810 Lincoln, Topeka, Kansas		66064
Teacher-Counselor, Highland Park High School, Topeka.		
DeVIVO, PAUL P.	M	1961
Wagoner Hall, Ball State University, Muncie Indiana		47302
Dormitory Director, Ball State University, Muncie		
Working on a Doctorate Degree at Ball State University, Muncie.		
DILLEN, THOMAS S.	M	1963
612 East 14th Street Terrace, Ottawa, Kansas		66067
Director of Admissions, Ottawa University.		

DIRKSEN, DONALD JAMES	M	1965
1625 Polk, San Francisco, California		94109
Housing Management Officer, Public Housing Administration, United States Government.		
DIX, ANALLA MARIE (Ewing)	M	1963
17 Easy, Winfield, Kansas		67156
Counselor, Unified District #465, Winfield.		
DIXON, CARL L.	M	1959
2044 Emerald Drive, Lawrence, Kansas		66044
Counselor-Administrator, West Junior High School, Lawrence.		
DUNGAN, DAVID S.	M	1962
1119 West 18th Street, Emporia, Kansas		66801
Dean of Students, College of Emporia.		
DUNN, JOHN EDWARD	M	1963
906 Northwest Second, Abilene, Kansas		67401
Counselor, Abilene High School		
Working on Doctor of Education Degree in Psychology and Guidance at Colorado State College, Greeley.		
DUTTON, MAURICE G.	M	1960
106 Oakmont, San Antonio, Texas		78121
Assistant Dean of Student Life, Trinity University, San Antonio		
Working on Doctor of Philosophy Degree in Educational Psychology at the University of Texas, Austin.		
EBBERTS, RAY LEE	M	1963
307 North Center, Garden City, Kansas		67846
Principal, Garden City High School.		
EBERHART, TONAH JEANNE (Taylor)	M	1965
10112 East 67th, Raytown, Missouri		64133
Housewife.		
EISIMINGER, DOLLIE MARIE	M	1963
4754 Skyline Drive, Mission, Kansas		66205
Special Reading Teacher, School District #110 Overland Park.		

EKLUND, DONALD DEAN	M	1963
615 High Drive, Wellington, Kansas		67152
Principal, Wellington High School.		
ELROD, WILMA B.	M	1963
608 South Oliver-Apt. B, Wichita, Kansas		67218
Teacher, Meridian School, Wichita.		
ENGLE, ROBERT EDWARD	M	1963
1815 South Broadway, Leavenworth, Kansas		66048
Counselor, Leavenworth Senior High School.		
ERWIN, DANA L.	M	1960
815 High Street, Topeka, Kansas		66606
Teacher-Coach, Topeka High School.		
EZELL, DOROLYN J.	M	1956
112 Fairview, Modesto, California		95354
Consultant in Special Education, Stanislaus County Schools, Modesto.		
FAHRING, STAN L.	M	1958
12761 Elizabeth Way, Tristin, California		92680
Attendance Counselor, Santa Ana Unified Schools. Working on a Doctorate degree in Psychology at the University of California at Los Angeles.		
FAIRBANK, PAUL D.	M	1965
Ashland, Kansas		67831
Teacher-Counselor, Ashland Public School.		
FERGUSON, CHARLES W., JR.	M	1963
503 North Webster, Liberal, Kansas		67901
Counselor, Unified School District #480, Liberal.		
FISHER, DONALD PAUL	M	1965
505 North 14th, Sabetha, Kansas		66534
Director of Guidance, Unified School District #441, Sabetha.		
Attended NDEA Guidance Institute (Secondary) at Kansas State College, Pittsburg, 1964.		

FLOHRSCHULZ, KEITH EDWARD 1755 Lynda, Colby, Kansas Counselor, Colby Public Schools.	M	1959 67701
FORSYTH, DON M. Rural Route #4, Hutchinson, Kansas Teacher-Coach, Hutchinson High School	M	1964 67501
FOWLER, MARY J. Rural Route #1, Emporia, Kansas Graduate Assistant, Kansas State Teachers College, Emporia.	M	1959 66801
FREDERKING, ROBERT C. 1788 Seneca Court, Wichita, Kansas Counselor, Hadley Junior High School, Wichita.	M	1962 67213
FRIESEN, WALTER S. 1716 Kenmar Drive, Manhattan, Kansas Associate Dean of Students and Assistant Professor of Education, Kansas State University, Manhattan Received Doctor of Education Degree in Educational Psychology and Guidance from Colorado State College, Greeley, 1963. Attended NDEA Guidance Institute (Secondary) at Kansas State University, Manhattan, 1960.	M	1957 66502
FROESE, SANDRA ANN (Warner) 2911 North 73rd, Bethel, Kansas Housewife.	M	1965 66009
FRY, BERNICE E. 906 1/2 West Olive, Garden City, Kansas Dean of Girls and Women, Garden City High School and Junior College.	M	1961 67846
FUKAMI, RONALD N. Linn, Kansas Counselor, Linn Rural High School.	M	1965 66953
GABRIELSON, KENNETH WESLEY 2206 West McArthur Road, Wichita, Kansas Counselor, Wichita High School Attended NDEA Guidance Institute (Secondary) at the University of South Dakota, Vermillion, 1965.	M	1962 67217

- GASSEN, DORRIS ELIZABETH (Hamilton) M 1960
1839 South Edgemoor, Wichita, Kansas 67218
Counselor, Curtis Elementary School, Wichita.
- GASSETT, LELAND CALVIN M 1962
1617 J Street, Walba Walba, Washington 99362
Financial Development Officer, Whitman College,
Walba Walba.
- GIBSON, DALE LYNN M 1959
Box 507, Goodwell, Oklahoma 73939
Dean of Students, Panhandle A & M College, Goodwell
Attended NDEA Guidance Institute (Secondary)
at Oklahoma State University, Stillwater, 1964.
Attended NDEA Guidance Institute (Higher Education)
the University of Minnesota, St. Paul, 1965.
Working on a Doctorate in Student Personnel at the
University of Tulsa.
- GOFF, MAURICE LEO S 1964
1111 Catalina, Wichita, Kansas 67216
Director of Neighborhood Youth Corps, Wichita Board
of Education
- GOOCH, PAUL HENRY M 1952
7851 Jupiter, Shawnee Mission, Kansas 66208
Counselor, Shawnee Mission High Schools District.
- GREEN, ROGER D. M 1962
Apartment 103, Roseville Terrace, 1759 Dunlap,
St. Paul, Minnesota 55105
Director of Administrative Affairs, Southwestern State
College, Marshall.
Working on Doctor of Philosophy Degree in Higher Education
at the University of Minnesota, St. Paul.
- GRANDSTAFF, MARVIN E. M 1960
1105 Moore, El Paso, Texas 79912
Faculty, Texas Western University, El Paso
Received Doctor of Education Degree in Secondary
Education from the University of Indiana,
Bloomington.

GREENLEE, ROBERT HENRY	M	1957
	S	1964
1128 West 11th Street, Emporia, Kansas		66801
Counselor, Lowther Junior High School, Emporia.		
GUILD, DONALD E.	M	1961
219 South Cain, Box 643, Liberal, Kansas		67901
Counselor, Liberal Junior High School.		
HALL, GERALD W.	M	1965
2907 Parkwood, Kansas City, Kansas		66104
Teacher-Counselor-Coach, Sumner High School, Kansas City, Kansas.		
HALPERN, RONALD A.	M	1964
1401 North "C", Wellington, Kansas		67152
Counselor-Coach, Oxford Rural High School, Oxford.		
HANEY, GERALD R.	M	1955
3144 South 54th Street, Kansas City, Kansas		66106
Counselor, Turner High School, Kansas City, Kansas.		
HANKS, DOROTHY M.	M	1961
5830 Clarendon, Wichita, Kansas		67220
Counselor, Brookside Junior High School, Wichita.		
HANLEY, ROBERT J.	M	1962
627 Main Street, Halstead, Kansas		67056
Teacher, Halstead Junior High School.		
HANNA, KEITH	M	1960
2304 South 47th Street, Kansas City, Kansas		66106
Teacher, Argentine High School, Kansas City, Kansas.		
HARPER, PAUL FRANKLIN	M	1958
Box 44, Arkadelphia, Arkansas		71923
Pastor, Church of the Nazarene, Arkadelphia		
Received Masters of Arts Degree in History from Quachita Baptist College, Arkadelphia, 1966.		

HARTER, CARL L.	M	1959
140 Orlando Drive, Metairie, Louisiana		70003
Faculty, Tulane University, New Orleans		
Received Doctor of Philosophy Degree in		
Sociology-Demography from Tulane University,		
New Orleans, 1966.		
HAWKINS, RICHARD LEE	M	1964
319 Virginia, Arkansas City, Kansas		67005
Teacher-Counselor, Arkansas City High School.		
HAZEN, WINNIFRED (Garrett)	M	1964
LeRoy, Kansas		66857
Teacher, LeRoy Elementary School		
Working on Specialists in Education Degree in		
Guidance and Reading at Kansas State Teachers College,		
Emporia.		
HEADRICK, MARY F.	M	1961
1305 Center, Emporia, Kansas		66801
Counselor (Teaches in Department of Guidance)		
Kansas State Teachers College, Emporia.		
HEIMRICH, CARL LEE	M	1960
3019 Burnett Road, Topeka, Kansas		66614
College Accreditation Section, State Department		
of Education, Topeka.		
HEINSON, ADA CLARE (Latta)	M	1962
Box 212, Osborne, Kansas		67473
Teacher-Counselor, Osborne High School		
HEYKA, LORENE ELIZABETH	M	1962
914 Buchanan, Topeka, Kansas		66606
Teacher, Topeka Elementary Schools		
HIGGINS, MAURICE L.	M	1961
4366 Mt. Henry Drive, San Diego, California		92117
Price Analyst		

- HILTON, WILLARD H. M 1954
c/o W. O. Hilton, 503 Leonard Court, Lawrence, Kansas 66044
Teacher, DeSoto High School
- HOLMBERG, WILIS JOHN M 1952
2312 Calle de Suenos, Las Cruces, New Mexico 88001
Director of Guidance, Las Cruces High School
Received Specialist in Education Degree in Counseling
and Guidance from New Mexico State University,
University Park, 1962.
- HOLTHOUSE, RITA JOAN (Howell) M 1964
#1 Bornu Avenue, Kano, Nigeria
English Specialist, a Nigerian teachers college.
- HUDSON, DELORES ANN (Jones) M 1962
1121 East Tyler, Warrensburg, Missouri 64093
Housewife.
- HUDSON, JAMES A. M 1959
1121 East Tyler, Warrensburg, Missouri 64093
Faculty, Central Missouri State College, Warrensburg
Received Doctor of Education Degree in Secondary
Education from the University of Arkansas,
Fayetteville, 1965.
- HUDSON, ROBERT PAUL M 1959
2109 Rohlwing Road, Rolling Meadows Illinois 60008
Director of Guidance, Glenbrook South High School,
Glenview
Attended NDEA Guidance Institute (Secondary)
at the University of Missouri, Columbia, 1960.
- HUFFMAN, ROBERT F. M 1956
3545 Bingham, St. Louis, Missouri 63111
Librarian, St. Louis School System
- HUFFMAN, WILLIAM J., JR. M 1962
925 Pioneer, Yreka, California 96097
Teacher, Yreka Union High School
Attended NDEA Guidance Institute at Kansas State
College, Pittsburg, 1963.

HUGHSON, BONNIE E.	M	1957
9433 Knox Drive, Overland Park, Kansas		66212
Counselor, Kansas City Kansas Junior College.		
HUNSBERGER, JON HOWARD	M	1965
Box 142, Mt. Hope, Kansas		67108
Teacher, Roosevelt Junior High School, Wichita.		
INGWERSON, DONALD WAYNE	M	1957
1580 Yarrow, Lakewood, Colorado		80215
Director of Junior High Education, Jefferson County Schools		
Working on Doctor of Education in Administration at		
the University of Southern California, Los Angeles.		
JANNE, KEITH WAYNE	M	1964
6324 Farrow, Kansas City, Kansas		66104
Teacher, Washington District Schools, Bethel		
JENNINGS, ROBERT DEAN	M	1964
3424 Westwood Drive, Topeka, Kansas		66614
Counselor-Director, Topeka West High School		
Working Specialists in Education degree in Guidance at		
the Kansas State Teachers College, Emporia.		
JOHNSMEYER, EARL W.	M	1963
505 First Terrace, Lansing, Kansas		66043
Teacher-Coach, Lansing High School.		
JOHNSON, BETTY M. (Cremer)	M	1961
Star Route 1055, Chugiak, Alaska		99567
Counselor, Wendler Junior High School, Anchorage.		
JOHNSON, ROBERT Q.	M	1964
1523 Woodland, Wichita, Kansas		67203
Counselor, Unified School District #439, Sedgwick		
Working on Doctor of Education degree in Guidance at		
the University of Kansas, Lawrence.		
JORGENSEN, EDWIN C.	M	1958
1732 Clay, Topeka, Kansas		66604
Special Education, Capper Foundation, Topeka.		

JOST, VIOLA WHITE (Klassen)	S	1962
210 South Birch, Marion, Kansas		66861
Marion County Superintendent of Public Instruction, Marion.		
KABANCE, GALEN	M	1965
Langdon Road, Rural Route #3, Pittsburg, Kansas		66762
Counselor, Pittsburg High School		
KASPER, EUGENE C.	M	1956
1023 Merchant, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia		
Received Doctor of Education in Counseling and Guidance from the University of North Dakota, Grand Fork, 1963.		
Attended NDEA Guidance Institute at the University of Kansas, Lawrence.		
Attended Academic Year Guidance Institute at the University of North Dakota, Grand Fork, 1961-62.		
KAWANAGH, JOHN T.	M	1965
Strong City, Kansas		66869
Pastor, Catholic Church, Strong City		
Working on Specialist in Education in Guidance at the Kansas State Teachers College, Emporia.		
KEELY, MERLIN S.	M	1959
1509 North Terrace Drive, Wichita, Kansas		67208
Assistant Principal, Allison Junior High School, Wichita.		
KERWIN, LEO VINCENT	M	1964
5270 Skyline Drive, Shawnee Mission, Kansas		66205
Teacher, Arrowhead Junior High School, Bethel.		
KHAONEUM, PRANEET	M	1962
16 Patalung Road, Trang, Thailand		
Teacher, Trang.		
KOEHN, JAMES WILLARD	M	1961
1826 West Glenwood Place, Santa Ana, California		92704
Teacher, McFadden Junior High School, Santa Ana.		6212

LAIRD, LEO E., JR.	M	1964
Richmond, Kansas		66080
Principal, Unified School District #288, Richmond		
Working on Specialist in Education in Administration at the		
Kansas State Teachers College, Emporia.		
LANGE, ROYAL L.	S	1959
317 Rural, Emporia, Kansas		66801
Faculty, College of Emporia.		
LANZRATH, LARRY G.	M	1964
Box 487, Tonganoxie, Kansas		66086
Counselor, Tonganoxie High School.		
LARVICK, LARRY JOSEPH	M	1965
170 East 23rd Street, Chicago Heights, Illinois		60411
Counselor, Crete-Monee High School, Crete		
Attended NDEA Guidance Institute (Secondary) at		
Illinois State University, Normal, 1965.		
LAWRENCE, LOUISE D.	M	1959
2314 Miles Road, Cincinnati, Ohio		45231
Teacher, Cincinnati Public School System.		
LEE, ALEX BELL	M	1964
22900 Evalyn Avenue, Torrance, California		90505
Special Education, West High School, Torrance		
Working on Doctorate Degree in Educational Psychology		
at the University of Southern California, Los Angeles.		
LEE, WILMA G.	M	1961
608 South Brookside Street, Wichita, Kansas		67218
Teacher, Wichita High School Southeast.		
LEEDY, HAROLD	M	1963
Galva, Kansas		67443
Principal, Galva High School.		
LILLIAN, GERALD L.	M	1963
8519 Riggs Road, Overland Park, Kansas		66212
Teacher, Indian Hills Junior High School, Shawnee Mission.		

LINDAHL, CHARLES W.	M	1961
9830 Resepa Boulevard, Northridge, California		91325
Assistant Dean of Students, San Fernando Valley State College, Northridge		
Working on Doctor of Education Degree in Higher Education at the University of California at Los Angeles.		
LOCKE, ALBERT W.	M	1961
1318 Drury Lane, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia.		
LODLE, ROBERT ARTHUR	M	1960
1216 West Street, Emporia, Kansas		66801
Acting Principal, Emporia High School		
Working on Specialist in Education degree in Administration at the Kansas State Teachers College, Emporia.		
LONG, LELAND R.	M	1958
Dependent Schools (Negeshi Yokohama, Japan), NHAY Box 8, Fleet Post Office, San Francisco, California		96661
LONG, MELVIN A.	S	1961
2236 Prairie Lane, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia.		
LUTHI, RAYMOND A	M	1957
Madison, Kansas		66860
Counselor, Madison High School		
McCOY, VIOLA R. (Steiner)	M	1964
1924 Norton, Salina, Kansas		67401
Counselor, Salina Public Elementary Schools.		
McGUAGHEY, JAY	M	1956
205 South McCall, Ulysses, Kansas		67880
Counselor, Grant County Rural High School, Ulysses.		
MCGINNES, FRANCIS L.	M	1964
1328 West 30th Street, Topeka, Kansas		66611
Teacher, Jardine Junior High School, Topeka.		

MARINELLIE, ETHEL G.	M	1960
1515 North Main Street, #212, Milpitas, California		95035
Counselor, Jefferson Union School District, Santa Clara.		
MARKOWITZ, FRED A.	M	1960
716 Garfield, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia (Principal-Roosevelt High School).		
MATTIODA, LOUIS FRANK	M	1959
General Delivery, Alpine, Arizona		85920
Counselor, Job Corps, Alpine.		
MAY, ROBERT WALLACE	M	1963
410 Olive Street, Mulvane, Kansas		67110
Teacher, Enterprise Elementary School, Wichita.		
MEDFORD, ROBERT EVAN	M	1962
5325 West 31st Street, Topeka, Kansas		66614
Teacher, Washburn Rural High School, Topeka.		
MELCHI, MOHAMED A.	M	1964
Avenida Martil 4, Tetuan, Morocco.		
METZ, EZRA J.	M	1963
711 West 171st Street, New York, New York		10032
Teacher, Teaneck, New York.		
MILLER, SHIRLEY L.	M	1962
1112 North Main, Hoisington, Kansas		67544
Housewife		
MINFORD, MARIE MARGARET	M	1962
c/o Jardine Junior High School, 334 Wayne, Topeka Kansas		66611
Vice-Principal, Jardine Junior High School, Topeka.		
MOHLER, JOHN H., JR.	M	1963
1324 South Citrus, Fullerton, California		92633
Counselor, Anaheim Union High School District.		

MONSON, DAVID L.	M	1964
207 North Osage, Caldwell, Kansas		67022
Principal, Caldwell High School.		846
MORELAND, EDWIN CHARLES	M	1958
1211 Santa Fe Trail Road, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia		
Received Doctor of Education in Secondary Education from		
Colorado State College, Greeley, 1965.		
MORELAND, JIMMIE D.	M	1963
732 Lulu, Wichita, Kansas		67211
Teacher, Hamilton School, Wichita		
Working on Doctor of Education degree in		
Education at Oklahoma State University, Stillwater.		
MORITZ, DONALD M.	M	1959
222 North 31st Street, Kansas City, Kansas		66102
Director of Pupil Personnel and Research, Kansas City		
Kansas Public Schools.		
MUCK, STEVEN J.	M	1962
22731 Marjorie Avenue, Torrance, California		90505
Counselor, El Camino College, Torrance		
Working on Doctor of Education degree in Junior College		
Pupil Personnel at the University of California at		
Los Angeles.		
MUILENBURG, ELIZABETH CLARE (Schnatterly)	M	1959
708 Union, Emporia, Kansas		66801
Faculty, Kansas State Teachers College, Emporia		
Working on Specialist in Education Degree in Curriculum		
and Instruction at the Kansas State Teachers College,		
Emporia.		
MUNN, POLLY (Wood) (Meade)	M	1964
3705-27th Street, Kenosha, Wisconsin		53140
Teacher-Counselor, Washington Junior High School,		
Kenosha.		

MURPHY, GERALDINE C.	M	1960
	S	1961
511 North 11th Street, Garden City, Kansas		67846'
Director of Counseling, Garden City High School.		
MURPHY, MABEL B.	M	1961
407 West 8th, Box 802, Hugoton, Kansas		67951
Teacher, Hugoton Elementary School.		
NOLL, MARY H.	M	1961
2302 South Chautaugua, Wichita, Kansas		67211
Counselor-School Psychologist, Stanly Elementary School, Wichita.		
NORRIS, HAROLD L.	M	1960
305 Bryan Road, Ottumwa, Iowa		52501
Director Vocational Technical Education, Iowa Technical Educational Center, Ottumwa		
Working on Specialist in Education in Guidance at the Kansas State Teachers College, Emporia.		
NORRIS, ROY ALLEN	M	1959
	S	1964
Box 233, Wellington, Kansas		67152
Director of Guidance Services, Wellington City Schools.		
NORTON, ALICE B.	M	1965
Box 471, Harlem, Montana		59526
Special Education, Lincoln School, Harlem.		
OBLANDER, RICHARD L.	M	1962
1114 North "C" Street, Wellington, Kansas		67152
Principal, Madison Elementary School, Wellington.		
O'ROURKE, ROBERT DEANE	S	1964
9226 West 9th Street, Wichita, Kansas		67212
Psychologist-Counselor, Medical Clinic, 434 North Oliver, Wichita, Kansas		
Attended NDEA Guidance Institute (Secondary) at Ball State Teachers College, Muncie, Indiana, 1961.		
Attended NDEA Guidance Institute (Secondary) at George Peabody College, Nashville, Tennessee, 1963.		

OYER, WESLEY D. 523 West 7th, Garnett, Kansas Principal, Welda Elementary and Junior High School.	M	1963 66032
PADDOCK, ELSIE LURENE 208 West Peoria, Paola, Kansas Teacher, North Elementary School, Paola.	M	1965 66071
PALMER, ETHEL M. Box 236, Independence, Kansas Teacher, Rural School, Montgomery County.	M	1962
PARAMORE, JAMES LEWIS 401 South Broadway, Herington, Kansas Teacher-Counselor-Coach, Herington High School.	M	1963 67213
PENERGRAFT, LOREN D. 1522 South Dodge, Wichita, Kansas Principal, Valley Center Elementary School.	S	1961 67213
PERKINS, JOHN B. Route #1, Box 1016, Lincoln, California Counselor-Coach, Union High School, Marysville.	M	1961 95648
PHILBUCK, JAMES ROBERT 2944 Hopkins, Redwood City, California Teacher, McKinley Junior High School, Redwood City.	M	1964 94601
PHISALAPHONG, WANPEN KHANEEKUN 670/51 Charansanitwong, Bangplad, Dhonkui, Thailand Teacher, International Institute for Child Study, Bangkok.	M	1965
POAGE, BILL E. 101 Fordham, Colorado Springs, Colorado Teacher, School District #3 (High School,) Security Working on Specialist in Education Degree in Counseling at Western State College, Gunnison, Colorado.	M	1965 80911
PORTER, MALLON E. 2945 North 73rd, Bethel, Kansas Director of Pupil Personnel Services, Washington School District, Bethel.	M	1956 66009

QUACKENBUSH, JOHN L.	M	1962
74 Riverside Drive, Canton, New York		13617
Teacher, Suny Agricultural and Technical College, Canton.		
RAMEY, REVA JEAN (McCoy)	M	1961
5307 Ashby Lane, Topeka, Kansas		66617
Teacher, Topeka Elementary Schools		
RAMSEY, BETTY MAXINE (Cremer)	M	1961
Star Route, Box 1055, Chugiak, Alaska		99567
Counselor, A. J. Wendler Junior High School, Anchorage.		
RATZLAFF, CLIFFORD N.	M	1965
2845 West McLean Avenue, Chicago, Illinois		60647
Presently attending Graduate School at Arizona State University, Tempe.		
RECTOR, DAVID VERNON	M	1964
Box 45, Clearwater, Kansas		67026
Teacher-Counselor, Clearwater High School.		
REICHART, JACK HOLBROOK	M	1960
1110 Kansas Avenue, Atchison, Kansas		66002
Counselor, Atchison Junior and Senior High Schools		
Attended NDEA Guidance Institute (Secondary) at Oklahoma State University, Stillwater, 1963.		
REID, VIRGIL C., JR.	M	1957
1105 North 4th Street, Arkansas City, Kansas		67005
Principal, Arkansas City High School.		
REMPLE, EDWIN F.	M	1962
Joes, Colorado		80822
Counselor, Arickarees High School, Anton		
Received Bachelor of Divinity Degree in Theology from Mennonite Brethren Biblical Seminary, Fresno, California, 1965.		
REYNOLDS, RONALD L.	M	1965
420 South Sedgwick, Wichita, Kansas		67213
Counselor, Unified School District #261, Haysville.		

RHODD, WILLIAM D.	M	1964
Box 236, De Soto, Kansas		66018
Administrative Assistant, Unified School District #234 De Soto.		
Has completed additional course work in Administration at the University of Kansas, Lawrence.		
RIDGEWAY, SELMA MARJORIE (Rice)	M	1960
1128 West 18th Street, Emporia, Kansas		66801
Principal, Whittier Elementary School, Emporia		
Working on Specialists in Education Degree in Elementary Teaching Specialist at the Kansas State Teachers College, Emporia.		
ROACH, RITA ESTELLA (Fell)	M	1960
815 East Harvey Avenue, Wellington, Kansas		67152
Housewife		
ROBERTS, JAMES W.	M	1965
1563 Sunset Avenue, Akron, Ohio		44301
Teacher, Junior High School, Copely.		
ROBERTS, LOREN G.	M	1963
4743 West 17th Street Terrace, Topeka, Kansas		66604
Counselor, Topeka Junior High Schools		
Working on Specialist in Education in Counseling and Psychology at the Kansas State Teachers College, Emporia.		
ROBERTS, RAE D.	M	1956
510 East Dakota, Pierre, South Dakota		57501
Housewife.		
ROBERTSON, JAMES B.	M	1961
Rural Route #2, Galva, Kansas		67443
Farmer and Weight Officer for the State Highway Commission, Galva.		
RUDY, DUANE DOUGLAS	M	1961
111 South Broadway, St. John, Kansas		67576
Librarian, St. John High School.		

SCALES, WILLIAM R.	M	1962
1418 Neosho, Emporia, Kansas		66801
Counselor (Teaches in the Department of Guidance) Kansas State Teachers College, Emporia		
Attended NDEA Guidance Institute (Higher Education) at the University of Washington, Seattle, 1966.		
Working on Specialist in Education in Guidance and Counseling at the Kansas State Teachers College, Emporia.		
SCHMIDT, A. BURTON	M	1959
Seventh and Doyle Streets, Florence, Kansas		66851
Principal, Florence High School.		
SCHMIEDLER, MARY ANN	M	1963
2003 Roach, Salina, Kansas		67401
Counselor, Salina Elementary Schools.		
SCHULTHESS, GLENN PERRY	M	1963
306 East Fifth Street, Haven, Kansas		67543
Counselor, Haven Rural High School.		
SELLS, MARGALEE ANN	M	1959
Hiawatha, Kansas		66434
Counselor, Hiawatha Junior High School.		
SHORES, ROBERT D.	M	1963
717 Fairway, Fort Scott, Kansas		66701
Assistant Coach, Fort Scott Junior College.		
SNEED, GARY D.	M	1964
421 East Sixth Street, Newton, Kansas		67114
Counselor, Newton High School.		
SYNDER, DUANE HUGH	M	1963
506 North Olive, Peabody, Kansas		66866
Teacher-Counselor, Peabody High School.		
SOMERS, PAUL B.	M	1965
814 North Sycamore, Creston, Iowa		50801
Admissions Counselor, Southwestern Community College, Creston.		

STATON, JOHN T.	M	1964
1120 West 11th Street, Emporia, Kansas 66801		
Field Associate (Sales) for Science Research Associates.		
STEELE, BENNY R.	M	1965
4417 East 35th Street, Tulsa, Oklahoma 74135		
Vocational Counselor, The hissom Memorial Center, Sand Springs		
Working on Doctor of Philosophy Degree in Special Education and Counseling at the University of Tulsa.		
STEGMAN, WILBUR NUEL	M	1959
2003 Linden Street, Springfield, Missouri 65804		
Dean of Men, Southwest Missouri State College, Springfield		
Working on Doctorate in Student Personnel at Oklahoma State University, Stillwater.		
STEPHENSON, MURIEL A.	M	1963
Cottonwood Falls, Kansas 66845		
Teacher-Counselor, Chase County Community High School, Cottonwood Falls.		
STONE, LLOYD A.	M	1959
1011 Sunnyslope, Emporia, Kansas 66801		
Faculty, Kansas State Teachers College, Emporia (Counselor-Butcher Elementary School)		
Working on Specialist in Education in the Kansas State Teachers College, Emporia.		
STRAHM, DELORES IRENE (Schmidt)	M	1964
800 West Mona Lane, Wichita, Kansas 67217		
Housewife.		
STRAUSBAUGH, JERALD GENE	M	1965
3200 Colfax, Topeka, Kansas 66606		
Teacher-Counselor, Boswell Junior High School, Topeka.		
STUCKY, MARJORIE ELEANOR	M	1961
211 1/2 South Maple, McPherson, Kansas 67460		
Counselor, McPherson High Schools.		

SULLIVAN, RONALD G.	M	1965
1005 Monroe, Beardstown, Illinois		62618
Teacher-Coach, Beardstown High School.		
SWANSON, KENNETH LeROY	M	1959
Rural Route #2, Emporia, Kansas		66801
Director, Flint Hills Area Vocational-Technical School, Emporia.		
Working on Specialist in Education Degree in Administration at the Kansas State Teachers College, Emporia.		
SWARTZ, DAVID MICHAEL	M	1965
6018 West 27th, Topeka, Kansas		66614
Teacher-Coach, Topeka Public Schools		
TAYLOR, BENTON DeWAYNE	M	1965
1539 First Avenue West, Horton, Kansas		66439
Teacher-Counselor-Coach, Horton High School.		
TEDROW, FLOYD KEITH	M	1965
1932 North 83rd Terrace, Kansas City, Kansas		66112
U.S. Air Force.		
TEGETHOFF, HAROLD L.	M	1963
303 West 13th Street, Hutchinson, Kansas		67501
Teacher, Hutchinson High School.		
TEMPLE, DON L.	M	1963
119 Petrie Road, Cadillac, Michigan		49601
Job Corps (Civil Service), Cadillac.		
TERRILL, WALLACE NORMAN	M	1962
Rural Route #1, Hutchinson, Kansas		67501
Teacher-Counselor, Partridge Rural High School, Partridge.		
THOMAS, LOWELL J.	M	1961
Atchison, Kansas		66002
Teacher, Atchison High School.		

THOMPSON, WILLIAM P.	M	1961
1215 North Cain, Liberal, Kansas		67901
School Psychologist, Liberal Public Schools.		
THRALLS, SHIRLEY ANN	M	1963
336 West Gardenia Avenue, Phoenix, Arizona		85021
Housewife.		
TRENDEL, ROBERT E.	M	1961
211 West Madison, Yates Center, Kansas		66783
Counselor, Yates Center High School		
Attended NDEA Guidance Institute (Secondary)		
at Kansas State College, Pittsburg, 1964.		
TUCKER, WILLIAM VINCENT	M	1961
3021 Nebraska Street, Souix City, Iowa		51104
Director of Counseling Services, Briar Cliff College,		
Souix City		
Working on Doctor of Education Degree in Educational		
Psychology at the University of South Dakota,		
Bixmarck.		
VALLIER, STANLEY KENNETH	M	1958
225 North Lincoln, Erie, Kansas		66733
Teacher-Counselor, Joint Rural High School, Stark.		
VANDERBILT, NORMAN EUGENE	M	1965
Hope, Kansas		67451
Teacher, Hope Rural High School.		
WADE, MILTON C.	M	1962
103 North 18th Street, Leavenworth, Kansas		66048
Counselor, Fattou Junior High School, Fort Leavenworth.		
WALKER, JIM J.	M	1965
13834 South Eighth Street, Grandview, Missouri		64030
Counselor, Raytown South Junior High School, Raytown.		

WALL, CLARENCE R. 1501 East 13th Street, Winfield, Kansas Principal, Winfield High School Attended NDEA Guidance Institute (Secondary) at the University of Missouri, Columbia, 1961.	M	1957 67156
WALTER, JERRY LEE 8206 Tauramee, Kansas City, Kansas Faculty, Kansas City, Kansas Junior College	M	1964 66112
WAMBSGANAS, ELDOR JAKE Elmdale, Kansas Superintendent-Counselor, Unified School District #471 Dexter. Received Specialist in Education in Guidance and Counseling from the Kansas State Teachers College, Emporia, 1966.	M	1953 66850
WEBB, FRED LEWIS 918 Baker, Baldwin City, Kansas Dean of Men, Baker University, Baldwin City.	M	1961 66006
WHEAT, THOMAS DAMFORD 420 South Washington, Iola, Kansas Counselor, Iola High School and Junior College.	M	1960 66749
WIENS, ESTER AGNES Box 532, Rostern, Saskatchewan, Canada Teacher, Rostern Junior College.	M	1955
WILLIAMS, J. WARREN 2550 Columbine, Wichita, Kansas Science Research Associates.	M	1961 67204
WILLIAMS, ROBERT V. 209 North Lincoln, Beloit, Kansas Teacher, Beloit High School Attended NDEA Guidance Institute (Secondary) at the University of Missouri, Columbia, 1960. Attended NDEA Guidance Institute (Secondary) at Colorado State University, Fort Collins, 1962.	M	1958 67420

WOLF, PATTIE DELL (Lange)	M	1965
301 Hungerford, Haysville, Kansas		67060
School Social Worker, Unified School District #261 Haysville.		
WOOLF, CHARLES LEE	M	1965
Box 351, Hanover, Kansas		66945
Counselor, Hanover High School.		
WYRICK, THOMAS J.	M	1962
1445 Addington Street, Fayetteville, Arkansas		72701
Assistant Dean of Men, University of Arkansas, Fayetteville		
Working on Doctor of Education Degree in Higher Education at the University of Arkansas, Fayetteville.		
YODER, NORMAN L.	M	1965
Leon, Kansas		67074
Counselor-Coach, Leon High School.		
YOUNG, ROY LEE, JR.	M	1965
512 West 4th Street, Valley Center, Kansas		67147
Counselor, Valley Center High School.		
ZUMALT, CLIFFORD RAYMOND	M	1960
Rural Route #3, Chanute, Kansas		66720
Counselor, Unified School District #413, Chanute		
Attended NDEA Guidance Institute (Secondary) at Kansas State College, Pittsburg, 1963.		
Working on Specialist in Education Degree in Psychology and Guidance at Kansas State College, Pittsburg.		