COMMUNITY COLLEGE COUNSELING AND GUIDANCE

Report of a graduate project submitted in partial fulfillment of the requirements for the degree of Master of Arts Counseling and Guidance

Luis Guerrero

January 29, 1973
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Guidance and Student Welfare</td>
<td>3</td>
</tr>
<tr>
<td>Abstracts of Important College Counseling Topics</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>29</td>
</tr>
<tr>
<td>Bibliography</td>
<td>30</td>
</tr>
</tbody>
</table>
Historically, guidance has been designated as one of the four basic functions (along with preparatory, popularizing, and terminal functions) of the junior colleges. One of the primary purposes of the California junior colleges, consequently, has been to provide adequate counseling services for every student. As evidence of and a testimony to the commitment, it is only necessary to examine the prominent position and space devoted to a description of such services in each of the junior college catalogs within the state. A description of student personnel services usually includes statements similar to the following:

"Assisting the student to 'find himself,' providing exploratory experiences, assessing interests and aptitudes, evaluating achievements, choosing realistic goals, and preparing for a life's work."

A strong counseling program in the junior colleges becomes an obvious need when the wide diversity of student characteristics, such as age, motivation, economic background, ability, and previous training, are taken into consideration. The junior colleges, of necessity to meet this need, must offer many different types and levels of educational programs resulting in a multitude of curricular offerings. An essential service of an open door institution is a broad curriculum as a means of providing some reasonable assurance of success for the student in his study program. Some screening function has to be performed as a protection for the student in the orderly progression between the various transfer, technical, or general education courses. Here also falls the responsibility of identifying students with deficiencies and offering remedial work, particularly in reading, writing skills, and mathematics, to insure greater likelihood of success for transfer or on the job. As part of the counseling process, the student is tested
before admission, not as part of a plan to admit or reject him but rather to help insure proper placement in a training program leading to his chosen life's work based on his ability, interest, background, and goals.
When Frank Waters Thomas, 30 years ago, designated guidance as one of the four principal functions of the junior college (along with what he called the preparatory, popularizing, and terminal functions), he stressed the need for special help and advice to the student whose lack of academic ability denies him admission to the standard college or university. (Thomas, 1927.) Such a student, since he can not hope for success in a four-year program, becomes the problem and responsibility of the two-year institution. "The junior college," Thomas insisted, "must accept the duty of guiding these (less capable students) into lines of study for which they are fitted and which they can profitably pursue."

This point of view with regard to the guidance function, when judged by modern ideas on the subject, must be considered extremely old-fashioned. Both the concept and methods of guidance have changed markedly since Thomas' analysis was made. We no longer think of guidance merely as a means of rescuing the student who is in academic difficulties. The current notion is more nearly that guidance constitutes an important educational service - including accurate information, psychological testing, and professional counseling - to which every student is entitled. It presents the advantage of offering advice of a disinterested and specially informed nature to objectify and strengthen the vital decisions which every student must make regarding certain aspects of his life.

Not only the student of limited academic ability, or the student with emotional or behavior problems, but every one in the educational system, can profit from intelligent guidance and counseling. Furthermore, since demonstrably effective techniques
in this field are now generally available, anyone who is prevented from receiving the benefits of an adequate counseling service may justly complain of being short-changed by the school authorities. Most modern school systems, of course, now acknowledge this fact by instituting such programs as a regular part of total educational service.

Junior colleges as a group have been, on the whole, more interested in providing some form of counseling to their students than have the traditional colleges. This interest has no doubt resulted, as Thomas implies, partly from the more highly selective admissions practices of the older institutions, and partly from the widespread academic habit of conservatism. Besides these factors, the junior colleges appear to have recognized quite early in their development the need for special measures to serve effectively the more heterogeneous group of students which they enroll. In addition, because the two-year student actually has less time at his disposal to make the proper choice of objective than the four-year student, his problem of determining the direction of his training is a more urgent one.

All these factors have had some influence upon the establishment of guidance programs in the junior colleges. Even more significant, however, is the fact that the period between the ages of 18 and 20 - the normal junior college years - is commonly the one in which most final decisions with regard to careers and further educational plans are made.

Psychology of the Junior College Student

The young person at the usual junior college age is approaching adulthood. Physically and mentally he has attained nearly the summit of his powers, though he may continue to mature along
both lines for a few more years. In certain respects, of course, he retains the characteristics of an adolescent; for his experience usually has been insufficient for the development of social and other kinds of maturity.

The emotional difficulties and instabilities of early adolescence, however, are at this period largely a thing of the past, even though the junior college student may frequently revert to his younger attitudes and habits of behavior. His attention is directed toward the problems of adult life - especially those of a career and marriage - to a far greater degree than that of the high school student. Many of his contemporaries already have left school to seek jobs or to start families. Economic matters loom large on the horizon, and the young person feels markedly at this time an increasing sense of responsibility for his own future and, in spite of many moments of uncertainty, a growing surge of confidence in his own powers. He is probably already contributing something to the family finances and, in particular, to the cost of his education.

The feeling of independence has ordinarily grown strong at the junior college age. Among all American youth aged 18 to 20, at least a third no longer live with their parents. About half of this latter group have become heads of households; the rest are living alone or attending college away from home. About 71 percent of young men between 18 and 20, and about 45 percent of young women in the same age group have entered the labor force in one capacity or another. (Metropolitan Life Insurance Company, Statistical Bulletin) There also seems to be a tendency to change residence rather freely at this age; many young people move during these years from the farm to the city or from one city to another at a considerable distance - another evidence of the prevail-
ing spirit of self-confidence and independence.

Generally speaking, the junior college period is one of
great physical well-being, with the frequency of both illness and
mortality at a very low point. Perhaps associated with the excel-
len t health of this time of life is the feeling of energy and ambition
that noticeably characterizes this age group, in so marked a con-
trast to the lassitude or purposeless activity of the earlier adoles-
cent years. The junior college student in most instances has re-
cognized the need for directing his energies toward an intelligent
goal.

The aim which appears most practical as well as most
urgent for young people in the junior college is, of course, a
satisfactory choice of occupation. Children and early adolescents
cannot, as a rule, make wise vocational decision, with or without
guidance. There is neither an understanding of the world of work
nor the desire for self-sufficiency. In the late high school years
we begin to see the development of the desire to earn money and
assume independent responsibility, but a detailed knowledge of
occupations and the activities they entail is usually lacking.
When the student enters the junior college, he is ready with re-
spect both to emotional fitness and to work experience for a seri-
ous decision regarding his career. This, then, is the period at
which vocational guidance normally proves most useful and mean-
ingful.

Ideas about marriage are beginning at this age to take the
form of an actual searching for a life partner. This development
also seems to be associated with an increasing sense of respon-
sibility and independence. Young people, especially girls, have
at this period begun to think of the opposite sex not merely in
terms of a social and recreational pastime but in the much more
serious terms of marriage and family.

Many of the prominent characteristics of earlier adolescence, of course, remain important. The marked romanticism of the young women and the idealism of the young men have been somewhat modified by experience and maturity but not submerged. Religious doubts and questions of personal ethics and morality may be the excuses for extensive soul-searching at this period.

Reasons for Guidance

As long as young people have problems and decisions to make, the establishment of personnel services in colleges to assist in meeting them is amply justified. Although guidance in some form has existed among educational institutions from very early times, it has been only recently that we have succeeded in developing techniques which are demonstrably effective and scientific. Since we have them, there seems no reason why they should not be made available to all persons who can benefit from them.

Many reasons exist why guidance is perhaps more necessary in the modern world than ever before. Guy C. Mitchell has admirably summarized a number of them. He points out, for example, that young people of today are subjected by the circumstances of their world to much greater emotional strains than were previous generations. Furthermore, and possibly because of this, students are now entering college with a noticeable desire - indeed a drive - for life planning. Vocational selection has been generally delayed because employers seem to expect more education of young people and because the professional schools now require more lengthy training. The tremendous upsurge in collegiate enrollments during recent years has apparently brought into
college great numbers of students not innately equipped with the ability to profit by the traditional kind of education which most colleges provide. With expanding curricular offerings, elective courses, and activities of all sorts, the student needs more and better guidance in making suitable choices among them. The seriousness of this problem, says Mitchell, is indicated by the fact that about half of all college students make one or more major curriculum changes.

Mitchell believes that colleges are beginning to recognize their responsibilities with respect to the high drop-out rate of present students. While, according to the President's Commission on Higher Education, approximately 50 percent of the population could profit by at least two years of collegiate instruction, many are now entering the wrong institution or the wrong program. Such a situation calls for more effort in the field of guidance as does the fact that the growing complexity of civilization itself necessitates more strenuous attention toward helping youth to solve their many problems.

In addition, Mitchell declares, war and the military experiences of hosts of our young men have convinced them of the usefulness of guidance and have therefore created a demand for it. (Mitchell, 1951)

**Administrative Problems of Guidance**

How can the various desires and needs of junior college youth, over and above mere class room instruction, best be met? The first step seems to be the determination by the faculty and administration to look at students not merely as members of a group, but as individuals. In most school programs the students are taught and otherwise dealt with only in groups; their individ-
uality is emphasized by the nature of guidance and what is often spoken of as the "student personnel point of view."

Guidance programs, of course, differ from one another both as to their emphasis and as to their methods. Not all guidance at the junior college level, as we have already implied, can be restricted entirely to problems of occupational choice and preparation for marriage. Many other vital questions - moral, social, educational, religious, and personal - may be involved. Not every institution organizes its program in exactly the same way. In some, counseling is almost completely separate from the instructional program and is regarded as a separate (often optional) service of the institution; in others, guidance and classroom instruction are integrated and regarded as parts of the same whole, all teachers being required to understand something of guidance and to apply some of the approved techniques in their contacts with students.

In general, M. A. Hillmer considers as ideal that arrangement in which professional counselors are available to coordinate the program and serve all students directly and in which the teachers understand and support the specialized work of the counselors without being required to participate in actual guidance beyond the limits of their training and ability. The administration and interpretation of psychological tests, for example, should not be expected of the classroom teacher.

It is hard to see how any guidance program can function effectively without a full-time, well-trained psychologist as director. Yet M. A. Hillmer determined in 1950 that only about one-fourth of the public junior colleges employ full-time persons in this capacity. His figures probably can be applied with some degree of accuracy to junior colleges generally. As the result of this study, Hillmer concluded that junior college administrators
have begun to recognize the need for well-planned programs of professional guidance but have not yet reached the point of making adequate budgetary provisions and of securing technically trained counselors. (Hillmer, 1950) In some junior colleges, on the other hand, excellent work is being performed in this field.

While many institutions appear to be doing more talking about good guidance than application of its basic principles, there is strong evidence of a growing desire on the part of administrators for professionalization and improvement of the counseling services. Student personnel problems are being carefully studied, and the American Association of Junior Colleges has for some time given attention to this matter through one of its committees. The findings of this committee are closely followed by persons in the field. The stumbling blocks to the improvement of counseling services seem to be: (1) the cost of a really effective guidance program; (2) the shortage of adequately trained personnel; and (3) lack of knowledge as to how the student personnel program should be properly organized.

As J. Anthony Humphreys has declared: "This institution (i.e., the junior and community college) cannot live up to some of its primary purposes - helping the individual student explore his capacities and interests and helping him to find his own particular place in society - unless the junior college supports an active, adequate program of student personnel services. Any college owes to its clientele the periodic study of the requirements and content of offerings in relation to the educational and personal needs of its students. (Humphreys, 1948)

Aims of the Guidance Program

The essential aims of the guidance program are, in the
broadest sense, those of education itself. Guidance is not some-
thing apart from the curriculum but an integral part of it.

The terms "guidance" and "student personnel work" have
been used above somewhat interchangeably. As a matter of fact,
the latter is the more inclusive term, describing all services of
the institution which are concerned with the individual welfare of
the student. Under student personnel services are included
guidance, housing, health service, placement, and most other
institutional services except actual classroom instruction and the
library.

A committee of the American Council on Education a few
years ago considered what the student personnel point of view
(consideration of the student as an individual and as a whole
person) might hope to accomplish. Pointing out that a student's
development is conditioned by many factors (his background,
abilities, attitudes and expectancies brought with him to college,
his classroom experiences, his classmates, and the like) and
his individual reactions to all these factors, the committee in
its report insisted that the student's growth in personal and social
wisdom rests ultimately with himself. The college, at best, can
only provide a favorable environment for such development.

The institution should strive, according to this committee's
report, to create conditions which will help in bringing about the
following results: The student will achieve orientation to his
college environment. He will succeed in his studies. He will
find satisfactory living conditions. He will achieve a sense of
belonging to the college. He will learn balanced use of his physi-
cal capacities. He will progressively understand himself. He will
understand and learn how to use his emotions. He will develop
likely and significant interests. He will achieve understanding
and control of his financial resources. He will progress toward appropriate vocational goals. He will develop individuality and responsibility. He will discover ethical and spiritual meaning in life. He will learn to live with others. He will progress toward satisfying and socially acceptable sexual adjustment. He will prepare for satisfying and constructive postcollege activity. (Williamson, 1949). One may venture to assert that any college which provides the conditions for students to achieve even the major part of these goals is doing a superb job.

Having briefly discussed the nature of guidance work, the psychology of the junior college student, reasons for guidance in the junior college, a few aspects of the administrative problem, and the general aims of guidance, we may now turn our attention to the actual operation of guidance programs in the two-year institution.

Areas of Guidance

The typical well-planned guidance program in the junior college attempts to provide assistance to the student in several areas. While nearly every educational institution administers activities or services of one kind or another in some of these areas, under a competent guidance director the services are carefully coordinated and are all part of a unified master plan for developing the best resources of the college in solving the student's educational, vocational, and other problems.

The first area of guidance, after admission to college, is orientation of the student. This involves registration, the proper selection of courses, familiarization with college rules and procedures, and making first acquaintances with college personnel and other students. Usually there is at least one assembly of new
students at which matters of common interest are discussed and general instructions and advice given regarding collegiate life. Considerable emphasis frequently is placed on methods of study and wise budgeting of the student's time. Orientation is necessary chiefly during the early stages of collegiate experience but may continue into the later stages.

Closely allied with orientation is group guidance. The usual orientation program, indeed, may be considered largely this type or method—an approach to immediate problems through group instruction or discussion. In addition to the opening assembly which is aimed merely at a rapid introduction of the student to collegiate life, the institution usually provides other assembly programs dealing with topics of current interest and importance. When these are not offered simply as entertainment or as part of the curricular program, they should be included in the plan of group guidance. The student handbook, round table discussions of moral and ethical questions, forums, conferences of many kinds, career days, and the like all employ the group guidance techniques. In some institutions the vocational adviser may offer a series of lectures and conferences, or even formal classes, designed to assist students with problems concerning choice of occupation. A career-planning unit may occasionally be introduced as a portion of the course in elementary psychology.

Collection and analysis of personal data, a very necessary guidance activity, supplies the institution with accurate information that enables it to look at the student as an individual rather than simply as another member of the group. Test scores, academic marks, and personal and family data (such as health records) help in determining not only the student's abilities and probability of success but also his special problems and needs. Without such
information, guidance would be at best extremely ineffectual.

One of the most useful steps in guidance is, of course, individual psychological testing. No standard battery of tests will serve equally well for all students; thus the tests given must be chosen by an expert psychologist in light of the individual situation of every student. The usual test includes measurement of academic intelligence, vocational preferences, personal and social adjustment, and occupational aptitudes. For satisfactory results, it is essential that such tests be administered and interpreted by someone adequately trained and experienced in their use.

The success of psychological testing depends almost entirely upon the skill with which the results are used in individual counseling interviews. Only through preliminary interviews can the psychologist determine which tests ought to be administered in each case, and interpretation of the results will have meaning for the student largely to the extent that the counselor succeeds in pointing out the relationship between the scores and the student's particular situation. The personal interview, in fact, constitutes the backbone of all interviews, the student can be aided in making wise decisions regarding his present course of action and his plans for the future.

Every guidance program worthy of the name has a library of occupational information. The student should be guided to the most recent and authoritative data available regarding the fields in which he is interested. Such information should include facts about remuneration to be expected, general nature and status of each occupation, descriptions of entrance jobs, possibilities of advancement, conditions of work to be found in each field, and the qualifications first-hand acquaintance with the major vocational areas and should know where jobs are to be secured.
Another desirable function of the guidance program is placement. The institution should be able to help the student in taking his next step after graduation, whether it involves transfer to another college for more advanced instruction or immediate entrance into his chosen field of work. Placement must be skillfully done, with careful consideration of the needs of both student and employer.

Most guidance authorities believe that the program should also include a follow-up of graduates to determine how accurate and effective the counseling procedures prove to be, as well as to help graduates advance in their vocations. Follow-up is necessary in order to provide information upon which to base an evaluation of the entire guidance program.

Qualifications of the Counselor

One of the greatest mistakes made in the establishment of school guidance programs is the assumption that anyone with a knowledge of teaching and a sympathetic understanding or feeling toward other people can become, with little effort, an effective counselor and that nearly every teacher can administer and interpret psychological examinations after reading a set of directions. No one knows how much damage has been caused by this belief.

The college counselor ought to be a full-fledged psychologist and one especially trained in the field of guidance. In addition to his academic preparation, he should possess actual experience in several fields of work. It would be helpful if all counselors could secure, as part of their training, rather extensive experience in employment agencies and personnel offices. Thus their preparation would be practical as well as theoretical. Probably not more than a handful of counselors now engaged have had
the benefit of such experience.

To be realistic, however, some provisions for a guidance program, even when fully trained people cannot be secured, probably would be better than none at all. On the other hand, a strong community college, recognizing the importance of the guidance function in its total educational service, must be willing to make suitable provisions in its budget for adequate counseling facilities and adequately trained personnel.

Besides his qualifications as to training, the successful counselor must be energetic and intelligent, must have a genuine interest in people and their problems, must understand the psychology of human development, must have a grasp of the interrelationships among community agencies and activities, and must clearly display an optimistic outlook and philosophy.
Important topics in college counseling have been studied and researched that assist counselors in attaining better results in guiding college students. A series of abstracts have been selected that give greater insight on several important areas of college counseling.

Some Problems and Proposals in College Counseling

"Because of their sensitivity to conflict of any kind, college students are probably more often in need of counseling than are other segments of our society. In addition, students are in a more flexible stage of life and hence are more responsive to counseling. Since college students often have varied deep personal problems, counseling must not be limited to the educational-vocational area, nor to a fixed small number of interviews." (Patterson, 1968)

Extent of the Problem

Data from College Student Questionnaire returns and from studies made at Albion College and DePauw University indicate that more men than women are undecided about their field of major study. Many students who do choose a major make the original choice three or more years prior to going to college. Fewer than one-third decide on a major in the year just before going to college. During college, proportionately fewer students are likely to be science majors at graduation and proportionately more are apt to be social science majors than was true at entrance. At Albion College nearly three-fifths of the seniors had made at least one change in their majors. Colleges that have experimented with a
"no-choice option" for freshman have found that it is used frequently and reduces the tension of having to choose a major before a student is really equipped to do so.

"In counseling high school and college freshman, counselors need to emphasize the importance of personal discovery, involvement, and personal development. They should de-emphasize any notions that a student ought to know what major he wants or that only one right job exists for him after graduation. Some form of testing, followed by appropriate interpretation through counseling, should be made available to students before their sophomore year, keeping in mind, however, that not everyone can benefit from testing. Students should be allowed to change an advisor or a major readily, and persons especially prepared to counsel freshman in the area of academic choice should be provided - perhaps carefully selected upperclass students. Freshmen should be given opportunities to meet 'important others' on campus who may serve as role models through meaningful personal relationships. Counselors should regard freshmen as growing, dynamic, changing persons and should consider it a breach of academic integrity to try to channel them too early into one particular field." (Riggs, 1968)

A National Youth Endowment

A self-financing student loan plan has been proposed by educators that could remove economic obstacles from further education or training at the same time it places the financial burden of higher education on the principal beneficiaries. According to this National Youth Endowment proposal, every 18 year-old American would have at his disposal a specified sum to draw upon for education until he was 28. The age limit would be increased if military service or social service such as Peace Corps had interrupted his
educational career. Students could use this financial aid for academic education, vocational schooling, apprenticeship, or other forms of on-the-job training at an authorized institution of their choice.

The proposal should not be too difficult to carry out. Accreditation standards could be used on experiences gained in administering the G.I. Bill. More serious objections may arise from the cost of such a program, however, like Social Security, the youth Endowment would be self-financing, but unlike Social Security, the initial outlay would exceed repayments for several years. These initial cash deficits could be kept out of the federal budget, however, by the establishment of a public corporation that would borrow necessary funds from private lenders. Each student borrower would repay his loan plus low interest by means of an extra federal income tax throughout his lifetime, beginning at age 28 or as extended. This simple, fair, and comprehensive plan fits the current mood of the country and can serve its best interests by giving all young people a chance to develop their potentialities through education. (Tobin and Ross, 1969)

Self-Referred Students and Other-Referred Students Using College Counseling Services

Fifty-one self-referred sophomore or junior clients of the University of Denver Counseling Service were compared over a three-year period with 51 other-referred sophomore or junior clients. The two groups were similar in age, Scholastic Aptitude Test scores, and number of times seen at the Counseling Service. However, a significantly larger number of the self-referred students than of the other-referred students were found at the end of the study to have graduated from the university. Also the self-referred students
showed a significantly greater increase in grade-point average between the time of the initial counseling contact and the time of their graduation or termination from the university. (Redding, 1971)

Student Awareness of the University of Utah Counseling Center

A representative sample of 808 University of Utah students from more than 30 different classes was asked to answer a two-page Counseling Center Research Project Questionnaire during the spring quarter, 1967. The sample was then divided into 24 subgroups on the basis of academic class, college, residence, marital status, sex, age, and whether students had been to and/or heard of the Counseling Center.

Answers to the questions showed that nearly one-fourth of the students had not heard of the Counseling Center, and about three-fourths had not gone to it. More off-campus students had been to the Center than had those who lived in the dormitories, and more men had used the Center's services than had women. Fine Arts students had visited it less than had any other subgroup.

Most students thought that the Counseling Center was primarily concerned with vocational problems and college routine adjustments. Student perceptions of the Counseling Center naturally affected their use of its services. Most students said that they would like to know more about the purpose and services provided by the Center. More publicity about the University Counseling Center is clearly needed. (Rickabaugh and Heaps, 1970)

Factors Related to Classification of Client Problems, Number of Counseling Sessions, and Trends of Client Problems

Information was collected about all students seen at the Division of Counseling and Testing at the University of Wyoming
during the 1967-68 academic year (341 men and 253 women) including age, marital status, class, college, number of interviews, and classification of problem-goal (vocational, emotional, or educational). American College Test scores were also available for the freshmen. The clients were found to be representative of the total student body on all variables except age, with proportionately more younger students among the clients than among the student body.

Analysis of the relationships between client variables, classification of problem, and number of interviews showed that age, class, marital status, and sex were significantly related either to problem classification or to number of interviews. Students having more than five interviews tended to be married women, upper-classmen or graduate students, 20 to 22 years old, with emotional problems; while those who had less than three interviews tended to be unmarried freshmen men, 18 or 19 years old; while vocational or educational problems tended to be freshmen or sophomore men married or engaged; those with emotional problems tended to be engaged women, junior, senior, or graduate students.

A previously-noted trend in increase in emotional problems was found to be continuing. The percentage of clients classified as presenting emotional problems had increased from 10 per cent in 1960-61 to 45 per cent in 1967-68 while those presenting educational problems had decreased over the same period from 47 per cent to 12 per cent. The proportion of clients presenting vocational problems had remained fairly constant during the period. (Sharp and Marra, 1971)

Different Perceptions of a College Counseling Center

Students, parents, faculty, student services personnel, and
counselors at the University of Wyoming were sampled in the spring of 1969 by means of a Counseling Appropriateness Checklist which asks for ratings on a 5-point scale of the extent to which various problems are appropriate for discussion at the university counseling center. The problems fall into three areas: college routine, vocational choice, and adjustment to self and others.

Significant differences among the groups showed that counselors differed from all other groups in perceiving adjustment problems as the most appropriate. Most other groups saw vocational choice as most appropriate and adjustment problems as least appropriate. Parents differed from all other groups in 10 of 12 comparisons. (Wilcove and Sharp, 1971)

Relationship of Liking, Empathy, and Therapist's Experience to Outcome of Therapy

Tape recordings of client interviews conducted by 36 therapists at the Michigan State University Counseling Center were studied. Only cases in which a minimum of three interviews had been held with one client, the client had participated in pre-and post-therapy testing, and in which all therapy was done by one counselor were included (396 interviews). Five-minute random samples from each interview were rated for nonpossessive warmth and accurate empathy. The 36 cases were classified as successful or unsuccessful in outcome on the basis of the client's pre- and post-therapy scores on the Minnesota Multiphasic Personality Inventory (MMPI): the successful group had lower post-therapy score averages on all clinical scales of the MMPI while the unsuccessful group had elevated scores on 9 of the 10 scales. Contrary to expectations, high "liking" and high empathy conditions together did not predict a successful outcome. Inexperienced
therapists had more low-empathy scores than did experienced therapists, and, for inexperienced therapists, a rather high correlation appeared between empathy and warmth which did not exist for experienced therapists. (Mullen and Abeles, 1971)

Counseling Black Students: Any Place for Whitey?

Students in a special college program known as Search for Education, Elevation, and Knowledge (SEEK) were surveyed to determine their opinions on the importance of counselors and students having the same ethnic background. At City College, New York, in 1967, 115 randomly-selected students involved in a SEEK program responded to a multiple-choice questionnaire. In addition, 42 questionnaires were mailed to students who had dropped out of the program, 14 of which were returned. Of the entire sample, onefourth thought that having a counselor of the same sex would make them feel the most comfortable, while only 13 percent felt a counselor of the same race would make them most comfortable. In response to a question asking which counselors were the most effective, only 4 per cent named those of the same ethnic background, while 41 per cent named those having had experience with similar students, and 42 per cent named those with good ability.

In 1968, the 408 full-time SEEK students at Queens College received a 17-item questionnaire. Of the 174 students who responded, two-thirds replied that it did not matter if a counselor's ethnic background was not the same as his own. Most SEEK students seem to work easily with white counselors and indicate that they have been helped by them. (Backner 1970)
at the Counseling Center of the University of Nebraska were asked to complete a first-interview report form after a client's initial walk-in interview in which they noted their impression of intensity of client concern, client physical attractiveness, ease of client expression, assessment of potential for client's change, and the counselor's personal liking for the client. At the counseling termination, the counselors completed a close-out form indicating the type of termination, satisfaction with client progress and their own counseling techniques, and perceptions of client's satisfaction. Complete records were available for 225 student clients.

Inexperienced counselors with less than one year's experience, as compared to experienced counselors with one or more years' experience, tended to be more satisfied with their counseling techniques and with client progress and more optimistic about their clients' satisfaction. Both experienced and inexperienced counselors showed fairly high intercorrelations between personal liking of client and rating of client potential for change (r's on the order of .50), suggesting that counselors prefer clients whom they consider to have the greatest potential for change. Since counselors' perceptions of successful outcome were positively associated with their personal liking of client and their perception of client potential for change, these initial counselor impressions should be considered in assigning clients to counselors. (Brown 1970)

Counseling for Power

Revocation of the degradation and resulting powerlessness of a people (blacks, Mexican-Americans, Puerto Ricans, and American Indians, for instance) that has developed over the centuries is a complex and time-consuming task. The culturally different in America are beginning to reach out of their despair toward
a sense of identity and a quest for the power to control their own life space. As a person experiences success in manipulating his environment, he begins to have a sense of adequacy or power. Counselors of the powerless must prepare themselves first by cleansing themselves of the stereotypes that are so all-pervasive in the majority group by extreme exposure to the differing culture, by understanding the effects of powerlessness on personality in terms of motivation, behavior, and achievement, and by expanding their concepts of acceptable behavior. Such counselors must operate within a belief system which understands that a powerless person becomes self-assured and assertive by an awareness of success. Counselors must authentically see the powerless person as worthy of respect, and must accord him power in the counseling relationship. (Charnofsky 1971)

Marathon Group: A Six Month Follow-up

Fifteen college students, 7 men and 8 women, participated in a 24-hour marathon led by two experienced psychotherapists from a campus counseling center. Six months later each student was interviewed by a third member of the counseling center staff on a follow-up evaluation study. Twelve areas of inquiry formed the basis of the interview. All students related having had positive feelings about the experience at the time, 13 students reported still having extremely positive feelings six months later, one was neutral, and one was ambivalent. Asked about the negative aspects of the experience, 12 of the students were unable to think of any negative aspects, and 2 related negative experiences during the group which they felt had positive outcomes. All felt that the experience had had a positive effect on their level of personal functioning and on their nonfamily relationships, all said they
would advise friends to participate in a similar marathon group, and all but one said they had more positive feelings about themselves as a result of the marathon. Nine said their relationships with parents and family had been improved, while the rest reported no change. Seven had not tried to tell their parents about the experience. All had tried to tell friends, but nine said their friends could not comprehend the experience. Ten said they would participate again in a similar group; the rest expressed fear that a second experience might not live up to the expectations aroused by the first experience. (Founds, Wright, and Guinan 1970)

Technology in Guidance: A Conceptual Overview

Technology is basically neutral, neither good nor bad, except for the way in which it is used. Many people equate it with depersonalization, but it may actually offer the only means for treating people as individuals in today's complex world. In guidance, its use permits new things to be done and improves old ways of doing things. New goals arise, but old goals may simultaneously be lost, forcing counselors to think their priorities out carefully. Conflicts arise, but the resulting clarification of goals and values can only benefit guidance work.

Because guidance technology can take varied forms, users should share detailed information about their programs with others so that constant evaluation can take place and potential users will be able to duplicate current programs or synthesize new ones with some assurance of success. The existing Educational Resources Information Center network might be expanded for this purpose. Because technology is expensive, those who commit their programs to it should be careful to retain some flexibility; after a large initial investment, guidance may become a slave to the system,
rather than its master. To use technology wisely, most counselors will need further training. State, regional, and national conferences on guidance technology are needed, and a national planning board would be helpful. (Walz 1970)

Evaluation of the Second Year of Operation of the Contra Costa Mobile Counseling Center

Second year operations of this mobile center have validated many of the assumptions on which it was founded..., including a reduction in the communications gap between Contra Costa College and the community at large. While attempts to compare this year's results with last year's can be considered premature, some findings may be of interest. During the preceding 9-month period, over 700 hours of service were provided. This includes individual and small group counseling for 150 people. Of these 150, approximately 50 percent had an annual family income of $4,000 or less, and over half had left high school by the eleventh grade. Sixty-five percent of the 150 were also either too young to work or experienced employment difficulties due to lack of education. Of these, 29 percent were subsequently placed in college, 11 percent in job training, and 30 percent referred to other agencies for counseling or job placement. Of those not placed, many had come to the center only for information, and could not have been placed anyway. A questionnaire completed by 80 counselees indicated that 80 percent came to the counseling center to receive college or career planning information, 93 percent felt they were helped there, and 100 percent would not only use the center again, but would also recommend that their friends use it. (Gordon 1970)
Community College Students Define Counselor Role
Developing and administering the Community College Counselor Function Inventory to 75 students and their counselors, the author found a discrepancy between student and counselor perceptions of what counselor functions are important. Students tended to see the counselor role as primarily educational-occupational, while the counselors saw their role as dealing more with the personal area. Registering and scheduling of students and checking credits for graduation or transfer were perceived as important counselor functions by students and, though counselors were performing these duties to the students’ satisfaction, the counselors did not perceive them as important. It was concluded that the counselor was working outside of his defined role, and it was recommended that the role either be redefined to include tasks not presently recognized as important, or an effort be made to change the students’ understanding of the counselor’s role. (Devolder 1969)

The Three Worlds of the Counselor
Personal counseling involves counselors in three dilemmas. First, in view of the gap between the values of youths and adults, entering the value world of their younger counselees seems to threaten counselors’ personal values. Second, maintaining a balance between having a responsible concern for a clients’ actions and imposing one’s own will on him is problematic. Third, striking a balance between developing as a person and developing professional skills is difficult. Solving these dilemmas is important because counselors are important, as persons, to be counseling relationship. Generally, if counselors remain true to themselves,
developing their selftrust, joy in life, and concern for others honestly, their counselees will be most helped. (Wrenn 1970)

Summary

At this moment I see counseling and guidance in the community colleges as a very difficult task. As the sampling of abstracts indicates, the counselor must make the student body aware that he has a very important role on campus. Too many students see the role of the counselor as primarily educational-occupational, while the counselor sees his role as dealing more with the personal area. Self-referred students record of graduating points out the importance of the counselor in guiding the student. To conclude, the counselor involved in personal counseling is faced with the three dilemmas that C.G. Wrenn points out: First, in view of the gap between the values of youths and adults, entering the value-world of their younger counselees seems to threaten counselors' personal values. Second, maintaining a balance between having a responsible concern for a client's actions and imposing one's own will on him is problematic. Third, striking a balance between developing as a person and developing professional skills is difficult. Solving these dilemmas is important because counselors are important, as persons, to the counseling relationship.
BIBLIOGRAPHY


E.G. Williamson et al., The Student Personnel Point of View, American Council on Education, 1949, pp. 6-11.


