

A HANDBOOK FOR COUNSELORS

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Minneapolis 14, Minnesota
May, 1944

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FORWARD

The purpose of the Handbook is to aid teachers in handling student problems that lend themselves to counseling. It can be helpful as a reference to teachers who are getting their training "in service", and in faculty meetings and discussion groups.

A PROPOSED COUNSELING PROGRAM FOR HIGH SCHOOL OR COLLEGE

A student personnel program is based on the fundamental nature of the individual. It considers his special aptitudes, his intelligence, his motivations, and in general, his potentialities. It recognizes the principle of individual difference and the belief that most behavior anomalies are subject to modification. It gathers

Basic Concepts

all information that is useful and practicable--objective or subjective, evaluates it and applies it to the solution of student problems. It uses the psychological principles that apply to teaching and interviewing, and keeps accurate records of progress.

The objectives of a guidance program might well be, in general, to insure the utmost use by the student of all the facilities and opportunities of the school which would aid in his maximum development. The degree to which the individual student is benefited is a measure of its value to the school as a whole. Specifically, the objectives of a counseling program could be:

Objectives

1. To discover the students' interests, abilities and needs; to help him outline a school program that will make the maximum use of these interests and abilities, and in so far as possible, meet his needs.
2. To bring the student to face his problems and possibilities; to put him in a position to discover for himself a solution for his problems and make plans for further development.
3. To help the student to become increasingly self-directive and to develop a willingness to assume responsibility.
4. To orient the freshmen and transfer students and aid in their personal adjustment to school or college life.

Guidance activities are apt to begin with "New Student Days". This part of the program provides for group testing of freshmen and transfer students; conferences with faculty counselors; try-outs for musical organizations, tour of campus and town; introduction to student leaders. Social occasions might include open

Group Guidance

houses, songfests, picnics, assemblies, programs, and formal reception and dance.

A class entitled Freshman Orientation may extend throughout the school year. It is attended by all freshmen and transfers, and they are introduced to such subjects as: time budgeting, study habits, taking lecture notes, effective reading, preparation for examinations, and social usage. The various publications of the school regarding customs, traditions, regulations, requirements, and opportunities could be employed.

A second semester, devoted to educational and vocational guidance, could consist of a series of vocational forums by especial speakers and a round table discussion by division and department heads outlining the offerings of their departments. The student prepares a required paper* which compares his abilities, interests, etc., with the requirements of the job in which he is most interested.

While the student receives general orientation toward the various aspects of college life, he attacks his own personal problems with his counselor. For example, he works out his own time schedule with his counselor and has many sessions with him when writing his paper on a vocation.

It has been demonstrated that guidance is most effective when individual and group guidance supplement each other.

The question, "Who should counsel?", is a controversial subject. Some authorities hold that only trained experts are able to benefit the student and

Who Counsels

that counseling by untrained people might even be harmful. The opposite point of view, held by some educators, is that counseling is an aspect of good teaching and that any good teacher can counsel.

*For outline see J. Anthony Humphrey's How to Choose a Career - Science Research Associates.

Schools taking the middle ground provide an "in-service-training" program for teacher-counselors and establish supplementary agencies for clinical work with the students who need it. The counselors are carefully chosen from the

faculty on the basis of previously manifested interest and pro-

Organization

mise as a counselor. A workable agreement between counselors

and administration provides that any time the arrangement is not mutually satisfactory it can be terminated by either party. All faculty members expect to do

some counseling as part of their regular work, but since a number of specific

functions are required of the counselors, some small compensation is recommended.

For the purpose of giving specialized information or assistance to the counselors, other instructors, or to students, the following agencies are sometimes provided: the testing bureau; vocational guidance office; psychological consul-

Specialized
Agencies

tant; speech clinic; remedial reading class; grooming clinic;

health service; religious education office; research office;

employment committee; scholarship committee; placement office; extra-class activities office; personnel board.

The good counselor knows when it is advisable to refer his counselee to one of these offices. Various combinations of these services exist in different institutions. The testing office ordinarily administers, scores, and interprets tests, and it may be combined with various other psychological and guidance agencies which are sometimes provided to give service to counselors and do supplementary counseling in special cases. The vocational guidance office (if operated separately from other services) may counsel all students who desire assistance in choosing a vocation, or it may supply the necessary information to the counselor. The direction of the registration of all freshmen, transfer students, and other students who wish advice about choosing a course or a curriculum is sometimes a duty of the vocational guidance office. Test results, grades, and other data are employed by the vocational guidance counselor, information concerning oppor-

tunities in various vocations, getting a job, etc., is dispensed. Specialists in the speech, reading, health and grooming clinics give specialized information, treatment and advice to students, keep careful records and consult with their counselors.

Thoughtful students confronted with apparently contradictory philosophies and varying beliefs and standards of conduct may seek assistance in the religious education office where their religious leader is apt to be a psychologist and sociologist as well as a theologian. The research office assembles masses of information, and treating them statistically and scientifically discovers relationships between bodies of data. One function of this office is to distribute its findings among the rest of the staff so that scientific facts may be put to practical use. The scholarship and student employment committees consider the worth and needs and abilities of the students who desire or merit financial aid. These student aid agencies make use of test data, vocational information and other types of information about the students. The keeping of employment records is an additional function. The placement office undertakes the placement of graduates in the most suitable positions, according to the innate abilities and preparation of individuals. Leaders in extra-class activities and school organizations can often be influenced to cooperate with the administrative officers in encouraging the student personnel program. For example, they have been known to provide social opportunities for socially retiring students and to help build desirable public opinion. Extra-class activities offer the students opportunities for self-expression and successful experiences. They provide an outlet for students with special interests. The personnel board should be an administrative and policy making body. Some decisions can be made with the greatest dispatch and efficiency by one official alone and such matters should not be referred to the board. The minutes should be delegated by the board to clerical workers, faculty, house mothers (if any) and counselors. It should be the busi-

ness of the board to set up the specific objectives of the student personnel program; to define the limits of responsibility, and authority, and duties of the counselors and other staff members; to help the counselor evaluate the results of

The Personnel Board

his work; to assist the counselor in a special case where he feels the need of advice or information; to see that guidance activities are coordinated for the best interests of the individual student as well as for the college as a whole; to call in for meetings or workshop, advisory experts and personnel leaders, and otherwise promote in-service training; to provide reading materials bearing on the problems of the personnel worker; to survey the resources of the college to see whether all are being used to the best advantage; and to give the counselor or staff member recognition when he has done a good job.

The student personnel board of a high school program might be composed of the superintendent, one or more principals, a representative from the counselors, various clinicians, and such other officials as seem desirable. On a college board, the Dean of students and the Director of Testing might be substituted for superintendent and principal.

Information flows between the counselor and these foregoing agencies and between the counselor and the administrative offices, including the registrar.

Flow of Information

A student personnel program cannot be effective without accurate and up-to-date knowledge about the student. The administration makes available to counselors, at stated intervals, information regarding the students' academic and social progress, absences, health record, discipline, and extra-class activities. All this information flows into an individual permanent cumulative record in a central office where it is picked up and used in the near-by counseling rooms. The counselor is the coordinator of information and assistance from all other agencies. He does not surrender his responsibility when he refers the student to one of the above-mentioned agencies. He gathers information and interpretations of information from the various available sources

such as instructors, coaches, administration, etc., and brings them to bear on the problems of the student. The counselor also records his own observations and comments on interview sheets and later sorts out the most significant items of information to transfer to the permanent cumulative record.

The permanent cumulative record usually contains the following items: personal data, extra-class activities, grades, work record, honors, test data, health record and counselors' summaries. Keeping the permanent cumulative record in a central

Permanent
Record

place makes unnecessary duplicate records and the consequent duplication of effort so often found. The keeping of the record is justified because: it makes all information immediately available for counseling, research or faculty reference; it makes the problems and progress of the individual student clear by showing his past experience and achievements; it makes follow up easy; it makes possible a simple, continuous record on alumni; it is economical it provides valuable information in case of a new counselor.

The permanent record has value for the administrator, the clinician, and the counselor, but the most desirable outcome will not be realized unless all who use the record keep its contents confidential.

Counseling
Defined

Counseling is the skillful interpretation and manipulation of data about a person to the end that the student understands as nearly as possible his problem and potentialities and feels motivated to do something about them. Some think of it as an extension of teaching, some think of it as an extension of administration, and certainly it partakes of the nature of both.

Certain activities have been found to contribute toward the goals set up, and these will be listed as suggestions for the counselor. The counselor will

Counselors'
Activities

want to: 1. Help the student become acquainted with the traditions, customs and regulations of the school.

2. Help the student to choose an appropriate course of

study, one in accord with his interests, aptitudes, personality adjustments, and future plans.

3. Help the student choose suitable extra-class activities, those which will make use of his skills and talents, encourage worthy use of leisure time and provide the student with opportunities for social participation (should include if possible, at least one in which he can excel).

4. Know each counselee as thoroughly as possible from every angle--home relationships, school progress, social adjustment, health, etc.

5. Help the student to self-realization, and to help him decide on a course of action in the light of his problems and potentialities.

6. Meet the student occasionally in a social way in the counselor's home and at school functions.

7. Lend a sympathetic ear in case of personal, particularly emotionally, difficulties, and keep his confidence.

8. Help the student evaluate his progress in the classroom and elsewhere, and praise and encourage him when justifiable.

9. Keep a running record of the progress and activities of the counselee and write semester and yearly summaries for the cumulative record (the counselor may find it difficult to remember from one time to the next what he has said or what he has learned from the student unless he keeps interview notes.

10. Refer to the most suitable agency any student whose problem seems to require specialized information or further diagnosis.

11. Act as the student's representative or his defense and counsel if necessary at court in case of a serious discipline problem.

12. Decide how much guidance is needed.

13. Recommend a change of schedule, course, or room when it seems desirable.

14. Recommend that the student be transferred to another counselor

if the counselor feels someone else could help him more.

15. Seek the assistance of student leaders in individual cases where students might need social opportunity or knowledge of campus customs.

16. Keep the parent informed concerning the student's progress, and achievements.

A positive contact between school and parents is desirable. If the counselor waits until the student violates a rule or fails a class before he contacts the parents, the contact must be negative. A previous positive contact would help to clarify the position of the counselor as an interested friend rather than a disciplinarian. A positive contact can even help to prevent a breach of discipline. It can serve as a motivating factor to the student, and a source of satisfaction to the parent. One study shows that 1098 out of 1100 parents of students desired more meaningful information than grades alone. In cases where the counselor is unable to interview the parent, a cooperative letter written by student and counselor is effective. It helps the student and counselor to be aware of progress and helps to clarify strengths and problems.

Although the counselor is not intended to be a clinician, he will find it helpful to know the recognized order for making a case study. The first step is gathering information. The following types of information are important:

Gathering
Information

1. autobiography, which should be available in the student's application for admission.
2. high school record.
3. rank in class.
4. special honors or achievement.
5. parents' ratings.
6. principal's ratings.
7. home background.
8. health record.

9. anecdotes from faculty, hostesses, instructors, or other observers.
10. observable student behavior.
11. what the student reveals in interview.
12. test scores.
13. absence record.

The autobiography is helpful because it can give the genetic development of the student over a period of years. Many times he reveals his frustrations and achievements and especially the high points of his life. One can sometimes get the time element as it affects the student's activities.

One can readily see at a glance at the high school record whether or not he is strong in some subjects and weak in others, and with which subjects he might have difficulty in college. The rank in class is more predictive of college success than other facts about his high school record.

The admission blanks and the accumulative record give some idea about the home background of the students. Facts about home are unusually significant because of the length of time that the student has lived under conditions which have influenced his behavior. It is very important to learn early whether or not the parents are divorced or whether there is conflict between any members of the family and whether there has been indulgence or too much restriction in the home. Items of information that indicate affection or lack of it in the home are very important. If parents indicate that they are not satisfied with the present development of the student, or if the high school principal or the parent says that the student needs to learn cooperating, it is likewise the diagnostic of a home difficulty.

Facts about the health of the student can be very important. such weaknesses as poor hearing or eye sight, low basal metabolism or anemia, for example, have their effect on school marks. On the other hand, a handicap is sometimes made

the excuse for lack of effort!

The counselor may want to ask instructors or housemothers for anecdotes or comments on his counselees. Anecdotes are helpful, especially if they are recorded as facts and not opinions. (For example, the statement, "Is moody", is not as meaningful as "Cries frequently". If they are kept from time to time, one gets a developmental picture of the student's behavior from the factual record. The various types of behavior manifested by the counselee during the interview are noteworthy.

The counselor does not intend to pry and usually defeats his own purpose if he appears too eager to learn the student's attitudes and opinions. An impersonal objective attitude, together with a genuine interest in the student, usually encourages confidences. The counselor will want to maintain a reputation for keeping the student's confidences. In preparing for an interview, the counselor should:

1. be familiar with all data available about the student to be counseled.
2. have advance data, if possible, concerning any special problem.
3. provide sufficient time and forestall interruptions.
4. see that the office is neat.

The following symptoms of maladjustment are often significant: excessive rationalization; excessive day-dreaming; pouting, sulking, and whining; bursting into tears without a great deal of provocation; loud, boisterous, out-of-place attention-getting behavior; self-consciousness, excessive timidity; shyness or shrinking reactions; irrational fears; contempt for social affairs; delinquency in most of its forms including lying and stealing. Super-sensitiveness, moping by oneself, expressions of hate and prejudice are also often significant.

The results of tests furnish significant information, especially if you know how much not to believe them. Some of them are only fifteen to twenty-five per cent better than a guess. The intelligence and achievement tests have a high validity and reliability. The interest tests are helpful, especially the Strong's

Vocational Interest blank. Personality tests, although they have the least validity, unearth previously concealed information and provide a valuable basis for counseling.

Among the tests* appropriate to administer to students during New Student Days are:

The American Council on Education Psychological Examination (intelligence) by Thurstone and Thurstone.

The American Council Cooperative General Culture (Measure of academic achievement).

Adjustment Inventory, by Hugh M. Bell (isolates most of the problem cases--measures home, health, social and emotional adjustment.

The counselor may have counselees who would profit by taking the following additional tests and questionnaires:

The Otis Self-Administering Test of Mental Ability (It is occasionally desirable to check a student's I. Q. by giving a second intelligence test. The physical condition of the student, the temperature of the room, previous experience with tests, and other conditions influence the score somewhat.)

or,

The Ohio Psychological Test

Stanford-Binet (Revised) Individual Intelligence

Nelson Denny Reading Test (to determine the general level of vocabulary comprehension.)

Iowa Silent Reading as a diagnostic instrument to help determine just where the student's reading deficiency lead.)

American Council on Education Reading Test C₁ Q (High school) C₂ Q (College)

Minnesota Personality Scale (yields measures on morale, social adjustment, family relations and economic conservatism.

*For publishers and prices, see appendix.

Minnesota Multiphasic (measures tendencies toward abnormality (depression, schizophrenia, etc.), must be interpreted by a counselor or psychologist.

Washburne Test of Social Adjustment (intended to measure truthfulness, control purposefulness, impulse-judgement, happiness, and the feeling of security in relationships with people.)

Allport Study of Values (intended to measure economic, intellectual, scientific, aesthetic interests, love for people, or the desire to know one's own relationship to the rest of the world.)

Strong Vocational Interest Blank (an extremely useful test in discovering or confirming a vocational interest. It is the product of fifteen years of research.)

One or more of the aptitude tests:

McAdory Art

Meier Seashore Art

Seashore Music

Johnson O'Connor Finger-Tweezer Dexterity

Minnesota Paper Form Board (manual ability to spatial relations)

Minnesota Clerical Aptitude

Moss-Hunt Nursing Aptitude

It is imperative that the diagnosis of a student's personality be accurate and complete. Inexperienced counselors many times diagnose symptoms and treat them rather than getting at the causes of the difficulty. A careful diagnosis tried to isolate the problem and tries to discover, if possible, its causes. If the counselor feels that a complete diagnosis can not be made with the available information, he probably needs more and should refer the student to specialized agencies to get this information. It has a salutary and motivating effect upon the student to have his problem diagnosed correctly. It is the first step in

helping him to solve his problem.

After gathering and evaluating information, the counselor will observe that the data begin to form a pattern. Test data and other facts will support each other. Possibly some items of information will not agree with the pattern, and these will be critically studied and checked for accuracy. Test scores will be carefully inspected, and it is well to remember at this point that clerical workers can make mistakes.

A study of all available information may disclose some of the following problems

A. Problem of curricular or vocational choice

1. One which does not make the maximum use of the student's abilities
2. one for which the student lacks the necessary aptitude or intelligence
3. one for which the student is temperamentally unsuited (for example: a bright but retiring science student might be happier in laboratory work than in public health work)
4. conflict between student and parents upon vocational choice
5. no vocational choice or uncertain choice
6. choice of vocation in which opportunities are limited

B. Problems relating to academic achievement

1. unsatisfactory study habits
2. irregular attendance
3. inferior mental ability
4. discrepancy between ability and achievement
5. inferior high school background
6. reading deficiency
7. speech defect
8. too heavy schedule

9. lack of goal
10. excessive absences

C. Personal problems

1. home maladjustment (e.g., lack of affection; broken home; over-restriction; unfavorable comparison with a more attractive brother or sister; over-indulgence)
2. poor health, physical defects, or irregular health habits
3. social retiringness, or over aggressiveness
4. over-participation in purely social activities
5. emotional instability
6. financial need or extravagance
7. grooming

It is not likely that the average student will have a single isolated problem. For example, retiringness could easily have its roots in home adjustment or in a reading disability.

Information is properly applied when with the help of the counselor, the student thinks through his problem, faces it squarely, and plans to take action. The

Applying
Information student being counseled is in a learning situation and the most effective learning takes place when the student discovers for himself the correct response. Praise from the counselor and others confirm and fixate the correct response. Scientific studies show that while learning results after the incorrect response is punished, greater and more rapid learning results when the correct response is rewarded. Moralistic counseling has no place here, and there are studies to show that it produces no motivation. One of the laws of learning is the law of motivation. The student is motivated by having the interest and attention and praise of his counselor; a correct diagnosis is a motivating factor.

Some general guides to counseling are as follows:

1. Use your own knowledge of the student's interests to develop an opening conversational lead.
2. Be sparing with advice.
3. Avoid moralistic counseling.
4. Avoid blame, criticism, threats and pressure--these measures had become exhausted before the student got to you.
5. Know what information to withhold--for example, a counselor would not tell a student he has an I.Q. so low that he could never expect success in college, or that his emotional problem will probably frustrate him so badly that he won't be able to succeed.
6. Avoid predictions of failure.
7. Praise whenever honestly possible.
8. Cultivate a friendly, interested manner.
9. If it is possible, give encouragement, reassurance, or information instead of asking questions to stimulate conversations.
10. Look for underlying problems.
11. Observe and record the behavior of the student.
12. Avoid the appearance of haste; give the student time to think.
13. Know the optimum time to terminate the interview--it may be before you have finished what you had planned to say.
14. Summarize for the student or, better, let the student summarize.
15. ~~Make~~ it easy for the student to ask for another interview.
16. Allow the student the relief of mental catharsis. (Talking himself out, he sometimes thinks through his problem and sees the next step.)
17. Define student's attitudes and feelings, also ambivalent feelings. Opposing attitudes or feelings are often cause of conflict.

Evaluating the progress of the counselee and enumerating his strengths are successful therapeutic measures.

The application of information too often ends with counseling. However, no results can be observed until action takes place on the part of the student or at times on the part of the counselor. Sometimes helpful are changes in externals, such as a change in curriculum, schedule, recreation, job, room, or roommate. One should beware of putting too much confidence in external changes, but at times they do help. The most necessary change must be in the individual himself. The counselor should not overlook the opportunities for aid among faculty, students, administrative officers, specialists and social agencies.

Therapy

In specific problems, there are some procedures that have proved effective. Problems of vocational choice may be attacked by referring the student for complete testing including aptitude, and the Strong's Vocational Interest Blank. Aptitude tests for music, mechanical arts, clerical work, science and art, help to show whether or not the student has the ability to master the necessary skills to enter a related occupation. Comparing test results with high school record, claimed interest, and other data might be enlightening. Success in subject matter courses relating to a vocational choice are evidence in favor of that choice. The student would benefit by a thorough study of his chosen vocation and related fields. The counselor might recommend reading materials and visits to the industries in question, calling attention to such items as: working conditions, remuneration, preparation required, social status, and opportunity for advancement. A comparison of the qualifications of the student with the requirements of the job would be helpful. A vocational choice can be an integrating factor in the life of a student. A definite goal makes his studies more meaningful.

In the case of inferior mental ability, the student can sometimes be guided into the less academic courses or those for which he shows some aptitude. Some students of this type show enough progress to make college seem justifiable, whereas others become more and more frustrated by being constantly urged to do the

impossible. The latter type will be harmed rather than benefited by continuing in college. The counselor should not accept the score of one intelligence test as final proof of inferior intelligence. The experts claim only 50% accuracy for intelligence tests as predictors of academic success. Two or more mental tests should be administered and other data examined before arriving at a conclusion. The student will not be benefited by being told that he has a low I.Q., and indeed, might develop serious maladjustments as a result. His aptitudes and personality strengths should be emphasized and his plans made in agreement with those.

Other problems relating to academic achievement may be treated by referring the student to the speech or reading clinic, by helping the student to make a satisfactory time schedule, by helping him learn to study, or by changing courses or curricula.

An insufficient high school background can sometimes be overcome by special coaching in the weak subjects. The counselor should not be obliged to do this, but he should recognize when it is needed and suggest a suitable tutor or some other solution. Summer school might help.

High ability with low achievement is often accompanied by lack of motivation. Means of motivation that are successful in other situations are equally useful in attacking this problem. The discovery of an absorbing interest or of a goal, the desire for approval and attention from his counselor and others, and the feeling that he has a friend among the faculty are likely to motivate a student. He may be stimulated by the feeling that his counselor thoroughly understands his background and personality. Sometimes a bright student is moved to unprecedented effort by finding that he does have the ability to do successful academic work. A discrepancy between ability and achievement occasionally results from a health problem. The counselor may recognize such a condition and refer the student to the health service or the family physician.

Low achievement is often complicated by personality problems, such as feelings

of inferiority, social retiringness, rebellion against authority, or emotional instability. Sometimes the personality adjustment must be effected before academic progress can be made.

Personality test results may give the counselor valuable leads in investigating a maladjustment. He may find facts among other data which agree with test results.

Researches show that home maladjustment may be the basic cause of almost any type of problem. A rank of Unsatisfactory in the home section of the Bell Adjustment Inventory is apt to be a correct rating. However, the accuracy of an excellent home adjustment score might be questionable since any falsification would be apt to be made for the purpose of creating a favorable impression. If there are no test data to indicate a home maladjustment, but the counselor has reason to believe that there is one, he may observe the student for the following types of behavior which have been found to accompany a home problem: super-sensitiveness, self-consciousness, listlessness, crying, sulking, pouting, spitefulness, class cutting, failure to keep appointments, missing meals, difficulty in making friends, resentment of criticism, violation of major rules and expressions of hate, inferiority, prejudice, or fear. Students who manifest the foregoing types of behavior believe that their parents (one or both) are nervous, lack understanding, frequently criticize, and exhibit anger, irritation, or disappointment in the child. Whether or not these conditions really do exist or are present only in the imagination of the students, the problem is nevertheless a real problem. Problem students are apt to complain that their parents expect too much of them, treat them as if they were not grown up, and do not allow them to make their own decisions.

It may be possible to lead the student to realize that whatever the parents have done or neglected to do, their intention was to do what was best for their child--that the process of providing necessities, comforts, and advantages consumes much time and energy and looms so large that the small item of praise for

the child may be altogether overlooked. Sometimes the counselor has an opportunity to talk with the parents and is able to persuade them to change their attitudes or methods of dealing with the student. Needless to say, such a conference would require the most careful preparation and the utmost tact on the part of the counselor. One cannot influence a person whom he has already antagonized.

Methods that work successfully in other cases may be applied here. A friendly interest on the part of the counselor, praise for the student's gains, emphasis on his strengths, and a sympathetic ear may accomplish the desired result.

Social retiringness and feelings of inferiority in the student may have been brought about by such experiences as being constantly compared with a brighter or more attractive sister or brother, being expected to do more than he is able, a succession of failures, or a physical handicap. Social opportunities in small groups, light responsibilities, praise for even minute progress, emphasis on his good points, and a friendly, interested counselor may help strengthen the self-confidence of the student. As in other problems, one of the best therapeutic measures is to put him in a situation where he can succeed.

A reading disability can produce a problem of social adjustment. If a person cannot read, he is more or less illiterate. Illiteracy is a social handicap. He feels his handicap in dealing with and competing with his school mates and hence suffers from feelings of inferiority. The treatment is obvious.

Follow-up is a part of therapy, and it is hard to say when follow-up should stop. The problem student who has made progress should eventually arrive at a point where he no longer depends heavily on his counselor for active guidance, but of course few of us ever outgrow the need for recognition and encouragement.

When counseling or therapy is ineffective, the failure may be due to: a) poor rapport; b) lack of complete information; c) wrong diagnosis; d) treatment
Evaluation of symptoms rather than causes; e) moralistic counseling; f) insuf-

ficient effort on the part of the counselor; g) overlooking some available school or community agency; h) need for more time before progress can be observed; i) the student's being psychopathic.

The counselor cannot be expected to have rapport with every student he attempts to help. If the counselor recognizes that he is not able to help a student, he will ask the administration to transfer the student to another counselor or refer the student to some other agency. The psychopathic or near-psychopathic student should be referred to a psychiatrist or clinical psychologist.

The success of counseling might be evaluated by the extent to which the student has made steady progress in the solution of his problems. Progress may be measured by retesting, school marks, the comments of instructors and others, and the observations of his counselor. If three people agree that he has been helped, that is considered objective evidence. The counselee's own opinion as to whether he has made improvement is significant, although it is possible for a student to be helped without his being conscious of it. A running record showing the student's actions, his attempts at attacking his problems, the counselor's efforts, and the results of counseling contributes to accurate evaluation.

The foregoing sketch has attempted to present a program in agreement with the democratic ideals of Francis Parker; the concepts of such psychologists as Thorn-

dike and Allport; and such administrative and personnel practices

Conclusion

as have been found to be practicable and effective in colleges and secondary schools. The effort emphasizes the importance of the individual and attempts to show how to provide equal opportunity for all, in so far as the individual is able to take advantage of it. To help the student to make the maximum use of his abilities and aptitudes is to enhance his opportunities for a full and satisfying life.

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Anastasia, A., Differential Psychology
Macmillan Co., New York, 1939

Rogers, Carl, Counseling and Psychotherapy
Houghton-Mifflin, New York, 1942

Schaffer, L. F., Psychology of Adjustment
Houghton-Mifflin, New York, 1936

Prescott, D. A., Emotion and the Educative Process
American Council on Education, Washington, D. C., 1938

TESTS AND MEASURES

Intelligence

- American Council on Education: Psychological Examination for High School Graduate:
and College Freshmen
L. L. Thurstone and T. G. Thurstone
American Council on Education
744 Jackson Place, N. W.
Washington, D. C.
\$7.00 per 100, 1929 and annually thereafter
- Ohio Psychological Examination, by H. A. Toops
(For College Freshmen)
Ohio University, Columbus, Ohio
\$.10 per test, including test booklet and answer paper
- American Council on Education: Examination For High school Students.
By L. L. Thurstone and T. G. Thurstone
American Council on Education
\$5.00 per hundred; 1936
- Otis Self-administering Test of Mental Ability
For high school and college students.
Arthur S. Otis
World Book Company, Yonkers-on-the-Hudson,
New York and Chicago, 1922, 1928
- Revised Stanford-Binet Scales, by L. M. Terman and Maud Merrill
For children and adults
Houghton Mifflin
Boston, 1937, \$10.00
- Iowa Silent Reading Tests--Advanced, by H. A. Greene
Forms Am or Bm for high school and college.
World Book Company, Yonkers-on-the-Hudson,
New York and Chicago, 1939, \$1.60 for 25
- Cooperative Reading Comprehension Test C₁ (Lower Level) Form Q
For junior and senior high school and first year
college.
Cooperative Test Service
15 Amsterdam Ave., New York City, 1940
\$5.00 per hundred

THE COUNSELOR'S SEMESTER SUMMARY

First Semester

Please write a brief summary of the progress and growth of your counselees during the last semester, covering the following points. Your summaries should be recorded on the regular interview note form.

1. What are his objectives and goals (academic, personal, and vocational)?

To what extent has he progressed toward those goals?

2. What are his strengths and deficiencies as a student?

3. Has he been working up to capacity?

4. Has he developed socially (adjustment to college, community, poise, normal participation in student committees and organizations)?

5. a. What are his special problems, if any, and what progress has been made in solving his problems?

b. Can you summarize what advices have been given and what progress has been made in solving the problems?

6. What recommendations do you have for his further development?

** 7. Is he planning to attend summer school? _____

If so, where? _____ Do you think he should accelerate his program? _____

The summary for each student should be filed in the individual and permanent folder of that student after the counselor has had his conference with the student on his final grades for the first semester. This summary takes the place of the usual interview notes on that grade conference.

THE COUNSELOR'S YEARLY SUMMARY
OF STUDENT COUNSELING

Please write a brief summary of the progress and growth of your counselee during the year, covering the points outlined below:

Your summaries should include the significant data from the first semester report and be recorded on the back of the cumulative permanent record. These reports are due before you leave town, or by June 15.

1. What are his objectives and goals (academic, personal and vocational)? To what extent has he progressed toward these goals?
2. What are his special problems? Can you summarize what advices have been given and what progress has been made in solving the problems?
3. What recommendations do you make for his further development?
4. Do you recommend that this student return to this college next year?

Note: Please use not more than half of the back of the cumulative folder for recording your summary. Though the questions above may be used as a guide in making your report, you need not limit yourself to these points.