

A PLAN FOR GRANTING CERTIFICATES TO COUNSELORS
IN THE HIGH SCHOOLS OF OKLAHOMA

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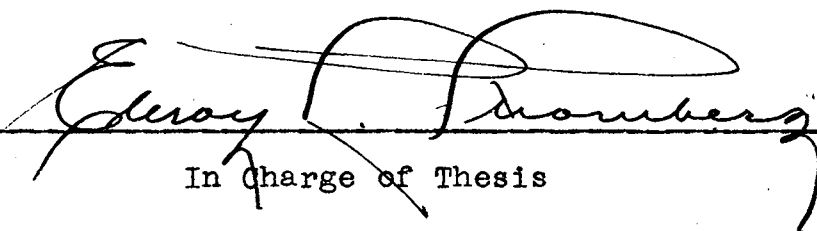
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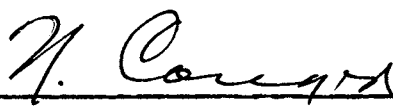
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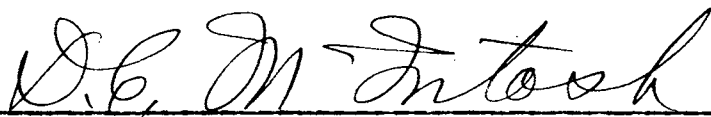
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CHAPTER I

INTRODUCTION

Until a few years ago guidance was thought to be a disciplinary function administered by the school principal or someone else who was delegated to do the usually unpleasant task. With the realization of the true importance of guidance work, innumerable magazine articles and books have been written; yet, in spite of improved resources in the literature of the subject and improved instruments and techniques, actual practices in many schools have progressed very little. A few states consider it an important part of the school program, but the outstanding work has been done by schools in larger cities.

Guidance has, in spite of the lag of practical application, become one of the most pertinent questions in the field of education today. Dr. Ben Wood evaluates its importance when he says,

"Guidance is a philosophy, not a dull bookkeeping. It lies at the very taproot of education."¹

It is necessary that a new type of leadership be ushered into the high schools of America. The old idea of "lady cops in cap and gown" must be laid aside and a new concept of the office of dean in the high school must be formed.

Dr. Eugene A. Colligan from Hunter College, New York

1. Eugene A. Colligan, "Training Teachers for Guidance," Educational Record, XVI (1935), p. 139.

states the problem in a precise manner when he says,

"Educators must answer frankly such questions as these: What is it we seek to do? Why do we seek to do it? How shall we do it? How shall we know when we have done it? Education in a democracy must actualize the potentialities of the individual in consonance with and for the proper development of a continuously progressing society."²

Human living is a fascinating thing; it involves man and all of his problems. Even more fascinating than living itself is the successful direction of the activities of others. To be able to do this requires prescribed training. Like other types of skilled work guidance presumes a complete well-rounded knowledge of the field of human behavior. The importance of training for guidance increases when one considers that the proper development of the individual student necessitates sound guidance, adequately arranged and consistently applied.

Superintendents and principals have hesitated to adopt organized programs of guidance because they have not been able to secure professionally trained counselors. Up to the present the counselors have simply grown into their positions. The basis of selection has been aggressiveness, sensitivity to the problems of youth, popularity with pupils, or lack of resistance to the assumption of new duties. As a result much of the counseling has been of questionable value. It is patent, of course, that the duties of the counselor are such as to require a person of high professional competence.

2. Ibid., p. 132.

It must not be assumed that a professional course will make a successful counselor; personality traits and experience are important. It is plausible to believe, however, that guidance work would be benefited by a knowledge of certain specific courses.

Many of the leading universities and colleges have placed in their curriculum courses which will train the public school teachers and administrators so that they will be better qualified to assist pupils in adjusting themselves to their educational environment and to plan their vocational future. In accordance with this, certain states have set up requirements for the certification of such counselors.

In the 1937 Summer Session at Oklahoma Agricultural and Mechanical College a course in guidance was offered for the first time. This course marked the beginning of the advancement of guidance in Oklahoma under the leadership of skilled counselors.

CHAPTER II
CERTIFICATION IN OTHER STATES

In considering the training and certification of persons entering the field of guidance, a clear conception of the term "counselor" should be formulated. The most adequate definition of the term is that used by the State Education Department of New York. It reads:

". . . . the staff member in a secondary school holding a certificate valid for guidance service who is assigned to work with pupils and to coordinate the efforts of parents, community agencies, teachers and specialists in the educational, vocational, social and personal adjustments and postschool planning of pupils."¹

Numerous statements concerning the desirable characteristics and qualifications of counselors have appeared in print. The Committee on Guidance of the Department of Secondary School Principals considers the work of counseling to be of such vital concern that it is imperative that it be administered by persons possessing the needed equipment and training.² W. M. Proctor discusses the "personal characteristics and qualifications" under three headings, social, educational, and years of experience. He urges that the full-time or part-time counselor in the high school should have at least an A. B. degree and should have had courses in economics, sociology, psychology, and education in addition

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1. Certification Bulletin Number 1. Certification for Administrative and Supervisory Service. The State Education Department, Albany, New York.
 2. Guidance in Secondary Schools. Bulletin of the National Department of Secondary School Principals, XIX (January, 1928), p. 49.

to courses in guidance and measurements.³ G. E. Myers makes one of the most succinct statements when he says,

"It is well to remind ourselves, however, that among the qualifications, aside from special training, which those who select counselors often emphasize are: (1) a personality which attracts and gets on well with adolescents; (2) sufficient maturity to command the respect of pupils and fellow teachers; (3) at least as good a general education as is possessed by the average high school teacher; (4) successful experience as a teacher; and (5) preferably some business or industrial experience."⁴

Most of the authorities in the field of guidance agree that the counselor should have a broad, comprehensive knowledge of occupational possibilities open to the student and needed educational requirements through first hand contacts. In successful guidance diagnoses and recommendations must be based upon accurate knowledge. One of the most outstanding steps that has been taken in the advancement of efficient guidance programs is the certification of counselors.

An examination of the certification requirements of various states indicates that seven of the states, California, Connecticut, Indiana, Michigan, New Jersey, New York and Pennsylvania, have taken definite steps in setting up requirements for guidance certificates. Louisiana has certification in guidance on the college level, but has not applied the program to the secondary schools. Maryland has a tentative plan for regular teachers to devote a part of their time to

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3. Leonard Koos and Grayson Kefauver, *Guidance in Secondary Schools*, p. 570.
 4. G. E. Myers, "A Training Program for Counselors," *Vocational Guidance Magazine*, CCCXV (April, 1927).

guidance. It is thought that in the future she will have regular supervision of guidance. Several of the letters from other states expressed interest in the work being done in certification of counselors.

In meeting the requirements for a Permanent Certificate in the State of New York the candidate shall have completed an approved four-year curriculum leading to the baccalaureate degree and, in addition, thirty semester hours in approved graduate courses. The total program of undergraduate and graduate preparation should include: (1) twenty four semester hours in professional courses required for the provisional certificate; and (2) twenty four hours in approved courses in guidance, extra-curricular activities, psychological technics, sociology and economics. The candidate shall have completed five years of approved and appropriate experience, one of which shall have been in a secondary school and one of which shall have been in fields other than teaching such as business, industry, commerce, social case work, personnel work, counseling and interviewing experience outside school work, or a combination of such experiences.

J. A. Hicks says of the New York guidance program,

"It should be made clear that students completing graduate work with guidance as a field of specialization are not eligible for certification as counselors until they have had at least five years of experience. They must also be devoting half of their time to counseling. These provisions preclude the entrance of immature students into specialized guidance positions. Graduate students specializing in guidance must secure teaching positions in the subject-matter fields for which they have prepared themselves as undergraduates. Those showing particular aptitude for guidance work may then meet the state requirements for certification as counselors by taking courses

in extension and summer school."⁵

In California an applicant for a credential for general counseling must submit:

- "I. A certificate from a physician licensed to practice medicine and surgery that the applicant is physically and mentally fit to engage in school service.
- II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary school grade.
- III. A recommendation from the school or department of education of a teacher training institution approved by the state Board of Education in school counseling, with verification of:
 - A. A minimum of two years of successful teaching experience.
 - B. Completion of a minimum of twelve semester hours of work in addition to all requirements for the teaching credential. If courses have been covered during the teacher training program, substitution of other courses recommended by the school or department of education of the recommending institution may be made. The training program, however, may not be lessened.

Required courses six semester hours:

- 1. Supervised field work in school counseling and in occupations other than teaching.
- 2. Occupational study and research.
- 3. Psychology applied to pertinent problems of personnel work.

Elective courses six semester hours
selected from the following:

- 1. Advanced psychology
- 2. Mental hygiene
- 3. Tests and measurements
- 4. Sociology and labor economics."

The Department of Public Instruction of Pennsylvania

5. J. A. Hicks, "Preparing Teachers for Guidance," Education, LVI (December, 1935), p. 237.

lists the requirements for Counseling Certificates, which are not mandatory at the present time, as follows:

"Applicants for certificates in this field must hold a certificate of standard grade and present evidence of not less than eighteen semester hours of approved preparation in this field."

The approved preparation in guidance in Pennsylvania is divided into four different fields: (1) general introduction to guidance; (2) specialized techniques in guidance; (3) field studies and applications; (4) organization and administration of guidance.

Certificates in counseling and guidance are not required in New Jersey, but a special provision has been made for the endorsement of guidance on a high school teacher's certificate and also for the issuing of a supervisor's certificate in guidance.⁶

The Michigan Certification Code for Teachers provides for life certification of candidates who hold Bachelors' degrees and have met specific requirements. A candidate who wishes to be certificated in Guidance and Counseling must complete a major or a minor in that specific field.

The Department of Education of Connecticut has the following requirements for certification. The candidate must:

- "1. Be a holder of a Connecticut Limited Secondary Certificate and have had three years' successful teaching experience in the secondary schools
and
2. Present eighteen semester hours credit in courses for deans."

6. Letter from W. A. Ackerman, State Board of Examiners, Trenton, New Jersey.

The Teachers License Requirement for Indiana states that any holder of a social studies license is qualified to direct guidance.

In Kentucky no special certification requirement has been established, but a major at the graduate level in guidance and counseling may be entered upon the face of a standard high school certificate provided, of course, the applicant secures a Master's degree.

A study of bulletins and catalogues from eighty four universities and colleges⁷ shows the trend now present to coordinate and integrate the courses which will unify a program of guidance. Naturally the names of the courses differ with the schools, but they are essentially the same in nature. These courses are offered: (1) Fundamental Problems in Guidance; (2) Educational Diagnosis and Remedial Practices; (3) Deans and Advisors of Girls; (4) The Guidance of the Adolescent Girl; (5) Guidance in Educational Institutions; (6) Problems in Guidance; (7) Principles and Practices of Guidance; (8) Character Training; (9) Vocational Guidance; (10) Educational Guidance; (11) Mental Hygiene; (12) Methods and Techniques of Counseling; (13) Problems in Student Counseling; (14) Organization and Administration of Guidance Programs; (15) Major Course in Child Guidance and Psychological Counseling; (16) Social Case and Field Work; and (17) Guidance through Social-Economic Studies.

7. See appendix.

Hunter College, New York has arranged its curriculum to provide prospective teachers with knowledge and training in the field of guidance.

"First, it offers basic courses in theory necessary to broaden the teacher's outlook beyond the mere business of acquiring the best methods of imparting the subject matter of already defined curricula. Among these courses, in theory are: Psychology and Training of Exceptional Children; Mental Hygiene; Theory and Practice of Intelligence, Educational and Guidance Testing; Diagnostic Testing and Remedial Teaching; and Clinic for Educational Guidance. Secondly, it provides opportunity both to observe experts in the techniques eventuating from the theories and to begin themselves to practice under competent direction and supervision."⁸

The New York State College for Teachers is attempting to meet a two-fold need in relation to the development of the guidance programs of the State of New York. They plan:

"(1) to develop teachers who have a philosophy of guidance and enough familiarity and experience with special techniques, that they may cooperate effectively in the guidance programs in schools in which they may be employed; (2) to assist in the training of specialists in the guidance field, particularly educational and vocational guidance counselors."⁹

L. V. Koos divides courses for permanent certification into three groups: (1) General courses, Educational Psychology, Principles of Teaching, Educational Measurements, Sociology, and Economics; (2) Related courses, Principles and Problems of Vocational Education; (3) Guidance courses, Principles and Problems in Guidance, Psychological Test in Guidance, and Counseling the Individual.¹⁰

From these statements so diversely organized one may

8. Collegin, op. cit., p. 141.

9. Hicks, op. cit., p. 235.

10. Koos, Op. cit., p. 537.

infer that State Departments are aware of the need for special training in the field of counseling. The fact that seven of the states have definite requirements for certification of counselors, and that universities and colleges in all of the states include guidance courses as part of their curricula is indicative of the increasing emphasis on adequate training for this type of work.

CHAPTER III
A PLAN FOR OKLAHOMA

In the construction of a plan for the certification of counselors applicable to the state of Oklahoma it is necessary that consideration be given: (1) to the minimum requirement that should be set up by the State Department of Education; and (2) to the maximum requirement that should be set up by the university and colleges of the state.

The present study has been made, however, to meet the need evidenced at Oklahoma Agricultural and Mechanical College and plans for other state institutions of higher learning will not be advanced. It is felt that if a successful plan can be instituted in one of the state's larger colleges it will serve to influence the others.

In developing a program of guidance in the state college thought should be given to the type of courses needed to fill professional requirements. A professional course is one designed to provide the worker with material needed in the practice of his profession. It is not a mixture of courses selected because they furnish general information necessary to the counselor.

"Psychology, sociology, history, literature, science and religion are part of the cultural background conceded to be necessary equipment of every professional worker without which success in professional work is doubtful. Such educational background should, however, not be confused with professional training which has its own categories and its own curricula worked out in terms of function."¹

1. Sarah M. Sturtevant, "What is a Professional Course for Deans of Women?" *School and Society*, XXVIII (September, 1928), p. 259.

A curriculum for counselors must be developed in terms of the problems which are unique to that particular field.

At the present there are five courses offered at Oklahoma Agricultural and Mechanical College which meet the requirement for a professional course in guidance. They are: (1) Counseling and Guidance for Girls; (2) Material and Methods of Character Education; (3) Mental Hygiene; (4) Extracurricula Activities; and (5) Diagnostic and Remedial Procedures. Before an adequate program of guidance can be started in the state additional courses should be added. The eleven semester hours now offered form a sufficient basis on which to build such a program.

Before a course is added it should be studied with respect to two questions: (1) Is it needed in practice? and (2) Does it fit one to work in this field with confidence, skill and intelligence?

Sarah M. Sturtevant says,

"A professional course is one which seeks to provide the knowledge, skills and techniques which are necessary to the practice of the profession in question. Its purpose is to shorten the way to an end by offering the opportunity for study under competent leadership, for survey of such materials as are available and for knowledge of the whole field as well as of specific problems. Its value as a course for a particular person, will depend in part on what the person is and knows to begin with and what he can make of his training."²

At least eighteen semester hours of guidance courses should be offered by the college. The following plan, however, takes into consideration courses which total twenty four

2. Ibid., p. 261.

semester hours of credit. The titles of the courses have been suggested by the various university and college catalogues. Descriptions used for these courses are those which seem to be the most adequate.

Plan of guidance courses to be offered
at Oklahoma Agricultural and Mechanical College

The total of eighteen semester hours should be selected from the following courses:

1. General Introduction to Guidance
Minimum semester hours 2
 - a. Introduction to Educational and Vocational Guidance.
Credit: Two semester hours.
Some of the aims of this course are: (a) to develop, in the teacher, administrator and counselor an appreciation of the nature, growth and scope of the guidance movement; (b) to show increased need for guidance due to changing conditions; and (c) to acquaint those concerned with the various purposes and aims of guidance and the manner in which they may function in directing living.
 - b. Counseling and Guidance for Girls. Credit: Two semester hours.
The need for counseling for girls in high school and college; the areas in which the major needs arise; ways and means of meeting these needs.

2. Specialized Techniques in Guidance
Minimum semester hours 6
 - a. Methods and Techniques used in Guidance and Personnel.
Credit: Two semester hours.
The course will give the student an opportunity to make intensive study of instruments and procedures such as: forms and records; interview technique; case study technique; rating scales; time schedules; methods for group organization.
 - b. Mental Hygiene. Credit: Two semester hours.
The psychology of personal adjustment. A review of the studies and researches in the field of the psychology of improved self-management.

c. **Materials and Methods of Character Education.**

Credit: Two semester hours.

Theory, investigations, materials and methods and tests in the field of character education with a view to applying these to courses in character education for the public schools.

d. **Diagnostic and Remedial Procedures.** Credit: Three semester hours.

Techniques of diagnosis and remedial treatment of difficulties of high school pupils. Practice in applying techniques in individual cases.

3. **Field Studies and Application**

Minimum semester hours 6

a. **Social Case and Field Work.** Credit: Two semester hours.

The purpose of this course is to acquaint the teacher, supervisor and counselor with the techniques and administration of social case work and how this information is essential for the proper functioning of any guidance program.

b. **Vocational Guidance.** Credit: Two semester hours.

Case studies in educational and vocational guidance. An application of the principles of educational and vocational guidance. Consists of the study and discussion of a series of concrete problems. The common, everyday cases that a counselor must handle. The aim of the course is three fold: (1) to familiarize the student who desires to become a counselor with the kind of problems he will meet; (2) to assist the classroom teachers who are interested in helping to solve the guidance problems of their pupils; (3) to enrich the background of experienced counselors.

c. **Application of Tests to Educational and Vocational Guidance.** Credit: Two semester hours.

A critical study of the tests, rating scales and other devices, such as interest blanks, which have been proposed for educational and vocational guidance of the individual.

4. **Organization and Administration of Guidance**

Minimum semester hours 4

a. **Guidance in Educational Institutions.** Credit: Two semester hours.

To acquaint the student with the various agencies and methods for the guidance of students in school work, with certain implications in the choice of preparation for a vocation. A study of the abilities

of students as related to guidance, the exploration of special interests, the organization of the guidance program, and the proper integration of the high school program for the purposes of guidance.

- c. Extra-curricular Activities. Credit: Two semester hours.

A comprehensive study of the legitimate activities in the high school not generally provided for in the regular school program.

The courses as listed above should be offered as advanced work for students who have received their degree as well as their Life Certificate to teach in the secondary schools.

The Oklahoma Department of Education requirements for the certification of counselors will need to be at a minimum until the program of guidance is firmly established in the state. The interest manifest by those connected with school work will stimulate the advancement of a more highly developed program of guidance.

The following plan takes into account the fact that certification of counselors is a comparatively new idea in Oklahoma.

Plan for granting certificates to

Counselors in the high schools of Oklahoma

An applicant for certification in general counseling must submit:

1. Verification of a life certificate to teach in a secondary school.
2. A minimum of three years of successful teaching experience.
3. Completion of a minimum of twelve semester hours of advanced work in special guidance courses. This should include courses in general counseling, techniques and

application to case work.

A valid life certificate to teach in secondary schools was considered necessary because a person holding one has signified that he is interested in directing human living. A minimum of three years of successful teaching experience will serve to eliminate those who do not intend to go forward with this type of work and will tend to strengthen the desire of those interested. Requiring the completion of a minimum of twelve semester hours of advanced work in special guidance courses will place the certificate within the reach of a greater number of those who wish to become counselors.

CHAPTER IV

SUMMARY

In the certification of counselors as a part of a guidance program in Oklahoma many problems arise. The state is now in the initial stage where guidance functions must be differentiated. The reorganization of the curriculum, perfection of organization, development of a guidance personnel, and the operation of effective guidance techniques must be considered before progress can be made in carrying out such a program.

This study has revealed that seven of the states have taken definite steps in setting up requirements for guidance certificates. It may be estimated from a sampling of these seven states that the fundamental certification requirements are much the same in all. Graduation from college, experience, and advanced work in special guidance courses are considered the necessary equipment for a person entering the field of guidance.

A study of bulletins and catalogues from eighty four universities and colleges shows the present tendency to coordinate and integrate the courses which will unify a program of guidance. It was noted that the universities and colleges having the highest requirements were located in states having a definite guidance program set up by the State Department of Education.

In constructing a plan for the certification of

counselors applicable to the state of Oklahoma it was necessary that attention be given to the work that has been done by the other states. Some of the features of their programs were not suitable for application but the fundamental principles could well be applied. In placing the requirements for certification at a minimum it was felt that holding a life certificate, three years of successful teaching experience, and twelve hours of advanced guidance work would leave the field open to all those interested in pursuing special training.

Oklahoma Agricultural and Mechanical College as one of the state's larger institutions of higher learning is in a position to foster the advancement of an organized program of guidance. The plan as presented in this paper suggests that regular guidance courses totaling twenty four semester hours should be offered. Eighteen semester hours should be selected from these courses to meet the requirements for advanced guidance work.

Complacency on the part of those who are carrying out the program, or a lack of vision on the part of those who are responsible for its administration will bring the development of a guidance program to a standstill. It is of fundamental importance that a philosophy of guidance permeate the schools and teacher training institutions if a guidance program is to function adequately.

APPENDIX

I. California

A. Stanford University Bulletin, Sixth Series, Number 52,
August, 1937.

1. Fundamental Problems in Education---Curriculum
and Guidance.
2. Educational Diagnosis and Remedial Practice.
3. Deans and Advisers of Girls.
4. The Guidance of Adolescent Girls.
5. Guidance in Educational Institutions.

B. University of Southern California Bulletin, XXXII,
August 1, 1937.

1. Problems in Guidance.

II. Colorado

A. University of Colorado, Bulletin XXXVII, Number 4,
Boulder, Colorado, June 30, 1937.

1. Principles and Practices of Guidance.
2. Character Training.

B. Colorado State College of Education Bulletin,
yearbook Number 1937-1938, Greeley, Colorado.

1. Guidance and the Socialization Program in the
Secondary School.

III. Indiana

A. Ball State Teachers College Bulletin, XI, June, 1936.

1. Bases for the Development of Character and
Personality.

B. Indiana University Bulletin, XXXII, July, 1934.

1. Administrative Work for Deans of Girls in High Schools.

IV. Louisiana

- A. Louisiana State University Bulletin, XXIX, April, 1937.
 1. Guidance in Secondary Schools.
 2. Problems in Personnel and Guidance.

V. Maine

- A. University of Maine, Orono, Maine.
 1. Vocational and Educational Guidance.

VI. Michigan.

- A. Michigan State Normal College Bulletin, XXIV, May, 1934, Ypsilanti, Michigan.
 1. Educational and Vocational Guidance in High Schools.
- B. Michigan State College of Agriculture and Applied Science, XXXI, March, 1937.
 1. Vocational and Educational Guidance.
- C. Detroit Teachers College Catalogue, 1929-1930.
 1. Vocational Guidance.

VII. Missouri

- A. University of Missouri, Columbia, Missouri.
 1. Educational Guidance.
 2. Guidance in Character Education.
 3. Mental Hygiene.
 4. Methods and Techniques of Counseling.
 5. Problems in Student Counseling.
 6. Special Investigations in Guidance and Counseling.

7. Research in Guidance and Counseling

VIII. New Jersey

A. Bulletin of the New Jersey State Teachers College at Montclair, 1936-1938.

1. Organization and Administration of Guidance Programs.
2. Principles of Mental Hygiene and Guidance.

IX. New York

A. Fordham University, Bulletin of Information, 1935.

1. Application of Tests to Educational and Vocational Guidance.

B. Teachers College Bulletin, Columbia University, XXVII, Number 4, February, 1936.

1. Orientation Course in Individual Development and Guidance.
2. The Teacher's Function in Individual Development and Guidance.
3. Methods and Techniques used in Guidance and Personnel.
4. Major Course in Child Guidance and Psychological Counseling.

X. Ohio

A. Ohio State University, Columbus, Ohio.

1. Fundamentals in Guidance.
2. Guidance through Social-Economic Studies.
3. The Administration of Guidance Programs.

XI. Pennsylvania

A. University of Pittsburgh Bulletin, 1932-1933.

1. The Guidance Function in Education.
- B. The Pennsylvania State College, State College, Pennsylvania.
 1. Educational and Vocational Guidance.
 2. Character Education and Guidance.
- C. Temple University, Philadelphia, Pennsylvania, August, 1936.
 1. Introduction to Educational and Vocational Guidance.
 2. Social Case and Field Work.
 3. School Counseling.

XII. Utah

- A. Bulletin of the University of Utah, 1934-1938.
 1. Guidance and Personnel in Secondary Schools.

XIII. Washington

- A. State College of Washington, Pullman, Washington, 1937.
 1. Educational Guidance.
 2. Problems of the High School Adviser.
- B. University of Washington, Seattle, Washington, 1937-1938.
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